

## **EDLE Completer and Employer Data Collection Analysis**

As part of our accreditation and improvement efforts at University of Louisiana at Monroe our Educational Leadership program tracks graduate data including completer and employer data. For the purposes of our program a completer is defined as an EDLE candidate who is hired into a school administrative position within three years of completing their relevant program. The employer is the direct supervisor of the completer and may be in roles such as school principal, district supervisor or superintendent. Once we identified employers and completers these groups were surveyed using an online platform. The survey consisted of six questions that were aligned to the NELP standards and one opened ended essay response question. Questions 1-6 were on a Likert scale and survey participants had four choices; strongly agree, agree, disagree, strongly disagree. The questions are as follows:

1. The Educational Leadership (EDLE) program at ULM adequately prepared the principal candidate to work with stakeholders to facilitate a shared vision of learning. (NELP Standard 1.1)
2. The EDLE program at ULM adequately prepared the principal candidate to work with stakeholders in developing and sustaining a school culture /instructional program conducive to student learning. (NELP Standard 1.1)
3. The EDLE program adequately prepared the principal candidate to manage school organization, operations and resources. (NELP Standards 6.2,6.2)
4. The EDLE program at ULM adequately prepared the principal candidate to collaborate with stakeholders to address the diverse community interests and needs. (NELP Standards, 5.1, 5.2)
5. The EDLE program at ULM adequately prepared the principal candidate to address issues related to integrity, fairness, ethics and social justice, to ensure a school system of accountability for every student's academic and social success.
6. The EDLE program at ULM adequately prepared principal candidates to advocate for school students, families, and caregivers. (NELP Standard 5.3)

- Please include any additional comments, suggestions for improvement, concerns, or thoughts regarding the program. Please provide detail in regard to this question.

The following data collection efforts were conducted using employer and completer data from candidates who graduated in Spring of 2020 through Spring of 2023. **This three-year data collection cycle yielded the following results.**

### **Completer Data**

Following graduation, SOE faculty collaborate with EDLE candidates in a variety of ways including post-graduation surveys, social media, and on campus events. Through these efforts we were able to identify 25 students who had graduated the program during the aforementioned three-year cycle and were subsequently hired into administrative roles. We sent out surveys to the identified candidates and received 14 survey responses. Of the 14 responses, 10 were identified as completers who were serving in an administrative capacity within the state of Louisiana and had been issued an EDLE certification from the state of Louisiana.

Overall this data was positive with 100% of candidates agreeing or strongly agreeing to the questions related to their program preparation. The area with the most positive response was related to questions 1-2 which related to school vision and culture. The weakest area question 4 which related to management of the school organization and operations. Open ended questions were also predominantly positive regarding the program preparation. There were a few recommendations which included the internship providing more time for hands on training and more time to collaborate with stakeholders.

EDLE Completer Data Questions 1-6								
<b>Louisiana Completors-10</b>								
Question #	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
1.	6	60%	4	40%	0	0%	0	0%
2.	6	60%	4	40%	0	0%	0	0%
3.	4	40%	6	60%	0	0%	0	0%
4.	3	30%	7	70%	0	0%	0	0%

5.	4	40%	6	60%	0	0%	0	0%
6.	5	50%	5	50%	0	0%	0	0%

## Employer Data

Once EDLE faculty has identified and contacted program completers, we then reach out to the employer of the candidate. Of the 10 completers that currently hold an EDLE 1 certification eight of those participants are currently working in the role of assistant principal. In an effort to best gauge how the completers are performing SOE faculty surveyed the direct supervisor, the school principal.

EDLE faculty sent out surveys to the principals of the identified candidates with EDLE certification. We received responses from 4 of the school principals.

Overall this data was positive with 100% of employers agreeing or strongly agreeing to the questions related to the completer program preparation. The area with the most positive response was related to questions 2 and 5 which related to school culture and ethical practices. Open ended questions were also predominantly positive regarding the program preparation. The principals all spoke highly of their assistant principals. There were a few recommendations which included the internship providing more training related to the management of school disciplinary issues.

