

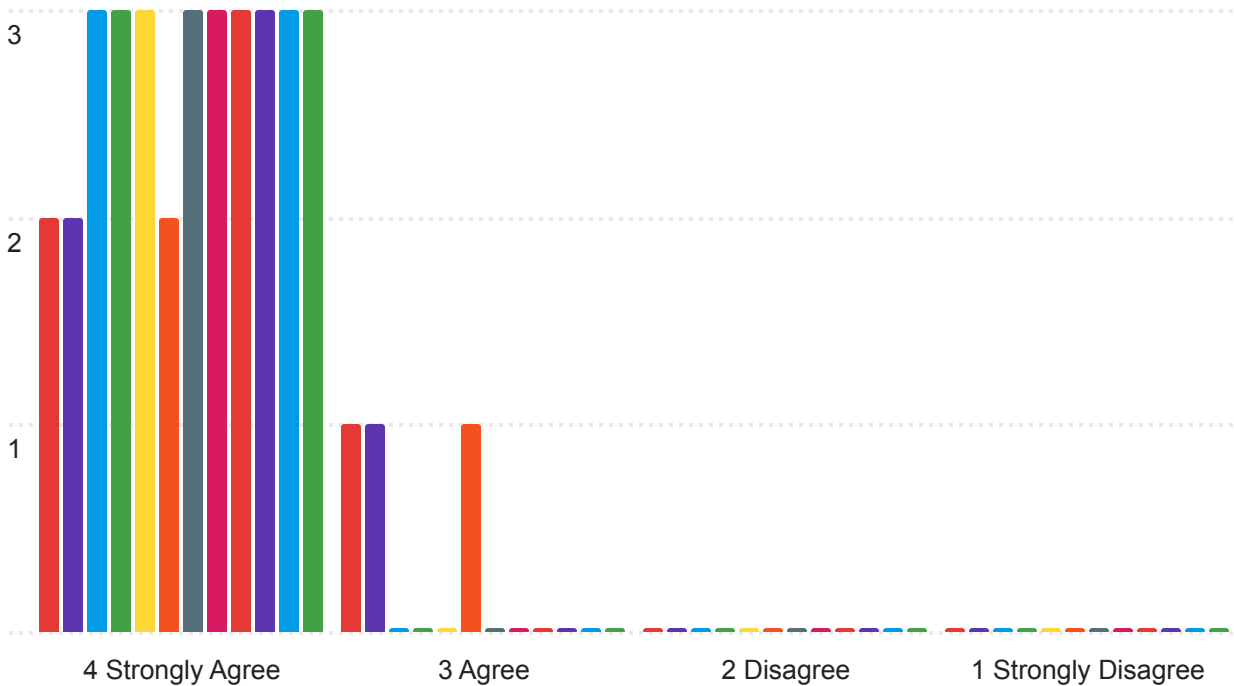
1st Year C&I Employer Survey (completed 2022-2023)

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

3 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environme...
- preparation for the assigned role and responsibilities including the knowle...
- application of research and evidence to focus on the learning and developme...
- the ability to communicate, collaborate, and lead collaborative activities....
- use of technology to achieve desired results and communicate with all stake...
- a professional disposition and adherence to laws, policies, codes of ethics...
- high expectations, support for individual student achievement, high-quality...
- knowledge of how children learn and develop and support the intellectual, s...
- the ability to foster relationships with school colleagues, families and t...
- the ability to accept, reflect and initiate change based upon feedback and ...
- sensitivity when interacting with diverse students and colleagues.

1st Year C&I Employer Survey (completed 2022-2023)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|---------------------|------------|---------------|------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 2 | 1 | 0 | 0 | 3 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 2 | 1 | 0 | 0 | 3 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 3 | 0 | 0 | 0 | 3 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 3 | 0 | 0 | 0 | 3 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 3 | 0 | 0 | 0 | 3 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 2 | 1 | 0 | 0 | 3 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 3 | 0 | 0 | 0 | 3 |
| high expectations, support for individual student achievement, high-quality instruction, and the belief each student can succeed. | 3 | 0 | 0 | 0 | 3 |
| knowledge of how children learn and develop and support the intellectual, social/emotional and personal growth of all students. | 3 | 0 | 0 | 0 | 3 |
| the ability to foster relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 3 | 0 | 0 | 0 | 3 |
| the ability to accept, reflect and initiate change based upon feedback and actively seek out opportunities to grow professionally. | 3 | 0 | 0 | 0 | 3 |
| sensitivity when interacting with diverse students and colleagues. | 3 | 0 | 0 | 0 | 3 |

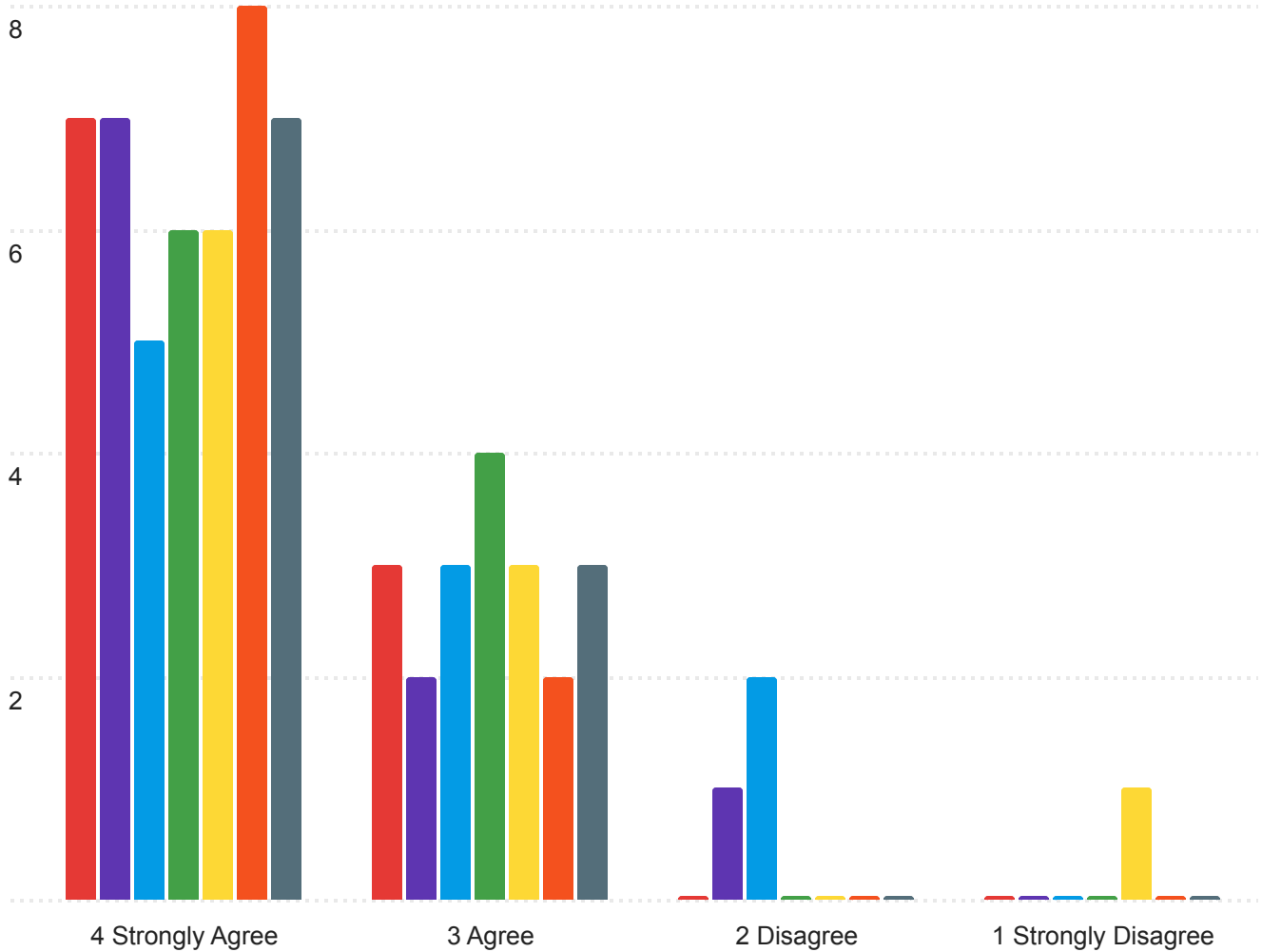
Survey Invitations: 11
 Survey Responses: 3
 Response Rate: 27.27%

Q1-Q7 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

10 Responses



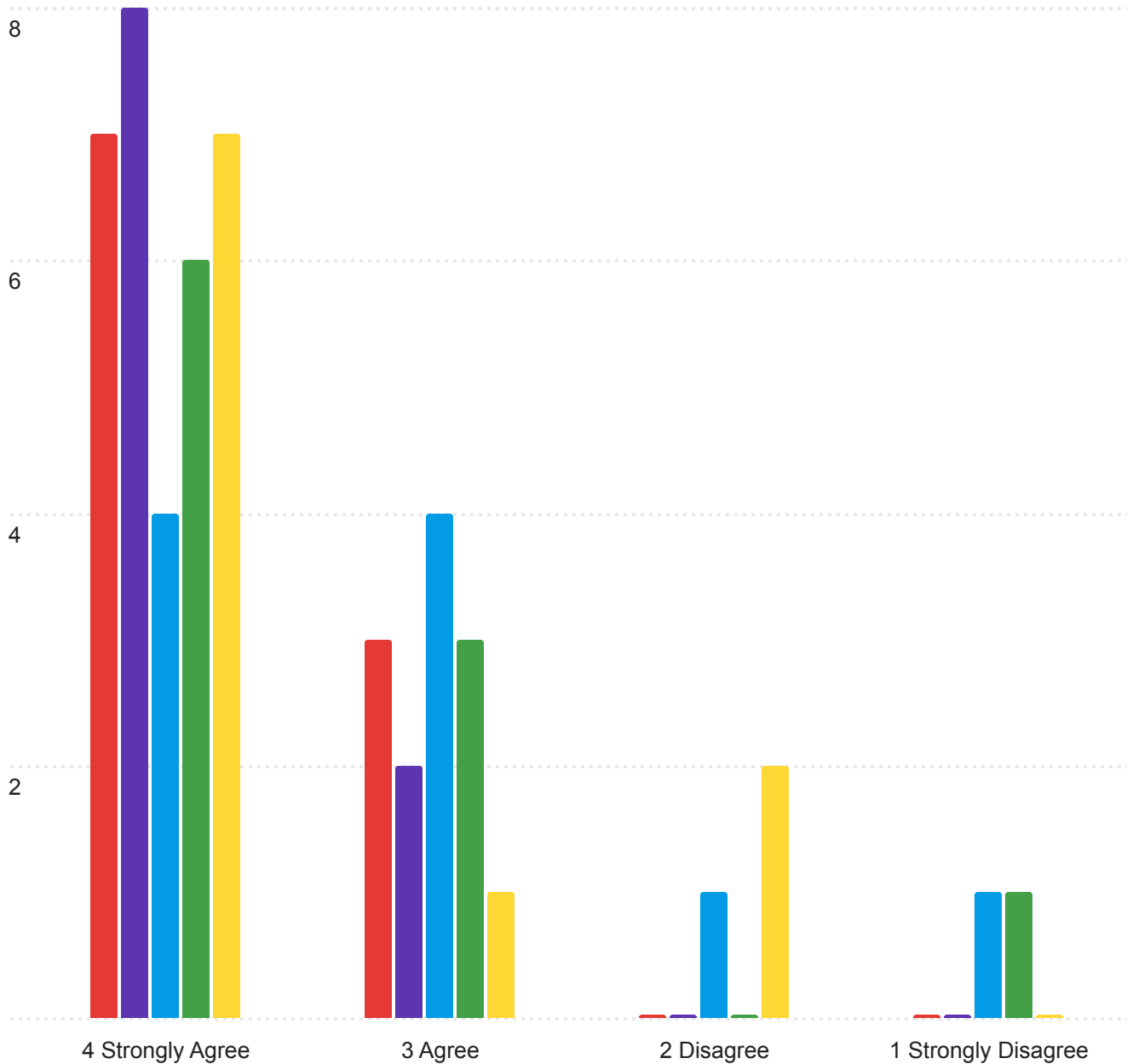
- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A....
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...

1st Year EDL Employer Survey (completed 2022-2023)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------|---------|------------|---------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 7 | 3 | 0 | 0 | 10 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 7 | 2 | 1 | 0 | 10 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 5 | 3 | 2 | 0 | 10 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 6 | 4 | 0 | 0 | 10 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 6 | 3 | 0 | 1 | 10 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 8 | 2 | 0 | 0 | 10 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 7 | 3 | 0 | 0 | 10 |

Q8-Q12 - The Doane University College of Education Educational Leadership graduate program completer promotes the success and well-being of students, teachers, and support-staff by:

10 Responses



- demonstrating Strategic Leadership by supporting the mission and shared vision, ...
- demonstrating Instructional Leadership by supporting equitable learning environm...
- demonstrating Organizational Leadership by supporting human resource systems, eq...
- demonstrating Community-Political Leadership by supporting educational environme...
- being prepared for the roles and responsibilities of the assigned position.

