Completer Effectiveness 2024 (EPP)

Initial and Advanced Programs

PURPOSE

The purpose of the Completer Effectiveness survey is to provide the education preparation program (EPP) ongoing information on different aspects of the graduate candidate regarding the effectiveness of the preparation we provide. The core foci are to ascertain information regarding overall feedback on Completer effectiveness (Initial and Advanced), the educational value of programs and completer impact in contributing to P-12 student-learning growth and completer effectiveness in applying professional knowledge, skills, and dispositions.

ADMINISTRATION

The Completer Effectiveness 2024 survey was disseminated electronically via email to 120 employers. Of the responders, the programs represented were: Early Childhood Education and Special Education B-2 (30.68%) Childhood Education and Special Education 1-6 (45.45%) Special Education 7-12 Generalist (5.68%) Teaching Students with Autism and Severe or Multiple Disabilities (2.27%) Transitional B (2.27%) Mathematics Education (1.14%) School Building/District Leadership (12.50%)

INSTRUMENT

The survey consists of a total of ten questions: six five-point Likert-scale items (1-Strongly Agree, 2-Agree, 3-Somewhat Agree, 4-Disagree, 5-Strongly Disagree) and four open ended questions: 1. What do you see as the greatest strengths of the Touro graduate(s) you employ? 2. Please list at least two suggestions that you believe could improve Touro educator preparation programs. 3. What sets the Touro GSE apart from your unique experience/perspective? 4. How might Touro currently support your efforts on behalf of your students and faculty?

Survey items are aligned with and concomitantly address the NYSED Indicators, CAEP, College and Career Readiness, as well as ISTE standards for technology, and other relevant discipline specific professional standards. The criterion for overall success is a Mean of 80% or higher for all quantitative items.

VALIDITY AND RELIABILITY

Content validity of the Completer Effectiveness survey was established via Validity Survey that went to a small group of employers.

ANALYSIS

The statistical processes applied were Mean, Standard Deviation, Variance and Count. Qualitative data are shared to contextualize quantitative outcomes.

EPP. The criterion for success was met for most items, as the Means are above 80%. The two items with a lower mean were: Item "select and employ current educational technology tools and systems to support learning" had a low mean of (77.05%) Item "Incorporate international and global perspectives in their professional practice" had a low mean of (78.69%).

In summary, when asked "I would hire another Touro GSE educator preparation program graduate" the responses were very positive, with a total of 89.65% of the employers reporting either Strongly Agreed (37.93%) or Agreed (51.72%).

Most recently, on March 17, 2025 a published report by New York City Department of Education, The Office of Teacher Recruitment and Quality (TRQ) released the first annual school opening hiring report for 2024. This report provides data on the nature and scale of Touro University's contributions to the new teacher pipeline, and specifically how graduates from Touro University are transitioning

into the new teacher workforce in New York City Public Schools. 274 graduates of our teacher preparation program(s) were hired through traditional pathways in the 2024-2025 hiring season, out of a total of ~5000 new hires in district schools. By comparison, 255 were hired in the 2023-2024 hiring season, out of ~4800 total new hires in district schools in the 2023-2024 hiring season.

DATA TABLES

Question	Strongly Agree	Agree	Somewhat Agree	Disagree	Strongly Disagree	Total
Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development.	28.33%	46.67%	16.67%	5.00%	3.33%	60
Support the cognitive, social, and emotional growth and development of learners.	31.67%	45.00%	16.67%	0.00%	6.67%	60
Select and employ current educational technology tools and systems to support learning.	24.59%	45.90%	22.95%	0.00%	6.56%	61
Incorporate international and global perspectives in their professional practice.	21.31%	44.26%	21.31%	11.48%	1.64%	61
Gather and use trustworthy evidence to support student learning and to inform their professional practice.	20.00%	43.33%	16.67%	10.00%	10.00%	30
Facilitate and support language development, language acquisition, and literacy development for all learners,	21.31%	49.18%	18.03%	9.84%	1.64%	61
Exhibit responsible professional conduct and engage in individual and collaborative goal setting, learning, and professional growth.	27.87%	50.82%	13.11%	1.64%	6.56%	61
Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts.	31.67%	43.33%	13.33%	5.00%	6.67%	60
Demonstrate proficiency in the knowledge and skills required for effective practice in their professional role.	29.51%	44.26%	18.03%	1.64%	6.56%	61

