

Georgia Gwinnett College
Standard Five Evidence Set 7
R5.4 Continuous Improvement Linked to Eight Annual Measures

Alignment to National Standards: This packet, entitled *Continuous Improvement Linked to Eight Annual Measures*, presents evidence for:

GaPSC 5.3: The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

CAEP Standard 5: Quality Assurance System and Continuous Improvement

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

CAEP R5.4 Continuous Improvement The provider regularly, systematically, and continuously assesses performance against its goals and relevant standards, tracks results over time, and documents modifications and/or innovations and their effects on EPP Outcomes.

How Alignment is assured: The Assistant Dean of Assessment and Accreditation, in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, GaPSC, InTASC, and appropriate Technology Standards. The Assistant Dean of Assessment and Accreditation coordinates and maintains alignments and adherence to multiple Georgia state laws and policy regulations. All Standards have been maintained utilizing Excel Spreadsheets and Class Climate Survey by Scantron; however, maintenance will be transferred to a suite of digital assessment tools on Watermark – VIA beginning fall 2021. The Assistant Dean of Assessment and Accreditation will maintain a standards database so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

Evidence Overview

Description of Evidence:

As a result of Georgia Gwinnett College’s ongoing data analysis, program improvement activities, the program review process, and the self-study process, numerous opportunities for continuous improvement have been identified, planned, and implemented. The Evidence below presents

- a synopsis of outcome measures data (provided by the Georgia Professional Standards Commission) for our three years of data collection,
- a link to a specific website that includes the public display of the CAEP Annual Reporting Measures as well as specific consumer information
- a synopsis of improvements/changes implemented based on the data

Georgia Gwinnett College
Standard Five Evidence Set 7
R5.4 Continuous Improvement Linked to Eight Annual Measures

Eight Annual Measures 2019-2021 Data Charts Below:

1. Impact on P-12 learning and development (Component 4.1)
2. Indicators of teaching effectiveness (Component 4.2)
3. Satisfaction of employers and employment milestones (Component 4.3)
4. Satisfaction of completers (Component 4.4)
5. Graduation rates
6. Ability of completers to meet certification and any additional state requirements
7. Ability of completers to be hired in education positions for which they have prepared
8. Student loan default rates and other consumer information

Evidence and Analysis

The Georgia Professional Standards Commission (GaPSC) provided Educator Preparation Providers (EPPs) with Teacher Preparation Program Effectiveness Measure (PPEM) data for the first time in 2017. The PPEM, used by the GaPSC to rate Educator Preparation Programs throughout the state, is based on a variety of data that the GaPSC collects, including the Teacher Assessment on Performance Standards (TAPS) data, Georgia Assessment of Certified Educators (GACE) data, edTPA scores, and inductee surveys and employer surveys. A level 4 is above 180 points (Exemplary). A level 3 is 160 – 179 points (Effective). The overall EPP PPEM for GGC is level 4, 182 points. This rating is based on three years of data depending upon the year of release.

Impact on P-12 learning and development (Component 4.1)

Our Student Growth Percentile numbers (SGPs) indicate a high level of teaching effectiveness. First implemented in 2017, SGPs describe the amount of growth a student has demonstrated relative to academically similar students across the state. An SGP will range from 1 to 99%, with lower percentages corresponding to low relative growth and high percentages corresponding to high relative growth. In turn, for teachers who teach SGP grades and courses, their ultimate teacher effectiveness score is partly based on their SGP rating. When the SGPs from students who graduate from our Educator Preparation Program teaches are analyzed, a vast majority—84%—score in Level IV (Exemplary) or Level III (Proficient) levels. This is higher than scores of students from similar Educator Preparation Programs.