1st Year EDL Employer Survey (completed 2022-2023)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| demonstrating Strategic Leadership by supporting the mission and shared vision, school culture, forecasting, support, and continuous improvement. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 1, 6; NELP Standard 1, 7; NDE Principal Standard 1, 2; NDE Rule 24 Principal Guidelines Standard 1, 6; Praxis I; PSEL Standard 1 and 10) | 7 | 3 | 0 | 0 | 10 |
| demonstrating Instructional Leadership by supporting equitable learning environments, learning systems, instructional practices, assessment practices, responsive professional learning, and supervision and evaluation. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 2, 3; NDE Principal Standards 3, 4, 6; NDE Rule 24 Principal Guidelines Standard 2, 3; NELP Standard 3, 4, 7; Praxis II; PSEL Standards 2, 3, 4, 5, 6) | 8 | 2 | 0 | 0 | 10 |
| demonstrating Organizational Leadership by supporting human resource systems, equitable access, operational systems, communication systems, and legal compliance. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 3.0; NELP 3, 5, 6., 7; NDE Principal Standards 5 and 6; NDE Rule 24 Principal Guidelines Standard 3; Praxis I, III; PSEL Standard 3, 6, 8, 9) | 4 | 4 | 1 | 1 | 10 |
| demonstrating Community-Political Leadership by supporting educational environments, engagement, partnerships, advocacy, policy and political engagement, and the supportive school community. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standards 4.0 and 6.0; NELP 3, 5; NDE Principal Standard 7, 8; NDE Rule 24 Principal Guidelines Standard 4, 6; Praxis I, IV, VI; PSEL Standard 3, 8) | 6 | 3 | 0 | 1 | 10 |
| being prepared for the roles and responsibilities of the assigned position. | 7 | 1 | 2 | 0 | 10 |

Additional feedback regarding the Doane University Educational Leadership Cadre Program:

Brenna has done an amazing job as a first year coordinator. She continues to grow and learn each day.

Culture building is a challenge for Dan.

Really need to go over budget more

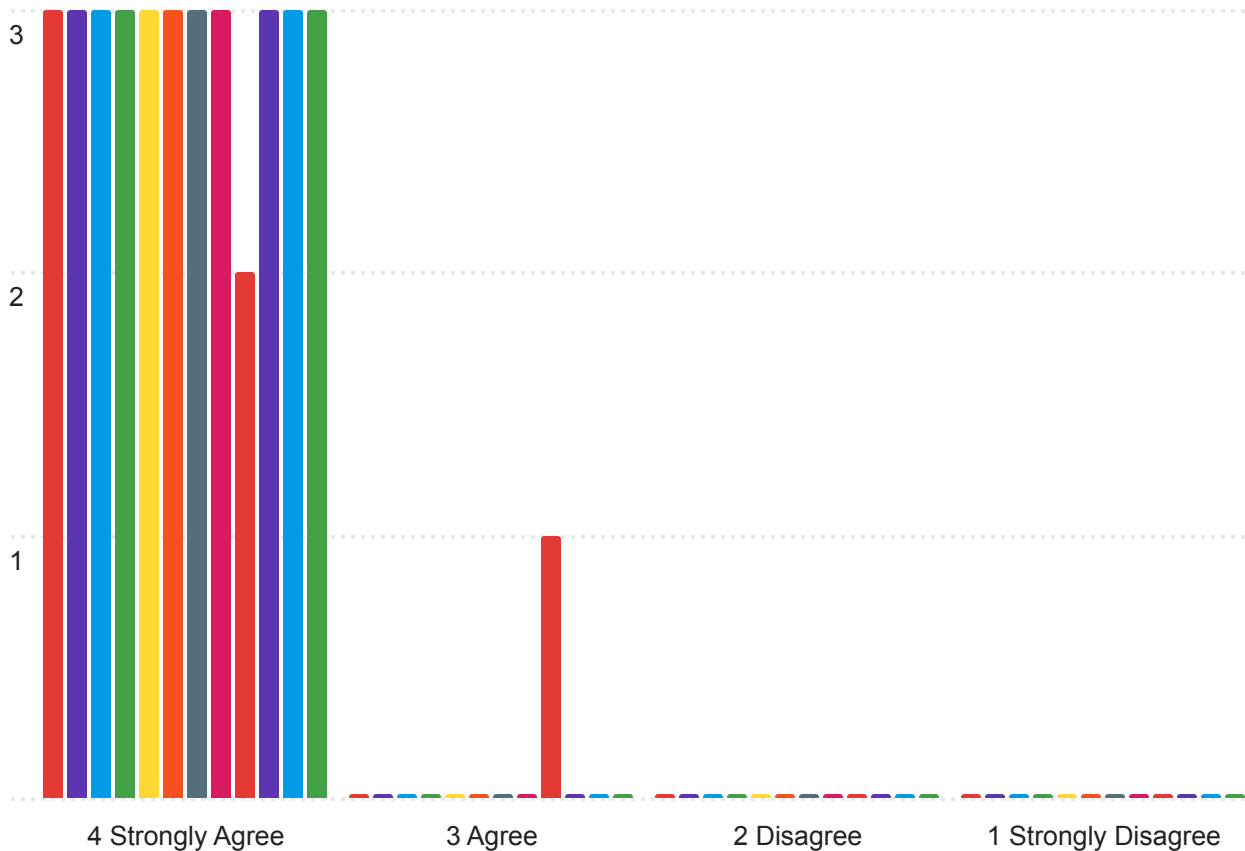
Survey Invitations: 51
 Survey Response: 10
 Response Rate: 19.6%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

3 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environmen...
- preparation for the assigned role and responsibilities including the knowled...
- application of research and evidence to focus on the learning and developmen...
- the ability to communicate, collaborate, and lead collaborative activities. ...
- use of technology to achieve desired results and communicate with all stakeh...
- a professional disposition and adherence to laws, policies, codes of ethics,...
- alignment of practice with vision, mission, and values of the organization.
- knowledge and skills of resource management and finances.
- leadership skills and dispositions for curriculum and instruction.
- strong knowledge in areas of teaching and learning. ■ skills in the management of human resources.

1st Year EDS Employer Survey (completed 2022-2023)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|---------------------|------------|---------------|------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 3 | 0 | 0 | 0 | 3 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 3 | 0 | 0 | 0 | 3 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 3 | 0 | 0 | 0 | 3 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 3 | 0 | 0 | 0 | 3 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 3 | 0 | 0 | 0 | 3 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 3 | 0 | 0 | 0 | 3 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 3 | 0 | 0 | 0 | 3 |
| alignment of practice with vision, mission, and values of the organization. | 3 | 0 | 0 | 0 | 3 |
| knowledge and skills of resource management and finances. | 2 | 1 | 0 | 0 | 3 |
| leadership skills and dispositions for curriculum and instruction. | 3 | 0 | 0 | 0 | 3 |
| strong knowledge in areas of teaching and learning. | 3 | 0 | 0 | 0 | 3 |
| skills in the management of human resources. | 3 | 0 | 0 | 0 | 3 |

Survey Invitations: 12

Survey Responses: 3

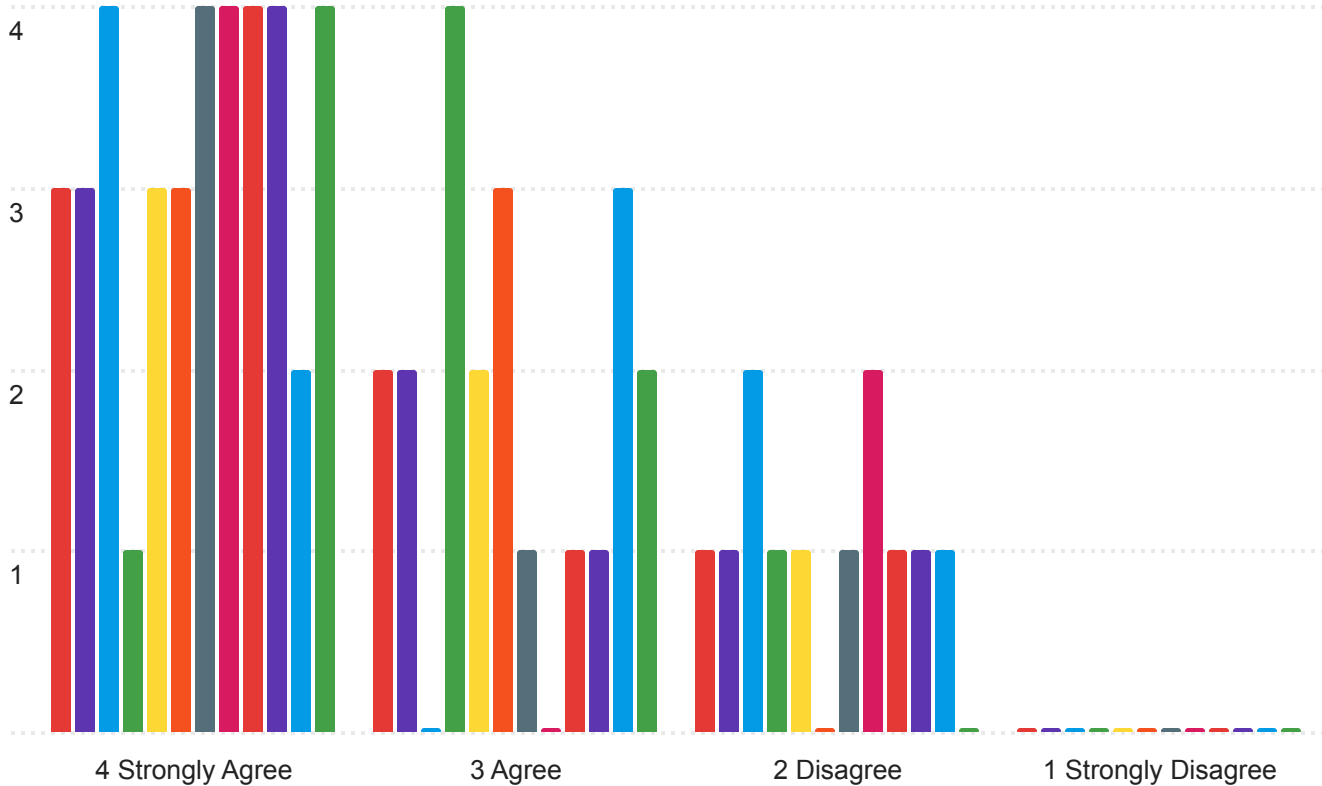
Response Rate: 25%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

6 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A...
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- high expectations, provides support for individual student achievement and acces...
- working knowledge of how children learn and develop, and provides opportunities ...
- relationships with school colleagues, families and the larger community agencies...
- acceptance of, reflects and initiates change based upon feedback and actively se...
- sensitivity when interacting with socio-culturally diverse students and colleagues.

1st Year SC Employer Survey (completed 2022-2023)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|---------------------|------------|---------------|------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 3 | 2 | 1 | 0 | 6 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 3 | 2 | 1 | 0 | 6 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 4 | 0 | 2 | 0 | 6 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 1 | 4 | 1 | 0 | 6 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 3 | 2 | 1 | 0 | 6 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 3 | 3 | 0 | 0 | 6 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 4 | 1 | 1 | 0 | 6 |
| high expectations, provides support for individual student achievement and access to high-quality instruction that demonstrates the belief each student can succeed. | 4 | 0 | 2 | 0 | 6 |
| working knowledge of how children learn and develop, and provides opportunities supporting intellectual, social/emotional and personal growth. | 4 | 1 | 1 | 0 | 6 |
| relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 4 | 1 | 1 | 0 | 6 |
| acceptance of, reflects and initiates change based upon feedback and actively seeks out opportunities to grow professionally. | 2 | 3 | 1 | 0 | 6 |
| sensitivity when interacting with socio-culturally diverse students and colleagues. | 4 | 2 | 0 | 0 | 6 |

