

Advance Program Phase In-Plan

CAEP Phase-In Plan: RA.4.1 Satisfaction with Preparation			
Relationship to Standard or Component			
Explicit link of the intended data/evidence to standard	RA4.1 Satisfaction of Employers: The provider demonstrates that employers are satisfied with the completers’ preparation for their assigned responsibilities. .		
Description of content and objective of the data/evidence collection	Goal: Establish multiple internal and external means of acquiring input on employer perceptions of our completers’ preparation for their assigned responsibilities. <ul style="list-style-type: none">• Develop an EPP-Created Employer Survey unique to each advanced program (Ed. Leadership, M.S. in Reading, Ed.S. in Psychometry, and M.S. in SPEDVI) based on the MDE developed growth rubric for each program or relevant standards in instances where a MDE growth rubric has not been developed. Include M.S. in Reading, Ed.S. in Psychometry, and M.S. in SPEDVI completers in the MDE Employer Survey process.• Establish programmatic advisory boards and focus groups• Explore means of replicating the initial level TGR pilot in advanced level programs utilizing MDE developed growth rubrics (if utilized to evaluate other education professionals).		
Timeline and Resources			
	Spring 2020 – Spring 2021	Fall 2021 – Fall 2022	Spring 2023 Spring 2024
Strategies, steps and a schedule for data collection through full implementation, and indication of what is to be available by the time of a site visit	<ul style="list-style-type: none">• Develop EPP Created employer survey for Ed. Leadership.• Develop EPP Created advanced completer survey(s)• Pilot EPP Created employer survey for Ed. Leadership	<ul style="list-style-type: none">• QAAC Review of EPP Created employer surveys• Pilot EPP Created employer survey for Ed. Leadership• Expand participation in MDE employer survey to all advanced programs (Ed. Leadership, M.S. in Reading, Ed.S. in Psychometry, and M.S. in SPEDVI).• Develop plan to increase employer participation in surveys.• Organize Advisory boards for each program consisting of (external stakeholders, completers, and current candidate)• Add employment/contact link to candidate resource webpage where completers can share updated contact information and awards, etc. received	<ul style="list-style-type: none">• Amend Quality Assurance and Assessment Calendar for an additional EPP wide data day to solely focus on stakeholder input (survey, focus group, and advisory board input)
Additional data/evidence that will become available in the calendar years following accreditation until completion of the phase-in-steps	Focus group and Advisory Board Input Summer 2022 EPP created survey responses		

Description of personnel, technology, and other resources available and needed to fulfill the plan; IRB approvals; if appropriate and EPP access to data compilation, and analysis capability	TK20, Qualtrics, and MDE Surveys Links are the primary sources of technology needed. The Coordinator of Quality Assurance and Assessment and the GQAAC will assume primary responsibility for data compilation, analysis, and sharing with EPP and stakeholders.
Data Quality	
Copy of the Collection Instruments if available, together with information called for in the scoring rubrics, Sufficiency Criteria for EPP-Created Assessments and Surveys	<p>Mississippi Advanced Employer & Completer Survey Link https://education.olemiss.edu/assessment/extras/epp/report_ap.php</p> <p>EDUCATIONAL LEADERSHIP JSU Completer follow up Ed. Leadership https://jsu.az1.qualtrics.com/jfe/form/SV_egjpzxEZJb7U72Z JSU Employer follow up Ed. Leadership https://jsu.az1.qualtrics.com/jfe/form/SV_6DmfRWbaD5NXa1D</p> <p>OTHER ADVANCED PROGRAMS JSU Completer Follow up (Advanced) https://jsu.az1.qualtrics.com/jfe/form/SV_8H4ZCijCPwNdWYd JSU Employer Follow Up (Advanced) https://jsu.az1.qualtrics.com/jfe/form/SV_8vV0vMsUNHyyqs6</p>
Description of procedures to ensure surveys and assessments reach the sufficient level of the EPP-Created Assessments and Surveys	Review by QAAC utilizing processes outlined in the Quality Assurance Handbook (5.2)
Steps that will be taken to attain a representative response, including the actions to select and follow up a representative sample	<p>Use state-provided employment placement data of completers and EPP completers' data files to ensure employer survey invitations are extended to all administrators where completers are currently employed.</p> <p>Add employment/contact link to candidate resource webpage where completers can share updated contact information and awards, etc. received</p>
Steps to ensure validity and validate the interpretations made of the data	Review by QAAC utilizing processes outlined in the Quality Assurance Handbook (5.2)
Steps to analyze and interpret the findings and make use of them for continuous improvement	Add an additional EPP wide data day to solely focus on stakeholder input (survey, focus group, and advisory board input)

CAEP Phase-In Plan: RA.4.2 Satisfaction of Completers with Preparation			
Relationship to Standard or Component			
Explicit link of the intended data/evidence to standard	RA4.1 Satisfaction of Employers: The provider demonstrates that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and their preparation was effective.		
Description of content and objective of the data/evidence collection	Goal: Establish multiple internal and external means of acquiring input on employer perceptions of our completers’ preparation for their assigned responsibilities. <ul style="list-style-type: none">• Develop an EPP-Created Employer Survey unique to each advanced program (Ed. Leadership, M.S. in Reading, Ed.S. in Psychometry, and M.S. in SPEDVI) based on the MDE developed growth rubric for each program or relevant standards in instances where a MDE growth rubric has not been developed. Include M.S. in Reading, Ed.S. in Psychometry, and M.S. in SPEDVI completers in the MDE Employer Survey process.• Establish programmatic advisory boards and focus groups• Explore means of replicating the initial level TGR pilot in advanced level programs utilizing MDE developed growth rubrics (if utilized to evaluate other education professionals).		
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