Georgia Gwinnett College
Standard Five Evidence Set 7
R5.4 Continuous Improvement Linked to Eight Annual Measures

Table 1: 2019 Impact on P-12 Learning and Development

SGP Ratings-First Academic Year after Program Completion (N=77)			
SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	3%	3%	4%
2	13%	17%	19%
3	83%	77%	74%
4	1%	3%	3%

Table 2: 2020 Impact on P-12 Learning and Development

SGP Ratings-First Academic Year after Program Completion (N=119)			
SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	3%	3%	4%
2	13%	15%	16%
3	83%	79%	76%
4	2%	3%	3%

When the SGPs from students who graduate from our Educator Preparation Program teach are analyzed, a vast majority—85%—score in Level III (Proficient) or Level IV (Exemplary) levels. This is higher than the scores of candidates from similar Educator Preparation Programs.

Georgia Gwinnett College
 Standard Five Evidence Set 7
 R5.4 Continuous Improvement Linked to Eight Annual Measures

Table 3: 2021 Impact on P-12 Learning and Development

SGP Ratings-First Academic Year after Program Completion (N=119)			
SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	3%	3%	4%
2	12%	14%	16%
3	83%	80%	76%
4	3%	3%	4%

When the SGPs from students who graduate from our Educator Preparation Program teach are analyzed, a vast majority—86%—score in Level III (Proficient) or Level IV (Exemplary) levels. This is higher than the scores of candidates from similar Educator Preparation Programs.

Indicators of Teaching Effectiveness

Suppose we focus specifically on the Teacher Assessment on Performance Standards (TAPs) data drawn from the evaluations of in-service teachers performed by local school leaders. In that case, it is clear that our teacher candidates are positively impacting P- 12 learning and development. This is evidenced by their scoring proficient—close to or above 2.0—on all ten standards. In addition, our proficiency is spread across the measure. We scored equal to similar EPPs on standards 5, 6, 7, 9, and 10. We surpassed similar EPPs on standards 2, 3, 4, and 8—Instructional Planning, Instructional Strategies, Differentiated Instruction, and Academically Challenging Environment. The areas where we scored close to a 2.0, but below were: Professional Knowledge and Differentiated Instruction. Faculty continue to discuss these areas in their classes.

Georgia Gwinnett College
 Standard Five Evidence Set 7
 R5.4 Continuous Improvement Linked to Eight Annual Measures

Table 4: 2019 Teacher Assessment on Performance Standards (TAPS) (PPEM Rating Level 3)

N=279	This EPP	All EPPs	Similar EPPs
Level I	0.4%	0.1%	0.3%
Level II	3.6%	4.0%	4.6%
Level III	95.3%	94.9%	94.1%
Level IV	0.7%	1.0%	1.0%

Table 5: 2019 Average Scores by Standard

CAPS Standards	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	1.98	2.02	2.02
2. Instructional Planning	2.03	2.00	1.99
3. Instructional Strategies	2.03	2.01	2.00
4. Differentiated Instruction	1.99	1.95	1.94
5. Assessment Strategies	2.00	2.00	2.00

Georgia Gwinnett College
 Standard Five Evidence Set 7
 R5.4 Continuous Improvement Linked to Eight Annual Measures

CAPS Standards	This EPP	All EPPs	Similar EPPs
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.10	2.10
8. Academically Challenging Environment	2.00	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

Table 6: 2020 Teacher Assessment on Performance Standards (TAPS) (PPEM Rating Level 3)

N=279	This EPP	All EPPs	Similar EPPs
Level I	0.4%	0.1%	0.2%
Level II	3.8%	3.6%	4.4%
Level III	95.1%	95.5%	94.5%
Level IV	0.8%	0.8%	0.9%

Georgia Gwinnett College
Standard Five Evidence Set 7
R5.4 Continuous Improvement Linked to Eight Annual Measures

Table 7: 2020 Average Scores by Standard

Standards Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	1.97	2.02	2.02
2. Instructional Planning	2.02	2.00	1.99
3. Instructional Strategies	2.00	2.01	2.00
4. Differentiated Instruction	1.99	1.96	1.96
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.10	2.10	2.10
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

Suppose we focus specifically on the Teacher Assessment on Performance Standards (TAPS) data drawn from the evaluations of in-service teachers performed by local school leaders. In that case, it is clear that our teacher candidates are positively impacting P- 12 learning and development. Almost ninety-six percent score proficient or above on all ten standards. All standards are close to a score of 2.0, which represents a proficient score. We scored equal to similar EPPs on standards 3, 5, 6, 7, 8, 9, and 10. We surpassed similar EPPs on standards 2 and 4—Instructional Planning and Differentiated Instruction. Therefore, we score the same or higher on nine of the ten TAPS standards as all EPP’s in the state. The areas where we scored close to a 2.0, but below were: Professional Knowledge and Differentiated Instruction, the same two as the previous year. These two areas continue to be focus areas for improvement.

