Andrews University's program completers work in both parochial and public schools. Therefore, in the past we have defined Impact on P-12 Learning on the basis of two different data sources. For completers employed in Michigan public schools, the logical data to report would be student scores on the statewide M-STEP assessment. However, that data is not released to TPP at universities. Therefore, as a proxy for our completers' Impact on P-12 Learning, we use data from Michigan Department of Education's (MDE) educator effectiveness report. (Note: In this report, we are using the same data to document Impact Measure 2, below). We receive this report annually in early April. The report lists "effectiveness labels" for each of our completers disaggregated by the number of academic years they have worked in Michigan public schools. These labels are assigned annually at End of Year (EOY) by

teaching. It is possible this rating was affected by the COVID 19 pandemic outbreak. This particular program completer worked in a school district that was disproportionately affected by COVID due to issues of poverty, lack of technology access, support for remote learning, and lack of access to adequate healthcare. During summer 2021, items aligned with this outcome on our Employer Satisfaction Survey will be compiled, analyzed, and interpreted. During Fall Semester 2021 these results will be reported on the College of Education and International Services (CEIS) CAEP Annual Report website.