



## **Completer Effectiveness 2024-2025 (EPP)**

### **Initial and Advanced Programs**

#### **DATA REPORTING DISCLAIMER:**

The findings presented in this report are based on the most recently collected survey data, which are also reported in the prior year's publication. Because the survey is administered on a biennial basis, new data are not collected annually. Accordingly, the results reflect the same data set used in the previous reporting cycle and are presented here to ensure continuity, transparency, and comprehensive reporting across accreditation and institutional review periods.

#### **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 complete impact in contributing to P-12 student-learning growth and complete effectiveness in applying professional knowledge, skills, and dispositions.

### **ADMINISTRATION**

The Completer Effectiveness 2024-25 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 (Childhood Education & Special Education and Adolescent Generalist Special Education) (2.27%), Mathematics Education (1.14%), and 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: 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). Q4 - This section assesses the overall quality of our educator preparation programs. 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? 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 70% or higher for all quantitative items.

### **VALIDITY AND RELIABILITY**

Content validity of the Completer Effectiveness survey was established via a 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. In summary, when asked, “Overall, I am satisfied with the preparation Touro provided to my Touro employee(s),” the responses were positive with a total of 81.36% indicating Strongly Agree (37.29%) or Agree (44.07%). 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 Agree (37.93%) or Agree (51.72%).

Overall, respondents reported high levels of agreement across competencies. The highest combined *Strongly Agree + Agree* rates were for responsible professional conduct and growth (78.69%), creating positive and productive environments (77.05%), supporting cognitive, social, and emotional development (76.67%), utilizing knowledge of diverse and intersecting identities (75.00%), and enacting culturally responsive practices (75.00%). Strong positive results (*Strongly Agree + Agree*) also appeared for role proficiency

(73.77%), applying learning science (73.77%), communicating with families and the school community (73.77%), applying knowledge of exceptionalities and legal requirements (72.13%), educational technology use (70.49%), facilitating language and literacy development (70.49%), and connecting to mental-wellbeing supports (68.85%). Lower, but still majority, agreement was reported for incorporating international and global perspectives (65.57%) and gathering and using trustworthy evidence (63.33%). Disagreement (Disagree + Strongly Disagree) was generally low, typically 6.56%–13.12%, with the highest observed for trustworthy evidence (20.00%) and global perspectives (13.12%).

Most recently, in February of 2026, 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 2024-2025. 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 (NYCPS). In this report, it is noted that there is an increase in the number of GSE graduates hired by NYCPS via traditional pathways in the 2024-2025 hiring season. Additionally, embedded in the report is a question: To what extent do you agree with the following statement, My coursework prepared me for my first year of teaching? GSE graduates responded as follows:

Agreement Scale	Count	Percent
Strongly Agree	73	29%
Agree	149	59%
Disagree	19	8%
Strongly Disagree	9	4%
Not Applicable	1	0%

Presented below is that Data Table for Completer Effectiveness:

**DATA TABLE-COMPLETER EFFECTIVENESS**

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](mailto: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.