**Advanced Program Completer/Graduate Survey**

The Completer/Graduate Survey was co-constructed with CPAC and CTEC members and EPP faculty through face-to-face meetings and collaboration through emails. The Completer/Graduate Survey was piloted fall 2019 with program completers.

1. Administration and Purpose
2. This assessment is administered following the completion of the advanced program. There are three variations of the survey utilized so that the content of the survey can be explicitly aligned to the professional standards for each area of the M.Ed. (ELCC, ILA, CEC).
3. The purpose of the assessment is to determine whether or not candidates perceive their preparation as relevant to the responsibility they confront on the job, and that the preparation was effective.
4. Instructions to program completers are informative and unambiguous. The instructions are provided online when the completers open the survey to begin.
5. The basis for judgement is made explicit for program completers by qualitative ratings of “Agree, Tend to Agree, Tend to Disagree, Disagree, or N/A).
6. Evaluation categories are directly aligned with CAEP, InTASC, and national/professional and state standards. Council for Exceptional Children (CEC) standards were used as the basis for the Special Education graduate survey, International Reading Association (IRA) standards were used as the basis for the Reading Specialist graduate survey, and ELCC standards were used as the basis for the Educational Leadership graduate survey.
7. Content of Assessment
8. Indicators are explicitly identified aspects of national standards for ILA, CEC, and ELCC. Evidence of this can be found within the language of the indicators matching the language and intent of each professional standards.
9. Indicators reflect the level of effort or degree of difficulty described in the standards by the language of the surveys being directly aligned to the language of the indicators on the survey.
10. Indicators unambiguously describe the proficiencies to be evaluated because they utilize the same language from of the national Standards
11. The intent of the survey is to measure completers’ perceptions of their preparation program. Therefore, when standards address higher level functioning, for example when a standard specifies “demonstrates” or “creates”, the candidate is reporting to what extent they agree they “demonstrate” or “create” what the standard is addressing.
12. Most all indicators require completers to judge their attributes of proficiencies that are aligned to each of the professional standards for either ILA, CEC, or ELCC. The survey clearly identifies each of the standards.

6. Survey Content

1. Topics for each survey are explicitly aligned with aspects of the EPP’s mission and also CAEP, InTASC, ILA, CEC, or ELLC, and state standards.
2. Individual items have a single subject; language is unambiguous as the instruments were developed to align explicitly with the appropriate set of professional standards. Each Standard has multiple indicators to ensure that each indicator has a single subject.
3. Leading questions are not included in any version of the survey.
4. Items are stated in terms of behaviors when possible, however, the ratings are recorded by opinions of Agree, Tend to Agree, Tend to Disagree, Disagree, or N/A due to the nature of the instrument. The intent of the survey is to measure completers “opinions”.
5. The survey is not a survey of dispositions.

7. Survey of Data Quality

a. Scaled choices are qualitatively defined using “Agree, Tend to Agree, Tend to Disagree, Disagree, N/A”

b. Feedback provided to the EPP from this survey is actionable. If completer data reviews begin to illustrate patterns indicative of a programmatic weakness, the EPP can initiate action steps to address the weakness.

c. The surveys were piloted with M.Ed. completers from the fall 2019 semester. Pilot data is available (data from graduate completer survey).