Survey Invitations: 28

Survey Responses: 6

Response Rate: 21%

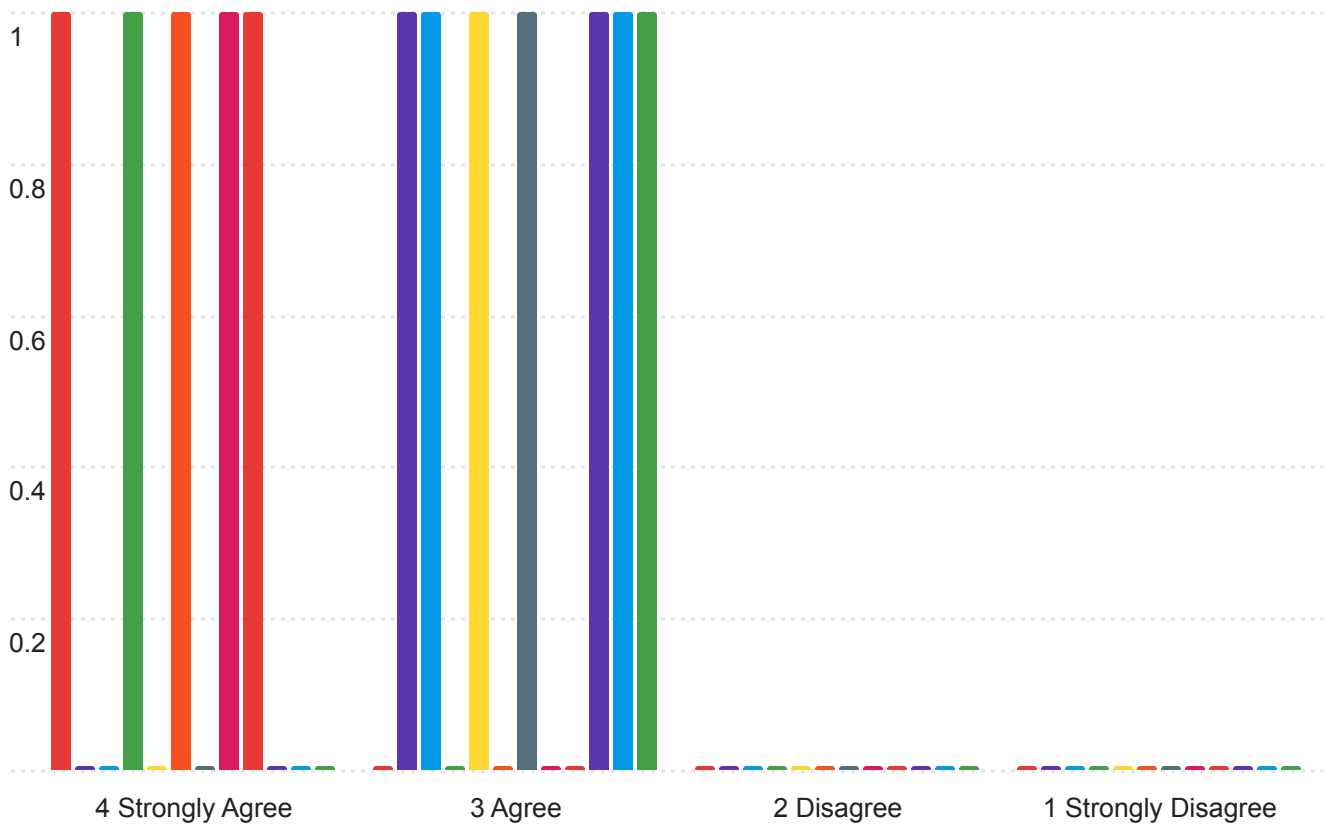
1st Year SC Employer Survey (completed 2022-2023)

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

1 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A...
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- high expectations, support for individual student achievement, high-quality inst...
- knowledge of how children learn and develop and support the intellectual, social...
- the ability to foster relationships with school colleagues, families and the la...
- the ability to accept, reflect and initiate change based upon feedback and activ...
- sensitivity when interacting with diverse students and colleagues.

3rd Year C&I Employer Survey (completed 2020-2021)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|---------------------|------------|---------------|------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 1 | 0 | 0 | 0 | 1 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 0 | 1 | 0 | 0 | 1 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 0 | 1 | 0 | 0 | 1 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 1 | 0 | 0 | 0 | 1 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 0 | 1 | 0 | 0 | 1 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 1 | 0 | 0 | 0 | 1 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 0 | 1 | 0 | 0 | 1 |
| high expectations, support for individual student achievement, high-quality instruction, and the belief each student can succeed. | 1 | 0 | 0 | 0 | 1 |
| knowledge of how children learn and develop and support the intellectual, social/emotional and personal growth of all students. | 1 | 0 | 0 | 0 | 1 |
| the ability to foster relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 0 | 1 | 0 | 0 | 1 |
| the ability to accept, reflect and initiate change based upon feedback and actively seek out opportunities to grow professionally. | 0 | 1 | 0 | 0 | 1 |
| sensitivity when interacting with diverse students and colleagues. | 0 | 1 | 0 | 0 | 1 |

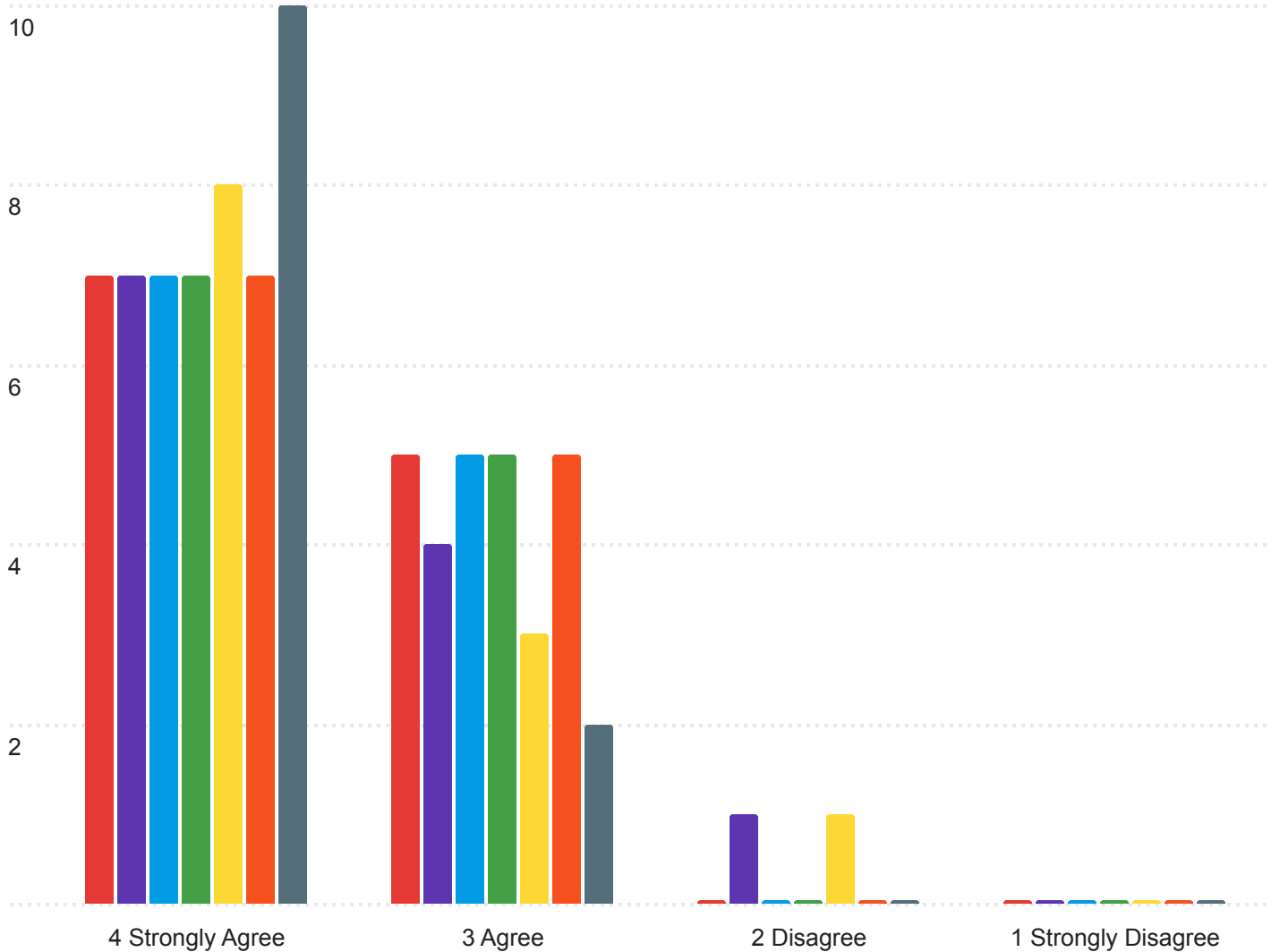
Survey Invitations: 10
 Survey Responses: 1
 Response Rate: 10%

Q1-Q7 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

12 Responses



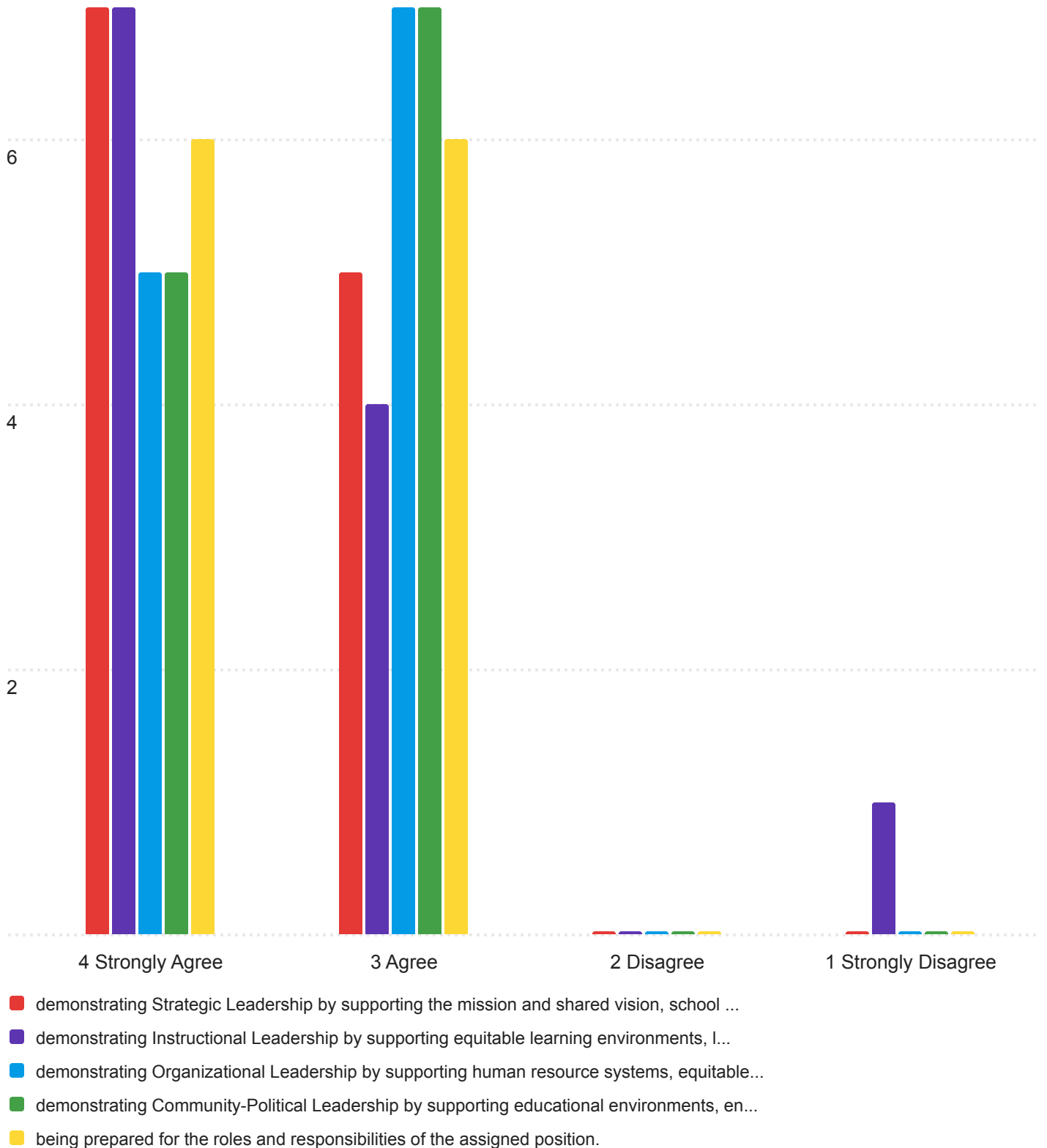
- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1...
- preparation for the assigned role and responsibilities including the knowledge, underst...
- application of research and evidence to focus on the learning and development opportuni...
- the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; ...
- use of technology to achieve desired results and communicate with all stakeholders. (A...
- a professional disposition and adherence to laws, policies, codes of ethics, and profes...

3rd Year EDL Employer Survey (completed 2020-2021)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|---------------------|------------|---------------|------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 7 | 5 | 0 | 0 | 12 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 7 | 4 | 1 | 0 | 12 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 7 | 5 | 0 | 0 | 12 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 7 | 5 | 0 | 0 | 12 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 8 | 3 | 1 | 0 | 12 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 7 | 5 | 0 | 0 | 12 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 10 | 2 | 0 | 0 | 12 |

Q8-Q12 - The Doane University College of Education Educational Leadership graduate program completer promotes the success and well-being of students, teachers, and support-staff by:

12 Responses



3rd Year EDL Employer Survey (completed 2020-2021)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| demonstrating Strategic Leadership by supporting the mission and shared vision, school culture, forecasting, support, and continuous improvement. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 1, 6; NELP Standard 1, 7; NDE Principal Standard 1, 2; NDE Rule 24 Principal Guidelines Standard 1, 6; Praxis I; PSEL Standard 1 and 10) | 7 | 5 | 0 | 0 | 12 |
| demonstrating Instructional Leadership by supporting equitable learning environments, learning systems, instructional practices, assessment practices, responsive professional learning, and supervision and evaluation. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 2, 3; NDE Principal Standards 3, 4, 6; NDE Rule 24 Principal Guidelines Standard 2, 3; NELP Standard 3, 4, 7; Praxis II; PSEL Standards 2, 3, 4, 5, 6) | 7 | 4 | 0 | 1 | 12 |
| demonstrating Organizational Leadership by supporting human resource systems, equitable access, operational systems, communication systems, and legal compliance. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 3.0; NELP 3, 5, 6., 7; NDE Principal Standards 5 and 6; NDE Rule 24 Principal Guidelines Standard 3; Praxis I, III; PSEL Standard 3, 6, 8, 9) | 5 | 7 | 0 | 0 | 12 |
| demonstrating Community-Political Leadership by supporting educational environments, engagement, partnerships, advocacy, policy and political engagement, and the supportive school community. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standards 4.0 and 6.0; NELP 3, 5; NDE Principal Standard 7, 8; NDE Rule 24 Principal Guidelines Standard 4, 6; Praxis I, IV, VI; PSEL Standard 3, 8) | 5 | 7 | 0 | 0 | 12 |
| being prepared for the roles and responsibilities of the assigned position. | 6 | 6 | 0 | 0 | 12 |

Additional feedback regarding the Doane University Educational Leadership Cadre Program:

The budget and current status of the policital arena is always helpful and likely never in depth enough.

