

Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Component 4.1: Completer Effectiveness; Licensure programs ensure that candidates effectively contribute to P-12 student-learning growth and can apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experience were designed to achieve.

On October 4, 2023, the Fall 2022/Spring 2023 post-graduate survey (Post_Gruaduation_Survey_FA22/SP23) was sent out to 43 Fall 2022 and Spring 2023 program graduates from our Alternative Licensure Elementary, Secondary and Special Education programs; and our Bachelor of Arts programs in Early Childhood Education and Elementary Education. The survey remained open until October 20, 2023, with a total of 9 responses. The respondents represent the following programs: BA-Early Childhood Education (4, 44.44%), BA-Elementary Education (2, 22.22%), ALP-Elementary Education (2, 22.22%), and ALP-Special Education (1, 11.11%).

The respondents represent the following demographics. All nine of the respondents identified as Female. Three respondents identify as Hispanic or Latino (33.33 %), three identify as Asian or Asian American (33.33%), two identify as American Indian or Alaska Native (22.22%), and one did not disclose their ethnicity (11.11%). The age groups represented are: one in the 25-34 age group (11.11%), five in the 35-44 age group (55.56%), one in the 45-54 age group (11.11%), and two in the 55-64 age group (22.22%).