Georgia Gwinnett College
 Standard Five Evidence Set 7
 R5.4 Continuous Improvement Linked to Eight Annual Measures

Table 8: 2021 Teacher Assessment on Performance Standards (TAPS) (PPEM Rating Level 3)

N=176	This EPP	All EPPs	Similar EPPs
Level I	0.0%	0.0%	0.0%
Level II	4.0%	3.5%	4.2%
Level III	94.9%	95.7%	95.1%
Level IV	1.1%	0.8%	0.7%

Table 9: 2021 Average Scores by Standard

Standard	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	1.97	2.02	2.00
2. Instructional Planning	2.02	2.00	1.99
3. Instructional Strategies	1.98	2.01	2.01
4. Differentiated Instruction	1.99	1.96	1.96
5. Assessment Strategies	2.00	2.00	2.00

Georgia Gwinnett College
Standard Five Evidence Set 7
R5.4 Continuous Improvement Linked to Eight Annual Measures

Standard	This EPP	All EPPs	Similar EPPs
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.00	2.00	2.10
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

Suppose we focus specifically on the Teacher Assessment on Performance Standards (TAPS) data drawn from the evaluations of in-service teachers performed by local school leaders. In that case, it is clear that our teacher candidates are positively impacting P-12 learning and development. Ninety-Six percent scored at proficient or above on all ten standards. All standards are close to a score of 2.0, which represents a proficient score. We scored equal to similar EPPs on standards 5, 6, 8, 9, and 10. We surpassed similar EPPs on standards 2 and 4—Instructional Planning and Differentiated Instruction. Therefore, we score the same or higher on nine of the ten TAPS standards as all EPPs in the state. The areas where we scored close to a 2.0, but below were: Professional Knowledge, Instructional Strategies, Differentiated Instruction, and Academically Challenging Learning Environment. Professional Knowledge and Differentiated Instruction continue to be lower areas for us. Faculty continue to discuss these areas in their classes. For example, the Instructional Adaptation course was revised in fall 2021 to provide more instruction and support for candidates to use differentiated instruction in their classrooms. Therefore, we hope to see this standard increase in the future. The other areas that were not previous concerns: Instructional Strategies and Academically Challenging Learning Environment, maybe a direct result of these candidates' hybrid and online teaching in fall 2020 and spring 2021. This teaching and learning environment made it more difficult for candidates to be as prepared with instructional strategies because the instructional environment changed very quickly, and they had to adjust to a new way of teaching. This is also the case for providing an Academically Challenging Learning Environment because the learning environment was online or hybrid, which was new to these candidates. These standards should also improve over the next set of data.

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

Satisfaction of Employers

The Georgia Professional Standards Commission has surveyed the principals of all graduates teaching in Georgia during their first year of teaching. For this survey, principals were asked to complete a Likert scale in which scoring a four would indicate that they strongly agreed with a statement about their satisfaction with our graduates. A score of 3 would indicate that they agreed, a two would indicate that they disagreed, and a one would indicate that they strongly disagreed. A score of 0 would result if there were no responses. According to the survey, the average response from principals when asked how much they agreed with various indicators of their satisfaction with our graduates was 3.25. Once again, this score was higher than the scores of comparable Educator Preparation Programs. This suggested that the employers agreed or strongly agreed with virtually all the statements presented. In fact, in every area save one, principals agreed or strongly agreed with the statements presented to them, which reflected a high level of overall satisfaction from the principals that hire our graduates. The only area where we scored below a 3.0 was “Engages learners in monitoring their own progress.” In this area, the principals that have hired our candidates scored a 2.95, indicating that while many of them agreed or strongly agreed with the statement, at least some of them disagreed or strongly disagreed. In response, we will put plans to improve in this area. Faculty are adding more to their classes on teaching candidates how to engage learners in monitoring their own progress