None

This continues to be a great program for future leaders!

Survey Invitations: 62

Survey Response: 12

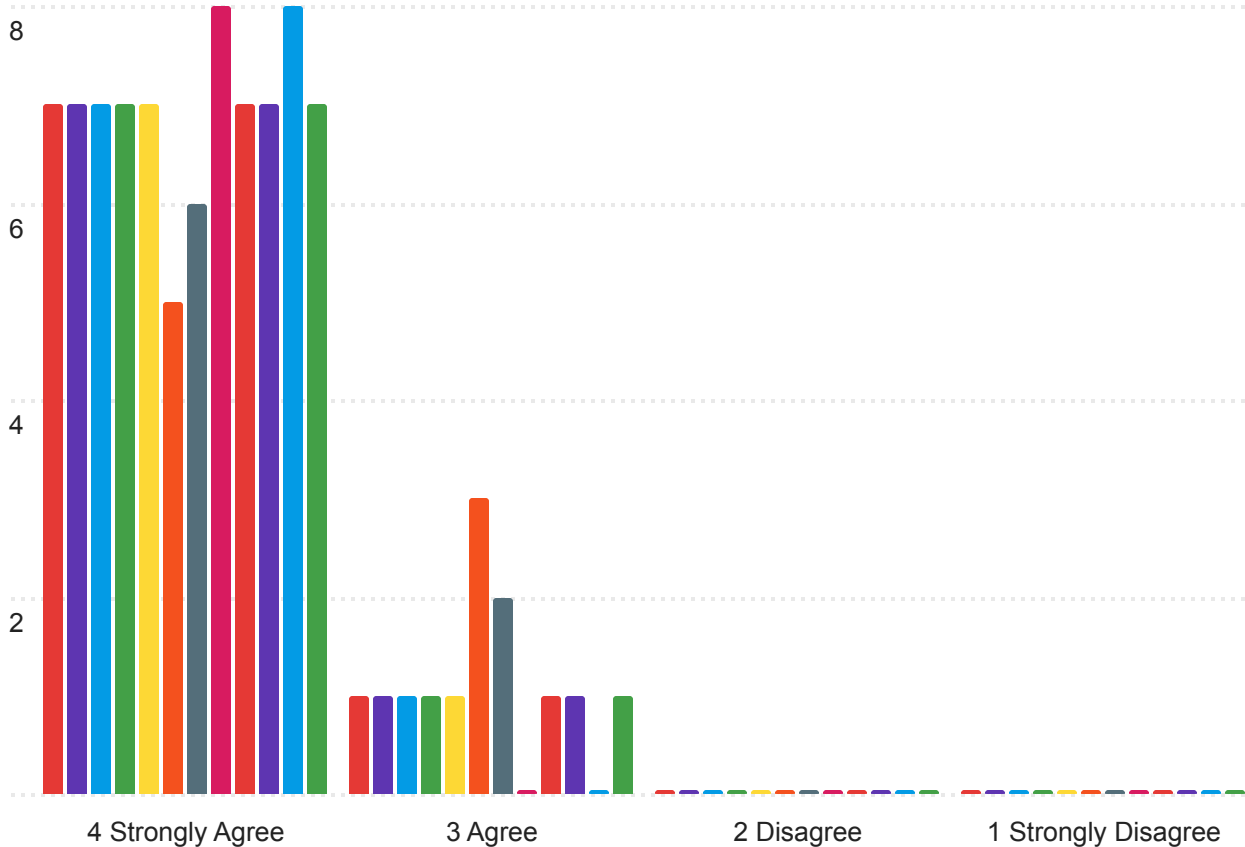
Response Rate: 19%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

8 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environmen...
- preparation for the assigned role and responsibilities including the knowled...
- application of research and evidence to focus on the learning and developmen...
- the ability to communicate, collaborate, and lead collaborative activities. ...
- use of technology to achieve desired results and communicate with all stakeh...
- a professional disposition and adherence to laws, policies, codes of ethics,...
- alignment of practice with vision, mission, and values of the organization.
- knowledge and skills of resource management and finances.
- leadership skills and dispositions for curriculum and instruction.
- strong knowledge in areas of teaching and learning. ■ skills in the management of human resources.

3rd Year EDS Employer Survey (completed 2020-2021)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------|---------|------------|---------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 7 | 1 | 0 | 0 | 8 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 7 | 1 | 0 | 0 | 8 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 7 | 1 | 0 | 0 | 8 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 7 | 1 | 0 | 0 | 8 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 7 | 1 | 0 | 0 | 8 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 5 | 3 | 0 | 0 | 8 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 6 | 2 | 0 | 0 | 8 |
| alignment of practice with vision, mission, and values of the organization. | 8 | 0 | 0 | 0 | 8 |
| knowledge and skills of resource management and finances. | 7 | 1 | 0 | 0 | 8 |
| leadership skills and dispositions for curriculum and instruction. | 7 | 1 | 0 | 0 | 8 |
| strong knowledge in areas of teaching and learning. | 8 | 0 | 0 | 0 | 8 |
| skills in the management of human resources. | 7 | 1 | 0 | 0 | 8 |

Survey Invitations: 23

Survey Responses: 8

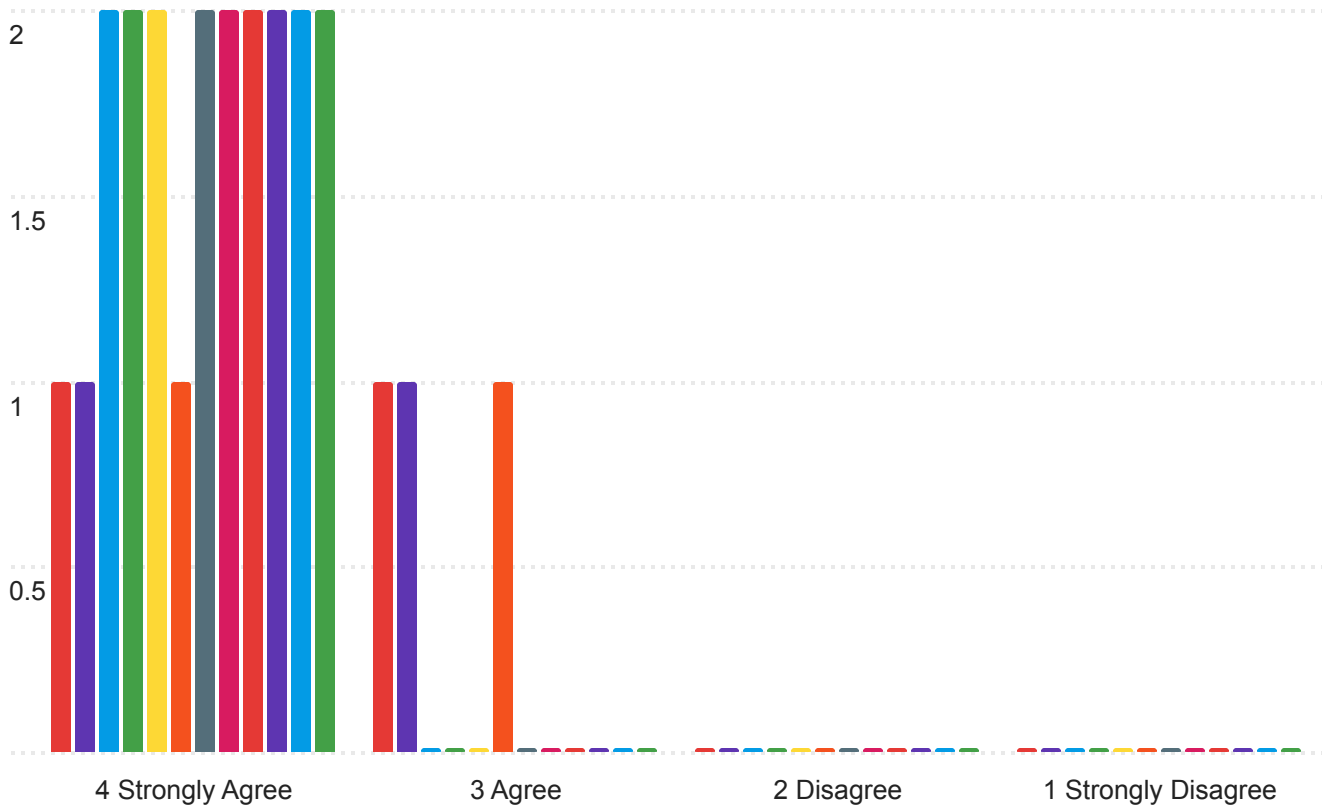
Response Rate: 35%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

2 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A...
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- high expectations, provides support for individual student achievement and acces...
- working knowledge of how children learn and develop, and provides opportunities ...
- relationships with school colleagues, families and the larger community agencies...
- acceptance of, reflects and initiates change based upon feedback and actively se...
- sensitivity when interacting with socio-culturally diverse students and colleagues.

3rd Year SC Employer Survey (completed 2020-2021)

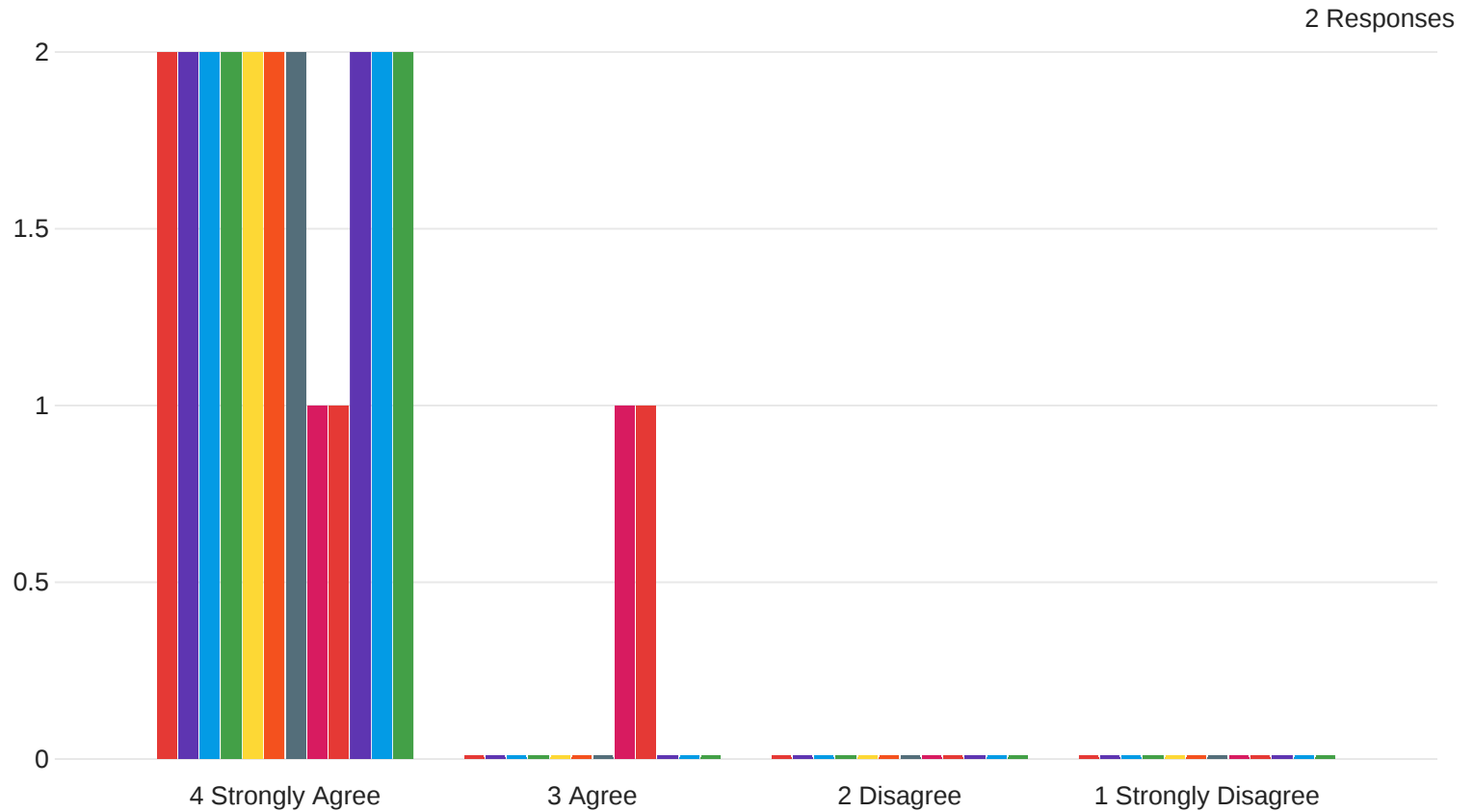
| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|---------------------|------------|---------------|------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 1 | 1 | 0 | 0 | 2 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 1 | 1 | 0 | 0 | 2 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 2 | 0 | 0 | 0 | 2 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 2 | 0 | 0 | 0 | 2 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 2 | 0 | 0 | 0 | 2 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 1 | 1 | 0 | 0 | 2 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 2 | 0 | 0 | 0 | 2 |
| high expectations, provides support for individual student achievement and access to high-quality instruction that demonstrates the belief each student can succeed. | 2 | 0 | 0 | 0 | 2 |
| working knowledge of how children learn and develop, and provides opportunities supporting intellectual, social/emotional and personal growth. | 2 | 0 | 0 | 0 | 2 |
| relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 2 | 0 | 0 | 0 | 2 |
| acceptance of, reflects and initiates change based upon feedback and actively seeks out opportunities to grow professionally. | 2 | 0 | 0 | 0 | 2 |
| sensitivity when interacting with socio-culturally diverse students and colleagues. | 2 | 0 | 0 | 0 | 2 |