EDLE Employer Data Questions 1-6								
Louisiana Employer Responses-4								
Question #	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
1.	1	25%	3	75%	0	0%	0	0%
2.	2	50%	2	50%	0	0%	0	0%
3.	1	25%	3	75%	0	0%	0	0%
4.	1	25%	3	75%	0	0%	0	0%
5.	2	50%	2	50%	0	0%	0	0%
6.	1	25%	3	75%	0	0%	0	0%

## Round Table Discussion

### Superintendents

In addition to the online surveys the EDLE faculty also collected data through round table discussions with district superintendents and current EDLE candidates. On January 24<sup>th</sup> 2023 SOE faculty met with local superintendents to gauge their perceptions related to the preparation of EDLE candidates. Using the same set of NELP aligned questions, we asked superintendents to reflect on the ULM completer candidates they worked with in their districts. There were six superintendents in attendances, however, one was new to his role and was not comfortable completing the survey due to limited time interacting with fellow district administration. Data from the superintendent surveys is as follows:

EDLE Superintendent Data Questions 1-6								
Louisiana Superintendent Responses-5								
Question #	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
1.	2	40%	3	60%	0	0%	0	0%
2.	2	40%	3	60%	0	0%	0	0%
3.	2	40%	2	40%	1	20%	0	0%
4.	1	20%	3	60%	1	20%	0	0%
5.	2	40%	3	60%	0	0%	0	0%
6.	2	40%	3	60%	0	0%	0	0%

Overall this data was positive with most superintendents agreeing or strongly agreeing to the questions related to the completer program preparation. There was one superintendent who rated components 3 and 4 low, which is an area for concern. These components related to organizational management and meeting the needs of a diverse student population.

### Current Candidates/Future Completers

In addition to the round table discussion with superintendents the EDLE faculty called in two current internship candidates to complete a roundtable discussing the program. These two internship candidates are currently serving in administrative roles within their school on a temporary authority while

completing the internship. Upon completion of the internship in Fall of 2023 both of these candidates will be eligible for EDLE certification and will thus be considered completers. EDLE faculty felt it was important to meet with this representative group as they are able to experience the internship from an actual administrative position, rather than a teaching position, giving them a unique perspective on the internship experience. The candidates were given the same six questions as the other group, as well as, the discussion question regarding program improvement. The following is data collected from this roundtable discussion:

EDLE Candidate/Future Completer Data Questions 1-6								
<b>Internship Candidate Responses-2</b>								
Question #	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%
1.	1	50%	1	50%	0	0%	0	0%
2.	1	50%	1	50%	0	0%	0	0%
3.	0	0%	2	100%	0	0%	0	0%
4.	0	0%	2	100%	0	0%	0	0%
5.	1	50%	1	50%	0	0%	0	0%
6.	1	50%	1	50%	0	0%	0	0%

Overall this data was positive with both internship candidates agreeing or strongly agreeing to the questions related to the completer program preparation. The two areas that were rated lower were areas 3 and 4 which related to management of the school organization and operations and diverse student populations. In regard to open ended questions the internship candidates mentioned a lack of knowledge related to budgeting and management of school operations. Both candidates also discussed how they felt that the program did not prepare candidates for conflict management, which would be an inevitable part of their position.

### **Conclusion**

Overall, EDLE faculty, completers, and employers feel the program is on track in preparation of EDLE candidates. Many of the participants in surveys and roundtable discussions spoke highly of the

program and the preparation it provides. Many survey participants remarked that the program was on track.

The two areas for concern that came up most often in the various surveys and discussions related to questions three and four. Question three is related primarily to the organization and operations of school. Many candidates and completers remarked that the internship should include a more hands on experience. While candidates are required to get a total of 240 hours of field experience in the program, this experience can vary greatly from candidate to candidate. The second area that was identified as a weakness related to meeting the needs of a diverse population. The EDLE faculty will meet in the upcoming semester to discuss ways to adjust the field experience to ensure we target areas of identified weakness. The EDLE faculty will continue to collaborate with relevant groups to enhance the internship experience and identify areas of strength and growth.