Table 10: 2019 Satisfaction of Employers (PPEM Rating Level 3)

N=22	This EPP	All EPPs	Similar EPPs
Average Score:	3.25	3.2	3.16
Responses:	22	2,541	537
Response rate:	12%	41%	36%

Table 11: 2019-2020 Satisfaction of Employers (PPEM Rating Level 3)

N=34	This EPP	All EPPs	Similar EPPs
Average Score:	3.15	3.24	3.22
Responses:	34	2,535	426
Response rate:	12%	23%	21%

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

According to the survey, the average response from principals when asked how much they agreed with various indicators of their satisfaction with our graduates was an average of 3.15. This suggested that the employers agreed or strongly agreed with virtually all the statements presented. In fact, in every area

except one, principals agreed or strongly agreed with the statements presented to them, which reflected a high level of overall satisfaction from the principals that hire our graduates. The only area where we scored below a 3.0 was “Engages learners in monitoring their own progress.” In this area, the principals that have hired our candidates scored a 2.97, indicating that while many of them agreed or strongly agreed with the statement, at least some of them disagreed or strongly disagreed. In response, we will put plans to improve in this area. In addition, it’s important to notice we had a small return rate from employers, which can skew the data. Faculty are adding more to their classes on teaching candidates how to engage learners in monitoring their own progress.

Table 12: 2020-2021 Satisfaction of Employers (PPEM Rating Level 3)

N=32	This EPP	All EPPs	Similar EPPs
Average Score:	3.14	3.28	3.27
Responses:	32	2,510	584
Response rate:	12%	26%	25%

According to the survey, the average response from principals when asked how much they agreed with various indicators of their satisfaction with our graduates was an average of 3.14. This suggested that the employers agreed or strongly agreed with virtually all the statements presented. Of concern is our small return rate from employers. This low N can skew data. We plan to increase our efforts to get a higher principal return rate.

Satisfaction of Completers

2019 Satisfaction of Completers (N=9/PPEM Rating Level 3)

The Georgia Professional Standards Commission has surveyed all completers of education programs each year. For this survey, program completers were asked to address a Likert scale. Scoring a four would indicate that they strongly agreed with a statement about their satisfaction with our program after finishing their studies. A score of 3 would indicate that they agreed, a two would indicate that they disagreed, and a one would indicate that they strongly disagreed. A score of 0 would result if there were no response. According to the survey, the average response was 3.12. This showed that our program completers have a high level of satisfaction, given that they agreed with many of the questions presented.

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

In addition to the Likert scale, program completers were given two free-response questions to provide more detailed qualitative data describing their satisfaction with our program. The first question was, “What did you like

most about your educator preparation program?” Completers gave the following responses. “The program allowed me to student teach for an entire year, starting at preplanning. It was extremely beneficial to have that experience and preparation before teaching all on my own. I was also given several opportunities to try different teaching strategies.” “I enjoyed being able to learn from my mentors and

teachers that I taught alongside during my experience in the program. I felt like they prepared me to be ready to go out and teach after graduation because of the hands-on learning opportunities.” “I truly feel that they want to see us succeed. The professors got to know all of us and tried their hardest to help us improve. I was given many opportunities to be in the field and teach.”

The second question was, “What do you feel can be improved about your educator preparation program?” Completers suggested the following. “NONE. It was a fantastic program, and I am very well prepared to be teaching in my district,” or “I feel like one thing that can be improved in this program is for the last year that you are student teaching, it should not be a year-long mentoring with just that one teacher. I feel like teacher candidates would benefit more from being at the same placement school for the year but working with different grade levels to see which one they may like the best. For me, I never had the opportunity to see the content in two grade levels. I wished I would have been able to experience all of the grade levels during my time in the program.”