Survey Invitations: 21
 Survey Responses: 2
 Response Rate: 10%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1...
- preparation for the assigned role and responsibilities including the knowledge, understand...
- application of research and evidence to focus on the learning and development opportuniti...
- the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A...
- use of technology to achieve desired results and communicate with all stakeholders. (A.1...
- a professional disposition and adherence to laws, policies, codes of ethics, and professi...
- high expectations, support for individual student achievement, high-quality instruction, ...
- knowledge of how children learn and develop and support the intellectual, social/emotiona...
- the ability to foster relationships with school colleagues, families and the larger comm...
- the ability to accept, reflect and initiate change based upon feedback and actively seek ...
- sensitivity when interacting with diverse students and colleagues.

1st Year C&I Employer Survey (completed 2021-2022)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 2 | 0 | 0 | 0 | 2 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 2 | 0 | 0 | 0 | 2 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 2 | 0 | 0 | 0 | 2 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 2 | 0 | 0 | 0 | 2 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 2 | 0 | 0 | 0 | 2 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 2 | 0 | 0 | 0 | 2 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 2 | 0 | 0 | 0 | 2 |
| high expectations, support for individual student achievement, high-quality instruction, and the belief each student can succeed. | 1 | 1 | 0 | 0 | 2 |
| knowledge of how children learn and develop and support the intellectual, social/emotional and personal growth of all students. | 1 | 1 | 0 | 0 | 2 |
| the ability to foster relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 2 | 0 | 0 | 0 | 2 |
| the ability to accept, reflect and initiate change based upon feedback and actively seek out opportunities to grow professionally. | 2 | 0 | 0 | 0 | 2 |
| sensitivity when interacting with diverse students and colleagues. | 2 | 0 | 0 | 0 | 2 |

Survey Invitations: 11

Survey Responses: 2

Response Rate: 5.5%

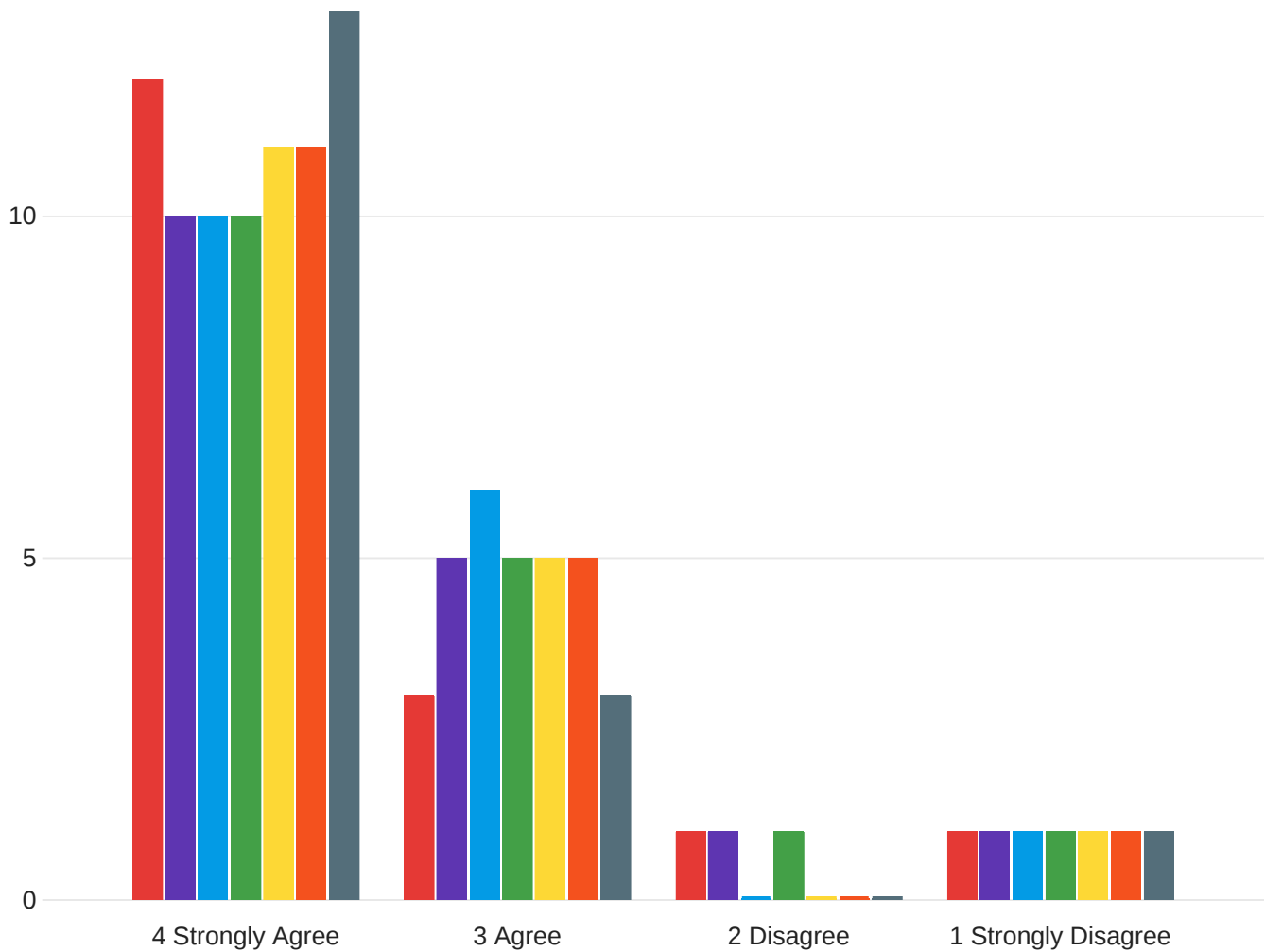
1st Year EDL Employer Survey (completed 2021-2022)

Q1-Q7 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

17 Responses



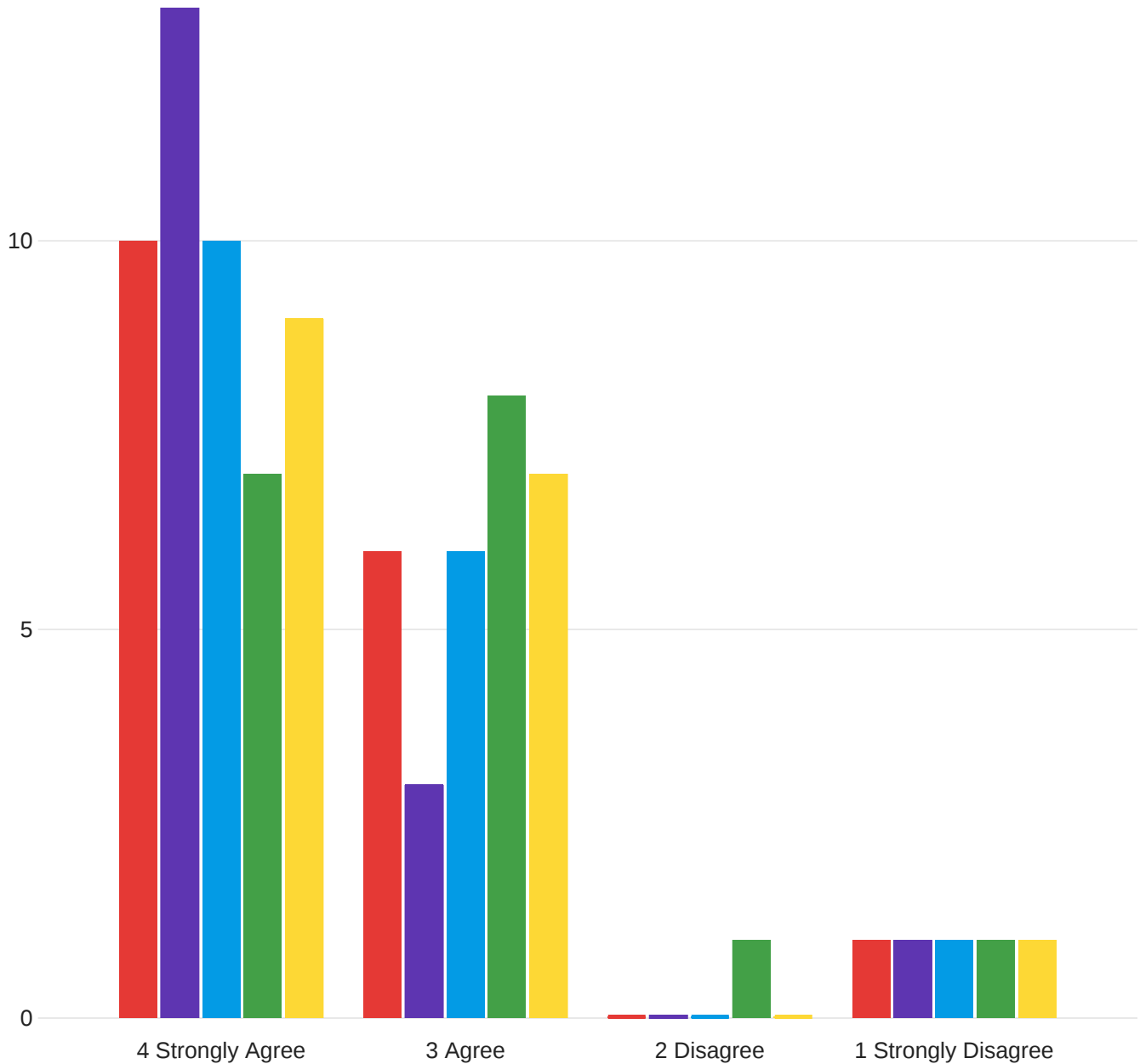
- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A....
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...

1st Year EDL Employer Survey (completed 2021-2022)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 12 | 3 | 1 | 1 | 17 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 10 | 5 | 1 | 1 | 17 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 10 | 6 | 0 | 1 | 17 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 10 | 5 | 1 | 1 | 17 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 11 | 5 | 0 | 1 | 17 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 11 | 5 | 0 | 1 | 17 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 13 | 3 | 0 | 1 | 17 |

Q8-Q12 - The Doane University College of Education Educational Leadership graduate program completer promotes the success and well-being of students, teachers, and support-staff by:

17 Responses



- demonstrating Strategic Leadership by supporting the mission and shared vision, ...
- demonstrating Instructional Leadership by supporting equitable learning environm...
- demonstrating Organizational Leadership by supporting human resource systems, eq...
- demonstrating Community-Political Leadership by supporting educational environme...
- being prepared for the roles and responsibilities of the assigned position.

