**Evidence Standard 4.4**

4.4 Completer Perception of Program Quality

Initial Programs

Southern Arkansas University – Educational Preparation Provider

**CAEP Standard 4.4: Completer Perception of Program Quality**

***4.4 Required Component:*** *The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.*

**Relationship to Standard**

The goal of the EPP is to provide a relevant program design that effectively prepares completers for their employment responsibilities and for maintaining a positive career trajectory. To evaluate our success in meeting these objectives, we rely, in part, on the reports of those graduates who are employed in P-12 education. Until recently, the EPP primarily gathered information about completer satisfaction with their training through surveys. These surveys, however, provided limited insight, particularly since the response rate was often low. Therefore, this phase-in plan is written to address additional strategies to measure completers’ perceptions of their preparation and its relevance to the responsibilities they confront on the job and to discuss implementation of these initiatives.

The EPP will utilize the following strategies to satisfy standard 4.4:

* Continue to administer the SAU Completer Survey and to analyze survey results.
	+ Develop trend lines for promotion, retention, and completers’ employment trajectories.
	+ Implement a plan to address the 20% required response rate.
	+ Monitor the degree to which completers believe that their teacher preparation at SAU has been relevant to their current job responsibilities and has been effective in providing them with the tools they need to be successful.
* Continue to review the results of the ADE-administered completer survey and compare the ratings of SAU’s completers to others across the state.
	+ Develop trend lines as additional years’ data are provided by ADE
* Conduct interviews with focus groups of completers to gather qualitative data to triangulate our survey data.

This plan will adhere to Standard 4.4 because it will allow the EPP to document how completers’ perceive their preparation; the relevance of that preparation to the responsibilities they confront on the job; their own effectiveness as teachers; and their ability to achieve such employment milestones as retention, promotion, and professional growth. Through the EPP-developed completer survey (*aligned and validated to both the TESS [Danielson] standards and the InTASC standards*), the completer survey results provided by ADE, and the qualitative data gathered through focus group interviews, the EPP can be confident that sufficient data are collected and available for analysis. Each year the IEPC will review the data provided by the Quality Assurance Coordinator from ADE surveys, SAU surveys, and completer focus group to make recommendations regarding completers’ preparation and effectiveness. If program changes are necessary, the appropriate paperwork will be submitted through the academic approval process.

**Timeline**

*Academic Year 2016-2017:*

* SAU completer surveys were administered [Previous Evidence – Survey Completer].
	+ The Livetext coordinator provided the data to the IEPC and program/specialty licensure area directors, both aggregated and disaggregated by specialty licensure area.
* The EPP analyzed completers’ surveys administered by ADE.
	+ The CAEP coordinator provided the ADE survey data to the IEPC for review of the previous academic year’s completer surveys [Previous Evidence - Novice Teacher Survey Results].

*Academic Year 2017-2018:*

* Analyze completer surveys administered by ADE [ADE Completer Survey].
	+ The Quality Assurance Coordinator (currently CAEP coordinator) will provide the ADE survey data to the IEPC for review of completers’ responses [ADE Completer Survey Results].
* Continue to administer SAU completer surveys. By doing so, we will ensure that we have reliable data on completers’ perceptions of our programs and their effectiveness and relevance to preparing completers for their current job responsibilities. These data will be particularly valuable if, for any reason, ADE data are unavailable or are found to be deficient in supplying needed information.
	+ The Survey Committee will review and update the completer survey in Fall 2018 [Completer Survey and Instructions; Quality Assurance Check Completer Survey].
	+ The Survey Committee reviewed current SAU return rates [SAU Survey Return Rate] and the current process for sending out surveys. The committee then created a plan for achieving a 20% return rate will be implemented when surveys are administered at the end of the 2017-2018 academic year [Minutes Survey]. Below is an outline of the steps that will be implemented:
		- Access the most current professional and personal emails of graduates. These should likely be in the spreadsheet of SAU graduates prepared by the Office of Intuitional Effectiveness. (Previously, SAU contacted completers through their Livetext email account, which often was also their SAU student email account. Although these accounts remain active, it has become clear that many completers, once they graduate, are no longer accessing their SAU email.
		- The Livetext Coordinator will send out the surveys based on the personal email provided by the Office of Institutional Effectiveness.
		- Once the initial deadline for survey completion has passed (one week), The Livetext Coordinator will note which surveys have been received and also record which bounced back due to outdated email addresses or a lack of completer response. The Livetext coordinator will pass this information on to the department chairs.
		- The department chairs will relay this information to their program directors and instruct them to reach out personally to their previous program graduates. We expect that a personal appeal from a former professor will likely increase the return rate on the second round.
		- This plan will be revisited in one year to determine if the response rate did indeed increase. If not, the back-up plan will be to secure gift card incentives for completion. We believe, however, that given the close relationships students build with the professors in their program, the “personal contact” approach should be sufficient.
* Conduct focus group interviews with SAU completers.
	+ The Admissions, Field Experience, and Licensure (AFEL) director will interview completers, specifically asking about their preparation for employment as it relates to the TESS (Danielson) standards and the InTASC standards, as well as completers’ employment trajectory. Focus group questions are available in the addendum [Completer Focus Group Questions; Quality Assurance Check Completer Focus Group] As well, evidence of completers’ perceptions of the relevance and value of the program in preparing them for their job responsibilities are provided [Completer Focus Group Preliminary Data].
	+ Focus group data, both aggregated and disaggregated by licensure area, will be provided to the IEPC, PEPC, and program/specialty licensure area directors for analysis during the 2018-2019 academic year. Based on these findings, the IEPC will make recommendations about possible program changes and other quality improvements to the EPP.
* If necessary, recommendations for program changes will go through appropriate academic approval processes.