Create positive and productive learning and work environments in a variety of settings.	32.79%	44.26%	13.11%	4.92%	4.92%	61
Connect students, colleagues, and myself to appropriate supports for mental well-being, including those related to trauma.	29.51%	39.34%	18.03%	9.84%	3.28%	61
Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community.	29.51%	44.26%	16.39%	4.92%	4.92%	61
Apply knowledge of student exceptionalities and federal and state legal requirements to provide appropriate, evidence-based support to all learners.	22.95%	49.18%	19.67%	1.64%	6.56%	61
Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices.	22.95%	50.82%	16.39%	4.92%	4.92%	61

INSTRUMENT

TOURO EMPLOYER SURVEY

Dear Colleague:

As an employer of Touro University Graduate School of Education graduates, we respectfully ask that you take some time from your busy schedule to provide us with feedback on our graduates employed by you. We value your opinion regarding the effectiveness of the preparation we provide for our students and their impact on your student's learning and your school/district. The feedback you provide will be used to inform program improvement. Any response you provide will remain confidential.

Thank you again for contributing to the continuous improvement of Touro and the profession.

Should you have questions, please feel free to contact my office via email at: GSEAcademicaffairs@touro.edu

Q1 - Do you currently employ a graduate of Touro University's Graduate School of Education?

Q2 - Which best describes the professional area from which you most recently graduated?

Q3 - This section assesses how well Touro prepared your employee(s). This section assesses how well Touro's Graduate School of Education prepared your employee to:

1. Demonstrate proficiency in the knowledge and skills required for effective practice in their professional role. (AAQEP 1a)
2. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices. (AAQEP 1b)
3. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development. (AAQEP 1c)
4. Facilitate and support language development, language acquisition, and literacy development for all learners, (AAQEP 1d.)
5. Apply knowledge of student exceptionalities and federal and state legal requirements to provide appropriate, evidence-based support to all learners. (AAQEP 1e)
6. Select and employ current educational technology tools and systems to support learning. (AAQEP 1f)
7. Support the cognitive, social, and emotional growth and development of learners. (AAQEP 1g)
8. Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community. (AAQEP 2a)

9. Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts. (AAQEP 2b)
10. Create positive and productive learning and work environments in a variety of settings. (AAQEP 2c)
11. Incorporate international and global perspectives in their professional practice. (AAQEP 2d)Gather and use trustworthy evidence to support student learning and to inform their professional practice. (AAQEP 2e)
12. Exhibit responsible professional conduct and engage in individual and collaborative goal setting, learning, and professional growth. (AAQEP 2f)
13. Connect students, colleagues, and myself to appropriate supports for mental well-being, including those related to trauma. (AAQEP 2g)

Q4 - This section assesses the overall quality of our educator preparation programs.   Overall, I am satisfied with the preparation Touro provided to my Touro employee(s).

Q5 - I would hire another Touro GSEs educator preparation program graduate.

Q6 - Please identify your current professional role.

Q7 - What do you see as the greatest strengths of the Touro graduate(s) you employ?

Q8 - Please list at least two suggestions that you believe could improve Touro educator preparation programs.

Q8a - What sets the Touro GSE apart from your unique experience/perspective?

Q9 - How might Touro currently support your efforts on behalf of your students and faculty?

Q10 - Touro University Graduate School of Education likes to maintain contact with those who hire and support our graduates. We would appreciate it if you would provide your contact information. This is optional.