1st Year EDL Employer Survey (completed 2021-2022)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| demonstrating Strategic Leadership by supporting the mission and shared vision, school culture, forecasting, support, and continuous improvement. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 1, 6; NELP Standard 1, 7; NDE Principal Standard 1, 2; NDE Rule 24 Principal Guidelines Standard 1, 6; Praxis I; PSEL Standard 1 and 10) | 10 | 6 | 0 | 1 | 17 |
| demonstrating Instructional Leadership by supporting equitable learning environments, learning systems, instructional practices, assessment practices, responsive professional learning, and supervision and evaluation. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 2, 3; NDE Principal Standards 3, 4, 6; NDE Rule 24 Principal Guidelines Standard 2, 3; NELP Standard 3, 4, 7; Praxis II; PSEL Standards 2, 3, 4, 5, 6) | 13 | 3 | 0 | 1 | 17 |
| demonstrating Organizational Leadership by supporting human resource systems, equitable access, operational systems, communication systems, and legal compliance. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 3.0; NELP 3, 5, 6., 7; NDE Principal Standards 5 and 6; NDE Rule 24 Principal Guidelines Standard 3; Praxis I, III; PSEL Standard 3, 6, 8, 9) | 10 | 6 | 0 | 1 | 17 |
| demonstrating Community-Political Leadership by supporting educational environments, engagement, partnerships, advocacy, policy and political engagement, and the supportive school community. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standards 4.0 and 6.0; NELP 3, 5; NDE Principal Standard 7, 8; NDE Rule 24 Principal Guidelines Standard 4, 6; Praxis I, IV, VI; PSEL Standard 3, 8) | 7 | 8 | 1 | 1 | 17 |
| being prepared for the roles and responsibilities of the assigned position. | 9 | 7 | 0 | 1 | 17 |

Additional feedback regarding the Doane University Educational Leadership Cadre Program:

Jaimi will be an effective leader. The one area where she may have some struggles initially is with difficult parents and those types of tough conversations that we are having more and more of these days. I think this is the case for all current and future school leaders. She will gain experience in this area as she grows into a leadership position.

Ginny is currently an instructional coach at Huntington. This has been a major change from her previous position at Adams Elementary.

Ginny has been a very strong addition to our Huntington team! Ginny has quickly earned trust with teachers and students. She is an excellent communicator and her instructional leadership has helped many teachers this semester.

The Doane University Educational Leadership Cadre program fosters a variety of attributes that are essential in today's world of educational leadership. Kati's skillset as an up and coming leader is an example of how the Doane Ed. Leadership cadre grows leadership.

The candidate listed resigned at the end of the last school year to pursue a position outside of education.

1st Year EDL Employer Survey (completed 2021-2022)

Nick is a teacher and is not in a leadership role. He may be prepared academically to carry out some of these expectations, but he doesn't have the opportunity in his current role, or I have not had the opportunity to see him carry out these expectations in his role as a teacher.

Survey Invitations: 59

Survey Response: 17

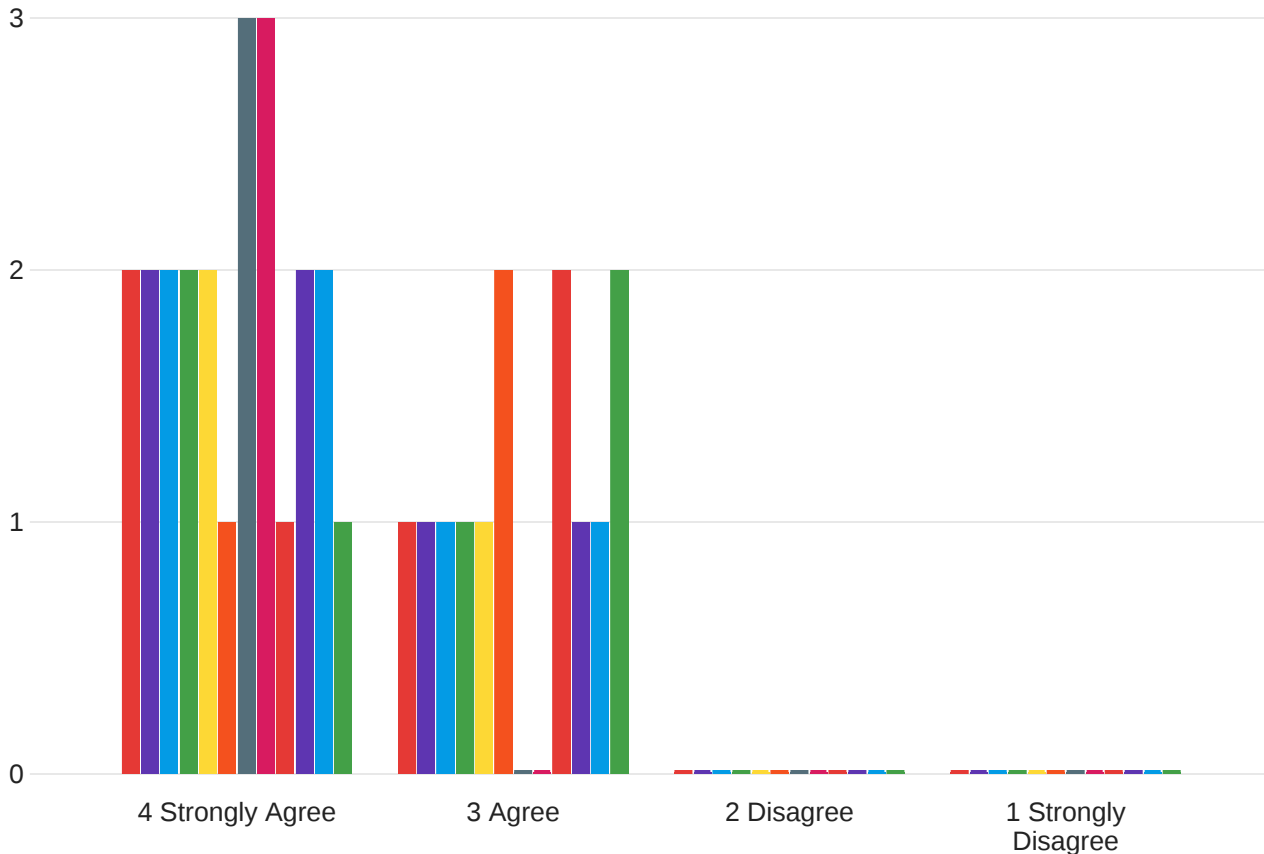
Response Rate: 29%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

3 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environmen...
- preparation for the assigned role and responsibilities including the knowled...
- application of research and evidence to focus on the learning and developmen...
- the ability to communicate, collaborate, and lead collaborative activities. ...
- use of technology to achieve desired results and communicate with all stakeh...
- a professional disposition and adherence to laws, policies, codes of ethics,...
- alignment of practice with vision, mission, and values of the organization.
- knowledge and skills of resource management and finances.
- leadership skills and dispositions for curriculum and instruction.
- strong knowledge in areas of teaching and learning. ● skills in the management of human resources.

1st Year EDS Employer Survey (completed 2021-2022)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 2 | 1 | 0 | 0 | 3 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 2 | 1 | 0 | 0 | 3 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 2 | 1 | 0 | 0 | 3 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 2 | 1 | 0 | 0 | 3 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 2 | 1 | 0 | 0 | 3 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 1 | 2 | 0 | 0 | 3 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 3 | 0 | 0 | 0 | 3 |
| alignment of practice with vision, mission, and values of the organization. | 3 | 0 | 0 | 0 | 3 |
| knowledge and skills of resource management and finances. | 1 | 2 | 0 | 0 | 3 |
| leadership skills and dispositions for curriculum and instruction. | 2 | 1 | 0 | 0 | 3 |
| strong knowledge in areas of teaching and learning. | 2 | 1 | 0 | 0 | 3 |
| skills in the management of human resources. | 1 | 2 | 0 | 0 | 3 |

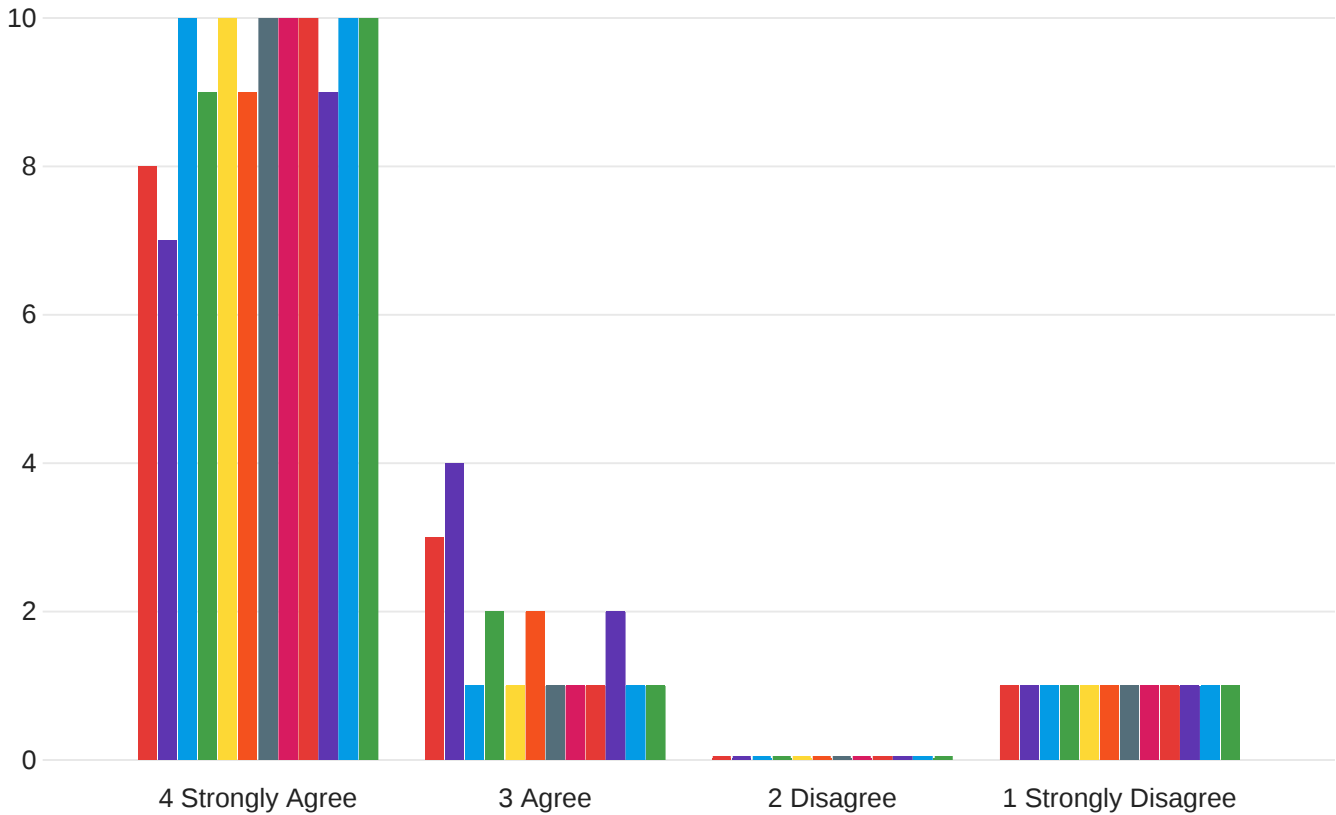
Survey Invitations: 12
 Survey Responses: 3
 Response Rate: 25%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

12 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A...
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- high expectations, provides support for individual student achievement and acces...
- working knowledge of how children learn and develop, and provides opportunities ...
- relationships with school colleagues, families and the larger community agencies...
- acceptance of, reflects and initiates change based upon feedback and actively se...
- sensitivity when interacting with socio-culturally diverse students and colleagues.

1st Year School Counseling Employer Survey (completed 2021-2022)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 8 | 3 | 0 | 1 | 12 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 7 | 4 | 0 | 1 | 12 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 10 | 1 | 0 | 1 | 12 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 9 | 2 | 0 | 1 | 12 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 10 | 1 | 0 | 1 | 12 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 9 | 2 | 0 | 1 | 12 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 10 | 1 | 0 | 1 | 12 |
| high expectations, provides support for individual student achievement and access to high-quality instruction that demonstrates the belief each student can succeed. | 10 | 1 | 0 | 1 | 12 |
| working knowledge of how children learn and develop, and provides opportunities supporting intellectual, social/emotional and personal growth. | 10 | 1 | 0 | 1 | 12 |
| relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 9 | 2 | 0 | 1 | 12 |
| acceptance of, reflects and initiates change based upon feedback and actively seeks out opportunities to grow professionally. | 10 | 1 | 0 | 1 | 12 |
| sensitivity when interacting with socio-culturally diverse students and colleagues. | 10 | 1 | 0 | 1 | 12 |