2020 Satisfaction of Completers (N=19/PEM Rating Level 3)

According to the survey, the average score was 3.20, with an average range of 3.0 to 3.79. This demonstrated that our program completers have a high level of satisfaction, given that they agreed or strongly agreed with the 30 questions presented on the completers’ survey.

Satisfaction of Inductees (First Year Teachers)

The Georgia Professional Standards Commission has surveyed the graduates teaching in Georgia during their first year of teaching. For this survey, inductees were asked to complete a Likert scale in which scoring a four would indicate that they strongly agreed with a statement about their satisfaction with our graduates. A score of 3 would indicate that they agreed, a two would indicate that they disagreed, and a one would indicate that they strongly disagreed. A score of 0 would result if there was no response. The average response was 3.38, suggesting that the teachers agreed with many of the questions. All scores were above 3.0. Again, the data shows that our candidates slightly performed better than similar EEPs.

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

Table 13: 2019 Satisfaction of Inductees (PPEM Rating Level 4)			
N=31	This EPP	All EPPs	Similar EPPs
Average Score:	3.38	3.31	3.31
Responses:	31	2,159	422
Response rate:	11%	22%	19%

Table 14: 2020 Satisfaction of Inductees (PPEM Rating Level 4)

The average response was 3.37, suggesting that the teachers agreed with many of the questions. All scores were above 3.0. Again, the data shows that our candidates slightly performed better than similar EEPs.

N=29	This EPP	All EPPs	Similar EPPs
Average Score:	3.37	3.35	3.35
Responses:	29	2,497	403
Response rate:	11%	24%	20%

Table 15: 2021 Satisfaction of Inductees (PPEM Rating Level 4)

The average response was 3.51, suggesting that the teachers agreed with many of the questions. All scores were above 3.0. Again, the data show that our candidates were slightly more satisfied than candidates in similar EEPs.

N=30	This EPP	All EPPs	Similar EPPs
Average Score:	3.51	3.36	3.36
Responses:	30	2,556	494
Response rate:	11%	25%	23%

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

Graduation Rate Calculated by Georgia Gwinnett College

- 62% of candidates who started the Teacher Education Program in fall 2017 graduated on time in spring 2019
- 89% of candidates who started the Teacher Education Program in fall 2018 graduated on time in spring 2020. This represents an increase compared to the previous year’s data.
- 89% of candidates who started the Teacher Education Program in fall 2019 graduated on time in spring 2021.

Ability of Completes to meet Licensure Requirements

Table 16: 2019 edTPA Data

The Georgia Performance Standards Commission has provided the following PPEM data for edTPA. Our candidates have a 100% pass rate, but we continue monitoring edTPA scores and adjusting course work as needed. Based on a more detailed analysis of edTPA scores, our faculty recommended that courses focus on rubrics 8, 10, 13, and 14 for all programs and rubric 18 for Elementary Education. They planned to look at the prompts from candidates who scored a five and use ATLAS videos and commentaries in class to support candidates on these rubrics. Again, the data show that our candidates performed better than similar EEPs. (PPEM Rating Level 3).

edTPA Assessment Data (N=317)	This EPP	All EPPs	Similar EPPs
Rubric average	3.12	3.04	3.02
Passed	100.0% (N=317)	98.0%	98.0%
Not Passed	0.0% (N=0)	2.0%	2.0%

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

Table 17: 2020 edTPA Data

Our candidates have a 100% pass rate, but we continue monitoring edTPA scores and adjusting course work as needed. Based on a more detailed analysis of edTPA scores, our faculty has recommended that courses focus on rubrics 10 and 14 for all programs rubric 18 for Elementary Education. They plan to look at the prompts from candidates who scored a 4 or 5 and use ATLAS videos and commentaries in class to support candidates on these rubrics, in addition to sharing student exemplars. Again, the data shows that our candidates performed better than similar EEPs. (PPEM Rating Level 4).

edTPA Assessment Data (N=319)	This EPP	All EPPs	Similar EPPs
Rubric average	3.13	3.02	3.01
Passed	100.0% (N=319)	98.00%	97.00%
Not Passed	0.0% (N=0)	2.00%	3.00%

