

# School of Education Advanced Programs

## Relationship to Standard/Component

<p>CAEP Standard Addressed in Plan</p>	<p>A.4.2 Satisfaction of Completers</p> <p>The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.</p>
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Description of Evidence/Data We Plan to Collect

1. Completer list from the LDOE. The LDOE will share a completer list of those completers currently working in the certification areas that ULM advanced programs offer.
2. Feedback from Round-Table interviews. Programs will be on a three-year cycle of review, which will include roundtable interviews (focus groups) with completers. These interviews will ascertain the perceptions of the completers regarding completer satisfaction as it relates to their preparation. Each fall, different programs will be reviewed.
3. Completer performance data per MOUs and as data exists

## **Timeline and Resources**

Strategy for Collecting the Data (steps for how this will be accomplished)

<p>A description of the personnel, technology, and other resources available; IRB approvals, if appropriate; and EPP access to data compilation and analysis capability</p>	<p>Program Coordinators and Assessment Coordinator will organize and conduct the Roundtable sessions with focus groups. Zoom accounts (held by the university and personnel) will be utilized to conduct and record interview sessions. Faculty and staff relevant to each program will analyze the data.</p>
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## Data Quality

<p>Provide a copy of the data collection instrument if available; if not, steps above should include instrument development in the strategy/timeline above.</p>	<p>Roundtable interview questions were developed to align with program-specific standards in Fall 2020. Each question was aligned to a set of specialty standards. In Spring 2021, the interview questions will be piloted with program coordinators and faculty as well as clinical faculty, who are experts in their respective fields.</p>
<p>How will the quality of the data collection/survey/rubric be assured to meet the “sufficient” level on the CAEP Assessment Rubric. Include steps to ensure content validity and to validate the interpretations made of the data</p>	<p>Roundtable Interview questions: Content validity will be established through alignment of questions to a set of specialty standards as well as piloting the questions with program coordinators, faculty, and clinical faculty who are experts in their field.</p> <p>Inter-rater reliability of identified themes garnered from interviews will be</p>

	<p>established through multiple analyses of findings by multiple reviewers.</p> <p>In order to further validate the interpretations made from the data, member checking will occur between completers and interviewers.</p>
<p>What steps will be taken to attain a representative response (i.e., how will the data sample be selected, what actions will be taken, etc.?)</p>	<p>In order to attain a representative response, a purposeful sampling of completers will be sought by identifying completers and leveraging MOUs in partner districts to solicit participation in the roundtable interviews with focus groups. Multiple strategies of purposeful sampling will be employed and all completers will be contacted for participation.</p> <p>The EPP will target partner districts with the highest number of completers, conducting roundtable interviews with 2-3 programs per year so that each program is evaluated every 3 years.</p>

What steps will be taken to analyze and interpret the findings and make use of them for continuous improvement?

Once the recorded roundtable interviews are conducted, program coordinator, program faculty, and assessment coordinator will analyze and interpret findings. Findings/data will be shared with stakeholders: faculty, PK-16 Advisory Council, Council for Teacher Education, etc. Identified trends and/or themes will be applied for programmatic improvement, using the Logic Model and Implementation Tracker.