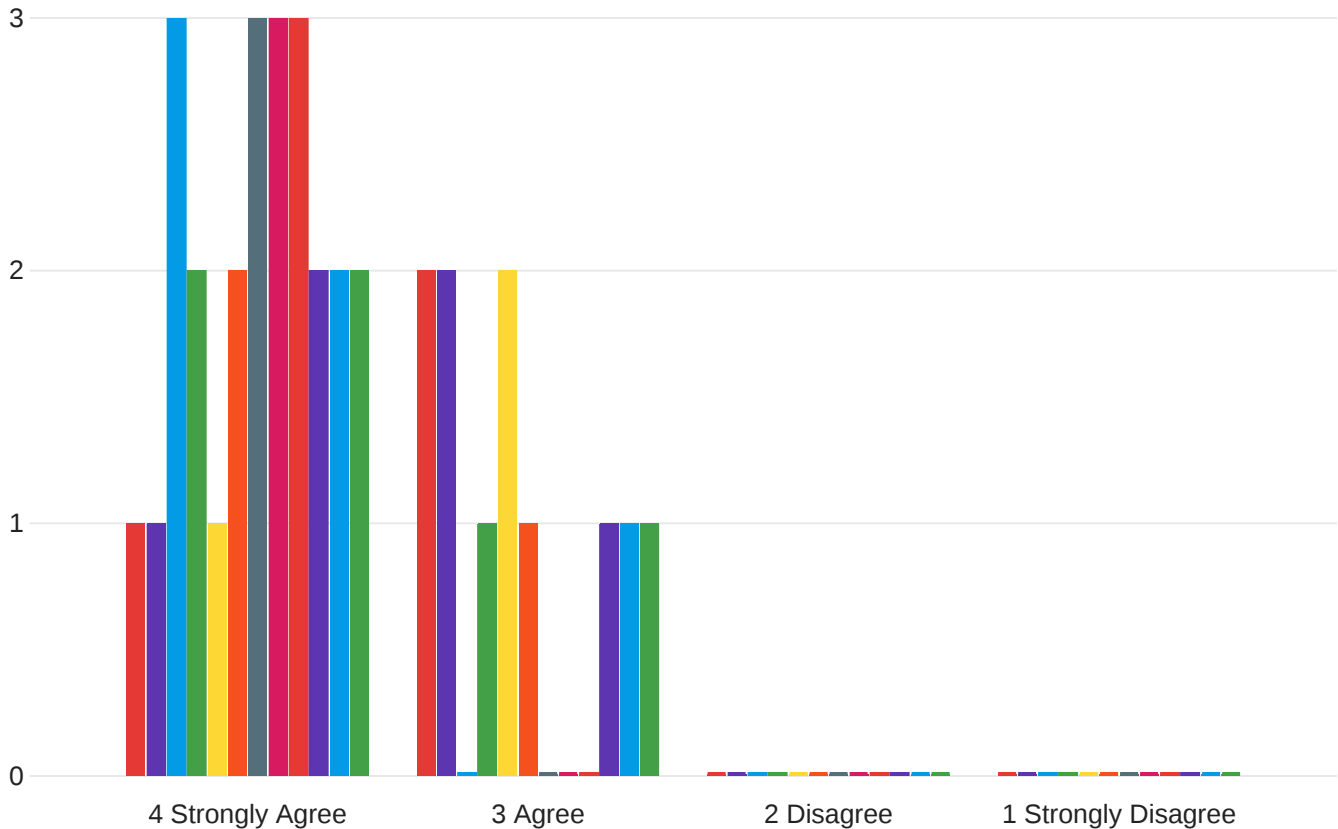
Survey Invitations: 28
 Survey Responses: 12
 Response Rate: 43%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

3 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A...
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- high expectations, support for individual student achievement, high-quality inst...
- knowledge of how children learn and develop and support the intellectual, social...
- the ability to foster relationships with school colleagues, families and the la...
- the ability to accept, reflect and initiate change based upon feedback and activ...
- sensitivity when interacting with diverse students and colleagues.

3rd Year C&I Employer Survey (completed 2019-2020)

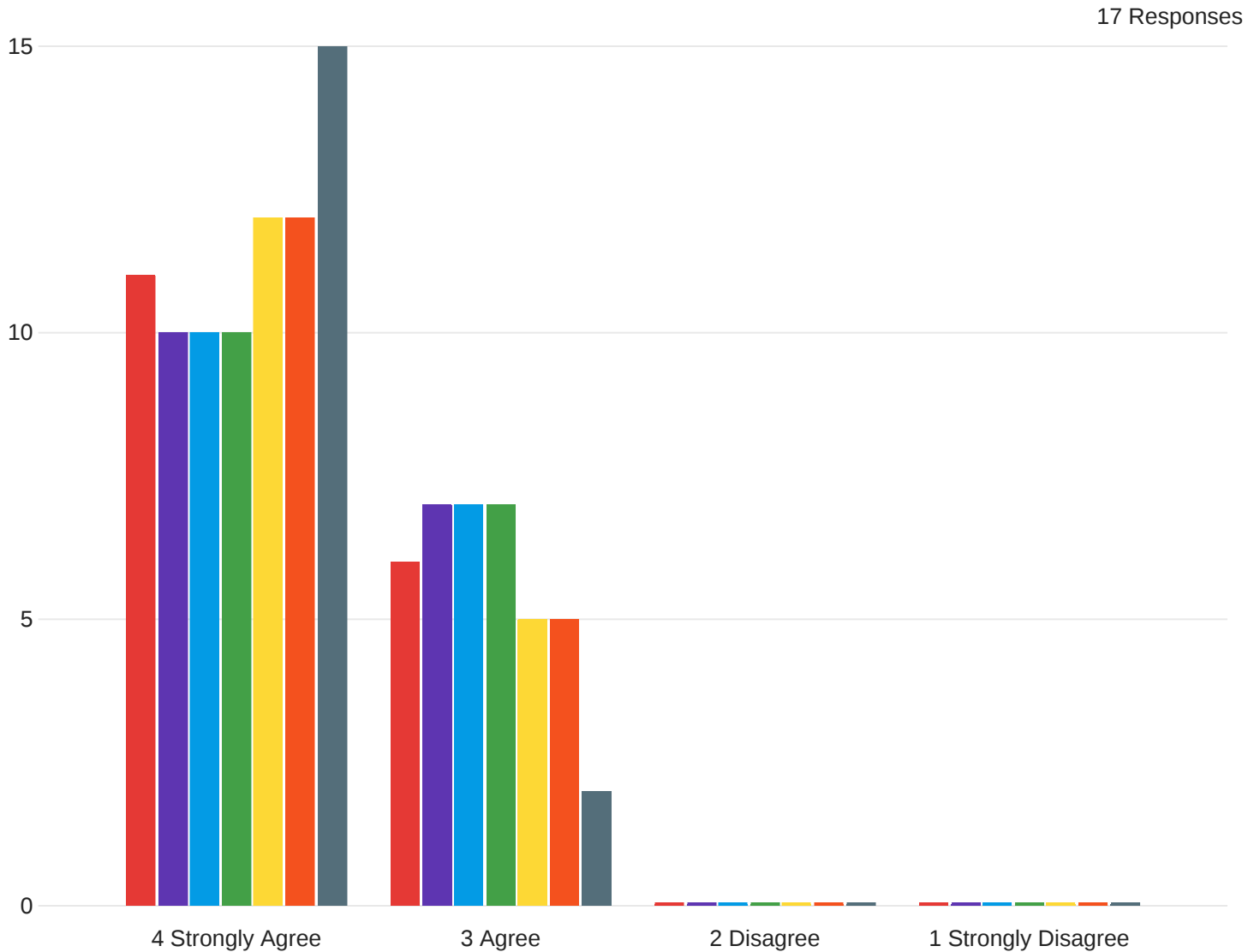
| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 1 | 2 | 0 | 0 | 3 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 1 | 2 | 0 | 0 | 3 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 3 | 0 | 0 | 0 | 3 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 2 | 1 | 0 | 0 | 3 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 1 | 2 | 0 | 0 | 3 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 2 | 1 | 0 | 0 | 3 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 3 | 0 | 0 | 0 | 3 |
| high expectations, support for individual student achievement, high-quality instruction, and the belief each student can succeed. | 3 | 0 | 0 | 0 | 3 |
| knowledge of how children learn and develop and support the intellectual, social/emotional and personal growth of all students. | 3 | 0 | 0 | 0 | 3 |
| the ability to foster relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 2 | 1 | 0 | 0 | 3 |
| the ability to accept, reflect and initiate change based upon feedback and actively seek out opportunities to grow professionally. | 2 | 1 | 0 | 0 | 3 |
| sensitivity when interacting with diverse students and colleagues. | 2 | 1 | 0 | 0 | 3 |

Survey Invitations: 10
 Survey Responses: 3
 Response Rate: 30%

Q1-Q7 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:



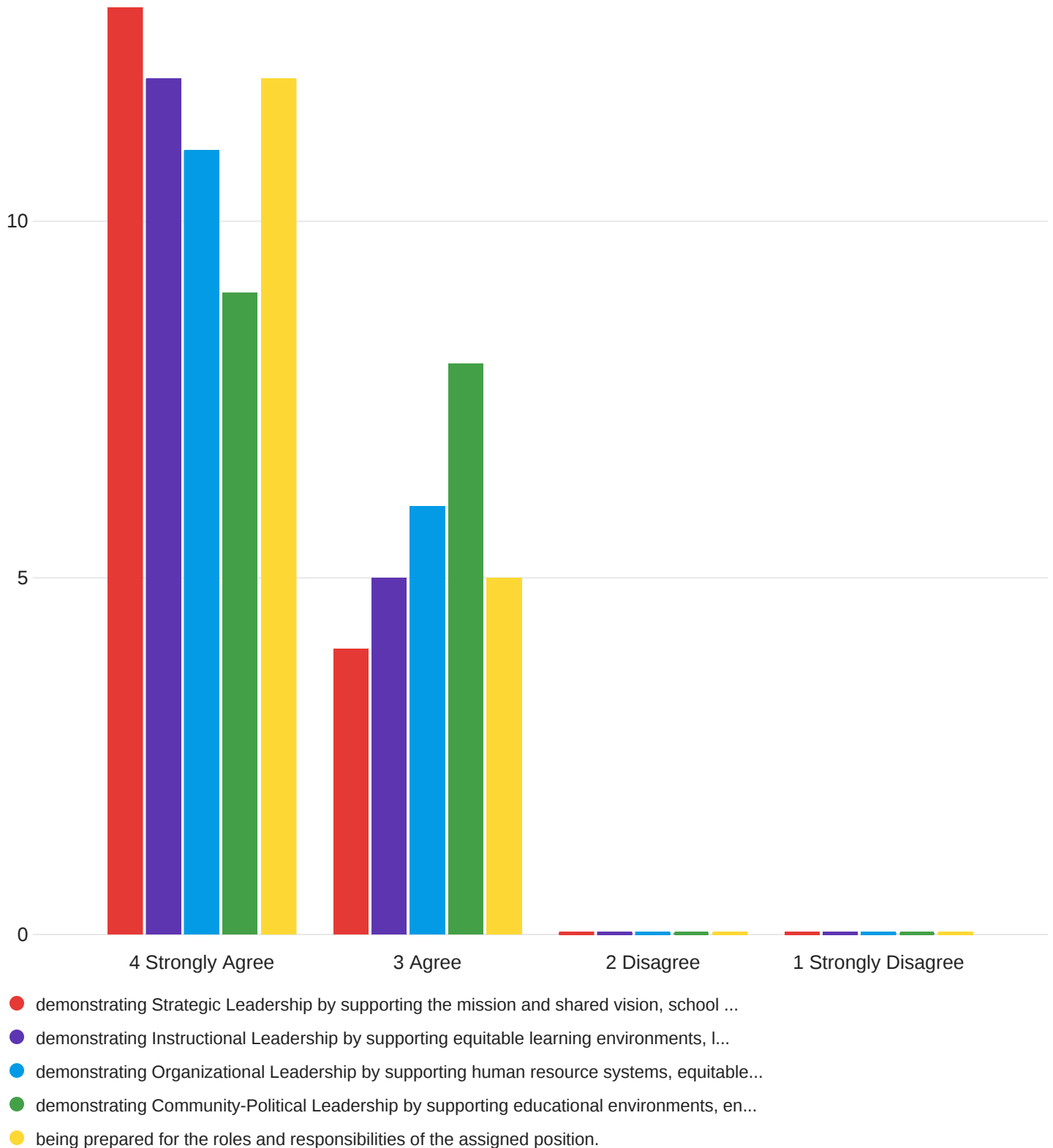
- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1...
- preparation for the assigned role and responsibilities including the knowledge, underst...
- application of research and evidence to focus on the learning and development opportuni...
- the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; ...
- use of technology to achieve desired results and communicate with all stakeholders. (A...
- a professional disposition and adherence to laws, policies, codes of ethics, and profes...

3rd Year EDL Employer Survey (completed 2019-2020)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 11 | 6 | 0 | 0 | 17 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 10 | 7 | 0 | 0 | 17 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 10 | 7 | 0 | 0 | 17 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 10 | 7 | 0 | 0 | 17 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 12 | 5 | 0 | 0 | 17 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 12 | 5 | 0 | 0 | 17 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 15 | 2 | 0 | 0 | 17 |

Q8-Q12 - The Doane University College of Education Educational Leadership graduate program completer promotes the success and well-being of students, teachers, and support-staff by:

17 Responses



3rd Year EDL Employer Survey (completed 2019-2020)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| demonstrating Strategic Leadership by supporting the mission and shared vision, school culture, forecasting, support, and continuous improvement. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 1, 6; NELP Standard 1, 7; NDE Principal Standard 1, 2; NDE Rule 24 Principal Guidelines Standard 1, 6; Praxis I; PSEL Standard 1 and 10) | 13 | 4 | 0 | 0 | 17 |
| demonstrating Instructional Leadership by supporting equitable learning environments, learning systems, instructional practices, assessment practices, responsive professional learning, and supervision and evaluation. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 2, 3; NDE Principal Standards 3, 4, 6; NDE Rule 24 Principal Guidelines Standard 2, 3; NELP Standard 3, 4, 7; Praxis II; PSEL Standards 2, 3, 4, 5, 6) | 12 | 5 | 0 | 0 | 17 |
| demonstrating Organizational Leadership by supporting human resource systems, equitable access, operational systems, communication systems, and legal compliance. (CAEP A.1, A.1.1 professional standards, A.2; ELCC Standard 3.0; NELP 3, 5, 6., 7; NDE Principal Standards 5 and 6; NDE Rule 24 Principal Guidelines Standard 3; Praxis I, III; PSEL Standard 3, 6, 8, 9) | 11 | 6 | 0 | 0 | 17 |
| demonstrating Community-Political Leadership by supporting educational environments, engagement, partnerships, advocacy, policy and political engagement, and the supportive school community. (CAEP Standard A.1, A.1.1 professional standards, A.2; ELCC Standards 4.0 and 6.0; NELP 3, 5; NDE Principal Standard 7, 8; NDE Rule 24 Principal Guidelines Standard 4, 6; Praxis I, IV, VI; PSEL Standard 3, 8) | 9 | 8 | 0 | 0 | 17 |
| being prepared for the roles and responsibilities of the assigned position. | 12 | 5 | 0 | 0 | 17 |

Additional feedback regarding the Doane University Educational Leadership Cadre Program:

I think that Trent has become a much better leader in the past few years. He has taken over the AD position and has done a tremendous job.