Table 18: 2021 edTPA Data

Our candidates have a 100% pass rate; the data show they performed better than candidates in similar EEPs (PPEM Rating Level 4). In addition, the GaPSC will no longer require edTPA for certification. Therefore, our EPP will discontinue the use of edTPA after the 2020-2021 academic year.

edTPA Assessment Data (N=215)	This EPP	All EPPs	Similar EPPs
Rubric average	3.15	3.02	3.02
Passed	100.0% (N=215)	98.00%	97.00%
Not Passed	0.0% (N=0)	2.00%	3.00%

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

Table 19: 2019 GACE Data			
GACE Assessment Data (N=313)	This EPP	All EPPs	Similar EPPs
Average Score	263	263	262
Passed Professional	70.% (N=219)	69.90%	68.90%
Passed Induction	29.7% (N=93)	28.80%	39.50%
Not Passed	0.3% (N=1)	1.40%	1.40%

The Georgia Performance Standards Commission has provided the following Preparation Program Effectiveness Measures (PPEM) data for GACE. Our candidates have a 97.9% pass rate. Seventy percent % of our candidates passed at the professional level, with only one candidate failing. We continue to monitor GACE scores and adjust coursework as needed. Again, the data showed that our candidates performed better than similar EEPs. (PPEM Rating Level 4).

Table 20: 2020 GACE Data

Our candidates have a 99.7% pass rate. Almost 69% of our candidates passed at the professional level, with only one failing. We continue to monitor GACE scores and adjust coursework as needed. Again, the data show that our candidates performed better than all EPPs (PPEM Rating Level 4).

GACE Assessment Data (N=316)	This EPP	All EPPs	Similar EPPs
Average Score	262	263	262
Passed Professional	68.4% (N=216)	69.00%	67.50%
Passed Induction	31.3% (N=99)	29.70%	31.00%
Not Passed	0.3% (N=1)	1.30%	1.30%

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

Table 21: 2021 GACE Data

Our candidates have a 99% pass rate. Almost 68% of our candidates passed at the professional level, with less than 1% failing. We continue to monitor GACE scores and adjust coursework as needed. Again, the data show that our candidates performed better than all EPPs (PPEM Rating Level 4).

GACE Assessment Data (N=317)	This EPP	All EPPs	Similar EPPs
Average Score	262	262	260
<u>Passed Professional</u>	67.8% (N=215)	67.20%	64.60%
<u>Passed Induction</u>	31.2% (N=99)	31.10%	33.10%
<u>Not Passed</u>	0.9% (N=3)	1.60%	1.60%

Student Loan Default Rate Reported by Georgia Gwinnett College

- The current loan default rate is 12.8%. This is based on 2018 data, the most recent number available.
- The current loan default rate is 12.8%. This is based on 2019 data, the most recent number available.

Completers Hired in Education Positions for which they were prepared

The Georgia Performance Standards Commission has provided the following data on the number of GGC completers hired in education positions in Georgia for which they were prepared. This data does not reflect completers who were hired in other states. Many of our candidates are offered jobs before completing their student teaching, indicating that they are prepared to teach.

Program	Completion Year	Total Completers	Employed as Teachers
Biology	2019	3	3
Biology	2020	9	9
Biology	2021	3	3

Georgia Gwinnett College
Standard 5 Evidence Set 7 R5.4
Continuous Improvement Linked to Eight Annual Measures

Program	Completion Year	Total Completers	Employed as Teachers
Chemistry	2019	n/a	n/a
Chemistry	2020	1	1
Chemistry	2021	n/a	n/a
Elementary Education	2019	68	68
Elementary Education	2020	57	57
Elementary Education	2021	54	54
English	2019	2	2
English	2020	5	5
English	2021	4	4
History	2019	5	5
History	2020	4	4
History	2021	7	7
Mathematics	2019	3	3
Mathematics	2020	1	1
Mathematics	2021	7	7
Special Education General Curriculum	2019	12	12
Special Education General Curriculum	2020	22	22
Special Education General Curriculum	2021	20	20