

Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development

The Southwestern College Division of Education used multiple data sources to determine the effectiveness of completers in PK-12 schools. During the summer and fall of 2025, the division surveyed employers and completers, and held a focus group on November 7th, 2025, with the EPP partners to gather effectiveness data. At the November SITE Council Meeting, 27 PK-12 educators including superintendents, principals, cooperating teachers, and higher education representatives from Cowley College in Ark City, Kansas were in attendance.

The information listed below is a summary of information gathered from EPP partners related to completer effectiveness based on the 24-25 school year.

The following questions guided surveys and conversations during the SITE Council.

1. What are the strengths of our P-12 completers?

EPP partners agreed completers show skills in creating a safe learning environment especially as it relates to establishing appropriate routines and procedures. EPP partners also agreed completers have a strong repertoire of instructional strategies.

2. What are some opportunities for growth among PK-12 completers (how do we better prepare completers for the PK-12 environment)?

EPP Partners suggested a continued focus on instruction is necessary especially as it relates to differentiating instruction to meet the needs of all learners.

3. Are completers effective in supporting adequate yearly student progress on state assessments and quarterly screeners?

In general, EPP partners explained completers met expectations regarding student progress based on their status as novice educators e.g. completers are still developing as educators, and most are meeting expectations based on their limited experience.

4. Is there any other information you could provide that might help us better prepare completers for the P-12 classroom?

Regarding classroom management, one principal stated our overall classroom management strategies list was missing “building relationships” and she saw this component as critical. (The division revised the “classroom management strategies list to include relationship building in fall 2025). EPP partners continue to see a need for completers to further develop skills in working with parents and the community at large.