Sarah is a very important member of the Yankee Hill team. She is our teacher team leader and does a great job supporting all teachers. YH is very lucky to have Sarah!

Becca is not in a Leadership role, so it is difficult to see some of the above.

Cory is amazing as an administrator!

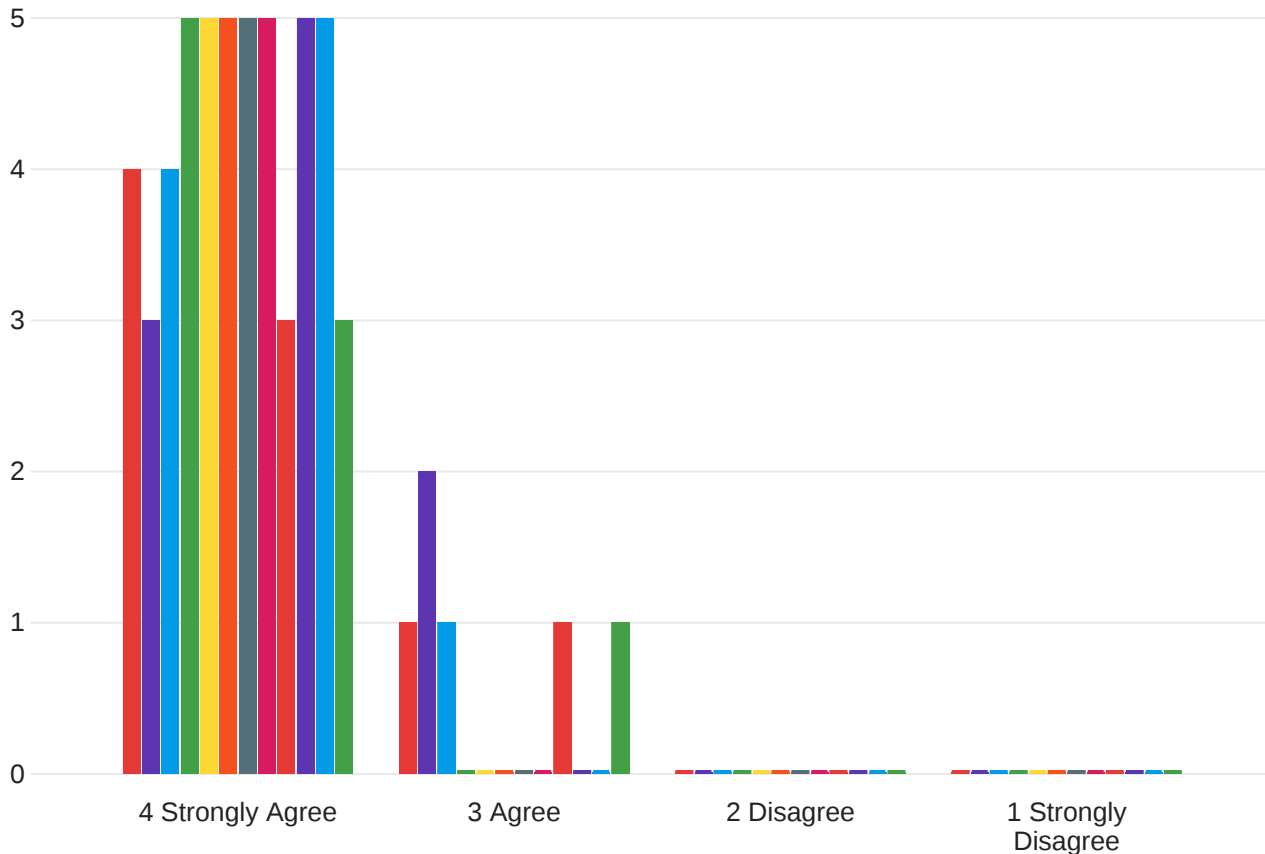
Survey Invitations: 62
 Survey Response: 17
 Response Rate: 27%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

5 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environmen...
- preparation for the assigned role and responsibilities including the knowled...
- application of research and evidence to focus on the learning and developmen...
- the ability to communicate, collaborate, and lead collaborative activities. ...
- use of technology to achieve desired results and communicate with all stakeh...
- a professional disposition and adherence to laws, policies, codes of ethics,...
- alignment of practice with vision, mission, and values of the organization.
- knowledge and skills of resource management and finances.
- leadership skills and dispositions for curriculum and instruction.
- strong knowledge in areas of teaching and learning. ● skills in the management of human resources.

3rd Year EDS Employer Survey (completed 2019-2020)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|---|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 4 | 1 | 0 | 0 | 5 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 3 | 2 | 0 | 0 | 5 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 4 | 1 | 0 | 0 | 5 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 5 | 0 | 0 | 0 | 5 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 5 | 0 | 0 | 0 | 5 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 5 | 0 | 0 | 0 | 5 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 5 | 0 | 0 | 0 | 5 |
| alignment of practice with vision, mission, and values of the organization. | 5 | 0 | 0 | 0 | 5 |
| knowledge and skills of resource management and finances. | 3 | 1 | 0 | 0 | 4 |
| leadership skills and dispositions for curriculum and instruction. | 5 | 0 | 0 | 0 | 5 |
| strong knowledge in areas of teaching and learning. | 5 | 0 | 0 | 0 | 5 |
| skills in the management of human resources. | 3 | 1 | 0 | 0 | 4 |

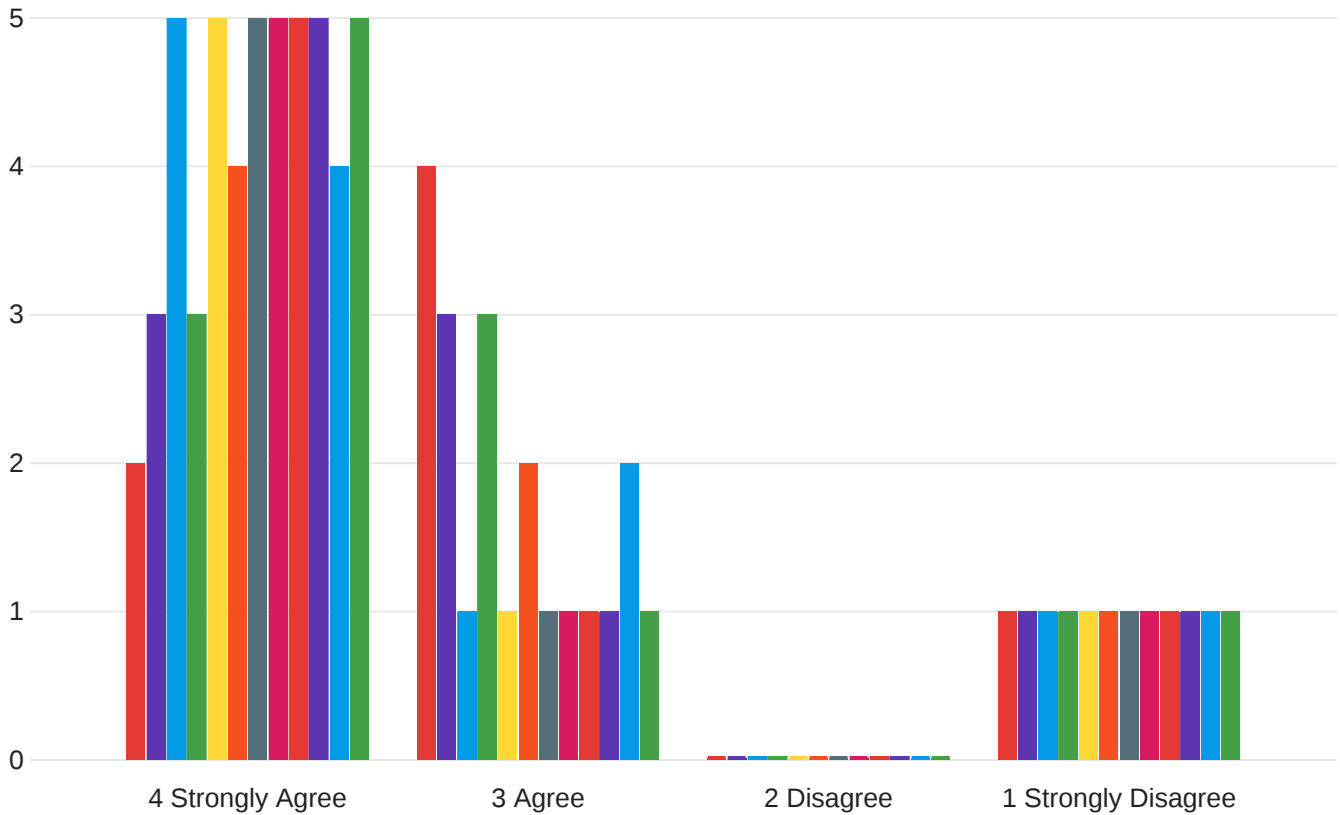
Survey Invitations: 17
 Survey Responses: 5
 Response Rate: 29%

Q1-Q12 - Please indicate your agreement level with each statement:

4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

The Doane University College of Education graduate program completer demonstrates:

7 Responses



- data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3)
- data use and analysis to create diverse, equitable, and inclusive environments. ...
- preparation for the assigned role and responsibilities including the knowledge, ...
- application of research and evidence to focus on the learning and development op...
- the ability to communicate, collaborate, and lead collaborative activities. (A...
- use of technology to achieve desired results and communicate with all stakeholde...
- a professional disposition and adherence to laws, policies, codes of ethics, and...
- high expectations, provides support for individual student achievement and acces...
- working knowledge of how children learn and develop, and provides opportunities ...
- relationships with school colleagues, families and the larger community agencies...
- acceptance of, reflects and initiates change based upon feedback and actively se...
- sensitivity when interacting with socio-culturally diverse students and colleagues.

3rd Year School Counseling Employer Survey (completed 2019-2020)

| Field | 4 Strongly Agree | 3 Agree | 2 Disagree | 1 Strongly Disagree | Total |
|--|------------------------|------------|---------------|---------------------------|-------|
| data use and analysis to guide decision making. (A.1.1.1; A.1.1.4; A.1.1.3) | 2 | 4 | 0 | 1 | 7 |
| data use and analysis to create diverse, equitable, and inclusive environments. (A.1.1.1; A.1.1.4; A.1.1.3) | 3 | 3 | 0 | 1 | 7 |
| preparation for the assigned role and responsibilities including the knowledge, understanding, and skills. (A.1.1.2; A.1.2) | 5 | 1 | 0 | 1 | 7 |
| application of research and evidence to focus on the learning and development opportunities for continuous improvement. (A.1.1.3) | 3 | 3 | 0 | 1 | 7 |
| the ability to communicate, collaborate, and lead collaborative activities. (A.1.1.4; A.1.1.5) | 5 | 1 | 0 | 1 | 7 |
| use of technology to achieve desired results and communicate with all stakeholders. (A.1.1.5; A.1.1.6) | 4 | 2 | 0 | 1 | 7 |
| a professional disposition and adherence to laws, policies, codes of ethics, and professional standards. (A.1.1.6) | 5 | 1 | 0 | 1 | 7 |
| high expectations, provides support for individual student achievement and access to high-quality instruction that demonstrates the belief each student can succeed. | 5 | 1 | 0 | 1 | 7 |
| working knowledge of how children learn and develop, and provides opportunities supporting intellectual, social/emotional and personal growth. | 5 | 1 | 0 | 1 | 7 |
| relationships with school colleagues, families and the larger community agencies to support students' learning and well-being. | 5 | 1 | 0 | 1 | 7 |
| acceptance of, reflects and initiates change based upon feedback and actively seeks out opportunities to grow professionally. | 4 | 2 | 0 | 1 | 7 |
| sensitivity when interacting with socio-culturally diverse students and colleagues. | 5 | 1 | 0 | 1 | 7 |

Survey Invitations: 23
 Survey Responses: 7
 Response Rate: 30%