*Academic Year 2018 – 2019:*

* Continue to administer SAU completer surveys.
	+ The Livetext coordinator will provide the data to the IEPC and program/specialty licensure area directors, both aggregated and disaggregated by licensure area, for analysis during the 2018-2019 academic year.
	+ Survey return rates will be reported to the IEPC and program/specialty licensure area directors, both aggregated and disaggregated by specialty licensure area, for analysis during the 2018-2019 academic year.
	+ The return rate plan will be revisited by the IEPC to ensure that completer surveys achieve return rates at or above 20%.
* Continue to analyze completers’ surveys administered by ADE.
	+ The Quality Assurance Coordinator (currently CAEP coordinator) will provide ADE survey data to the IEPC for review of the previous three academic years’ completer surveys.
* Conduct focus group interviews with SAU completers at Years 1-3.
	+ The AFEL director will interview completers, specifically soliciting responses regarding candidates’ preparation for employment as it relates to the TESS (Danielson) standards and the InTASC standards, as well as information about their employment trajectory.
	+ Focus group data, both aggregated and disaggregated, will be provided to the IEPC and program/specialty licensure area directors for analysis during the 2019-2020 academic year.
* The IEPC will review data collected from the 2018-2019 academic year, analyze the data, and make recommendations for program changes to the EPP and specific programs. Data collection will include: SAU completer surveys, ADE-provided completer surveys, trend data as they pertain to both surveys, and focus group qualitative data.

*Academic Year 2019-2020 (and beyond):*

* SAU will continue to complete all bulleted items from the previous academic year. The IEPC and the EPP will make recommendations for program changes based on data-driven analysis that will be designed to bolster completer satisfaction with the relevance and value of their preparation.

**Resources**

The Quality Assurance Coordinator will be provided the equivalent of one course release per semester to collect and organize the data for analysis, and provide it to the appropriate committee chairs. This will result in the hiring of one adjunct (two semesters) at a total cost of $4,200.

The Livetext coordinator will be provided with a stipend of $2,500 a year for coordinating assessment data needs for the College of Education.

**Data Quality**

*Completer Surveys conducted by SAU:*

The completer survey [Completer Survey] developed by SAU has been reviewed for quality assurance [Quality Assurance Completer Survey] and is aligned to InTASC, TESS, and (when applicable) CAEP standards. The survey will be administered annually. Recommendations by the Survey Committee for achieving an acceptable return rate will be implemented, as will measures design to produce a reasonably representative response [Survey Minutes]. All completers who provide personal email addresses at graduation will be contacted, program directors will be aware of which emails bounce back, and program directors will work to find the completers’ current addresses.

*Completer Surveys conducted by ADE:*

The Arkansas Department of Education provides completer surveys that are aligned to TESS, validated by ADE, and provide comparative data from across the state. These survey data will be both aggregated and disaggregated by program and will be provided to the IEPC, PEPC, and program/specialty licensure area directors for analysis. Recommendations will then be provided to the EPP, and, when necessary, program changes will go through the appropriate academic approval committees.

*Completer Focus Groups by SAU:*

Qualitative data will be collected through focus groups of completers [Completer Focus Group]. The Completer Focus Group questions have gone through the CAEP quality assurance check [Quality Assurance Check Completer Focus Group]. Interview questions are aligned to the TESS, InTASC, and ISTE standards. Additional queries will address the promotion, retention, and employment trajectories of SAU completers (CAEP standards). The AFEL director will invite completers from partnering schools to participate in these focus groups, providing a reasonable representation across all programs. Once a sufficient and representative sample of completers agrees to participate, the focus groups will take place. The Quality Assurance Coordinator will organize the data by themes and provide the data to the IEPC and program/specialty licensure area directors for analysis. Recommendations about the findings of the focus groups will then be provided to the PEPC and EPP. When necessary, program changes will be submitted for approval through the appropriate academic committees.