

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Alignment to National Standards: This packet, entitled *Satisfaction of Employers*, presents evidence to support:

Georgia PSC: 4.3 Satisfaction of Employers: The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

CAEP Standard 4 – The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

CAEP 4.2 Satisfaction of Employers: The provider demonstrates that **employers are satisfied with the completers' preparation** for their assigned responsibilities in working with diverse P-12 candidates and their families.

How is alignment assured: The Assistant Dean of Assessment & Accreditation, in consultation with Program/Discipline Chairs, aligns the evaluation measures and assessment tasks with CAEP, State, InTASC, and appropriate Technology Standards. The Assistant Dean coordinates and maintains alignments and adherence to multiple Georgia state laws and policy regulations. All Standards have been maintained utilizing Excel Spreadsheets, Qualtrics, and Class Climate Survey by Scantron; however, maintenance was transferred to a suite of digital assessment tools on Watermark – VIA in 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: The evidence section below presents data from the **Satisfaction of Employers** to document employer perceptions of first-year teachers' knowledge, skills, and dispositions from GGC to successfully implement their assigned responsibilities in working with diverse P-12 candidates and their families.

Annually, beginning in 2018–2019, the Georgia Professional Standards Commission released the Preparation Program Effectiveness Measure (PPEM) Report to assess educator preparation program effectiveness. This report holds EPPs accountable to high standards, applies a consistent set of state-determined effectiveness measures across all teacher programs, improves the effectiveness of such programs, informs the citizenry of preparation quality, and improves teaching and learning in P-12 schools.

For more information about the PPEM Reports, see

https://www.gapsc.com/EducatorPreparation/PPEM/Documents/PPEM%20one-pager_FINAL.pdf.

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Georgia Professional Standards Commission Employer Survey (reported on annual PPEM Report)

The Georgia Professional Standards Commission (GaPSC) disseminates a 31-item survey to employers of first-year teachers in the state every spring. Items are tied to InTASC Standards. Employers rate their first-year teachers individually on a Likert scale (1 low – 5 high) for each item on the survey. The Commission matches these data to first-year teachers for each EPP (disaggregated by program) at the state level and integrates those data with data collected the previous two years on first-year teachers in the state. For example, each item average represents the last three years' average for first-year teachers from each EPP. Item averages for each EPP/program within each EPP are then averaged into one score for the entire survey, and that average is converted into a rating score for each EPP/program within each EPP. The information above (individual item averages, overall EPP/program average, rating score) is reported to each EPP and the public on the annual PPEM Report.

GGC Supplemental Employer Survey

This evidence is meant to serve as additional data to the Georgia Professional Standards Commission Survey above. Because employer response rates were low on the state surveys on the two PPEM Reports, GGC disseminated a 15-item survey to employers of completers in the spring of 2021. These items were also tied to InTASC Standards. These survey results include completers from 2018-2019 and 2019-2020 who have just completed one or two years of teaching. A proposal was submitted to the GGC Internal Review Board with the consent form and list of employer questions that were to be used in the survey. All questions were pulled from the Georgia Professional Standards Commission survey on the PPEM Report. This approved proposal can be reviewed [here](#).

Using the email addresses from the Georgia Professional Standards Commission website, 105 surveys were disseminated to public school employers of our completers in the state of Georgia. **There was an average of 21% return rate from those employers.** One hundred percent of the employers who responded had hired a GGC completer over the last two school years; 95% were principals, and 5% were assistant principals. Employers rated GGC EPP completers on a Likert scale (1 low – 5 high) for each of the 18 items on the survey (3 items were identifying information). Data are provided below for each of the items related to non-identifying information.

Employment Retention/Milestones

Additionally, the Georgia Professional Standards Commission released a report in February 2021 with the retention rates/higher degrees for teachers over six years for graduates in all EPPs in Georgia. This report is titled *Georgia Public K-12 Retention in Education, 6 Years* and is included in its entirety in the Evidence section of this document.

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Evidence Overview

Georgia Professional Standards Commission Employer Survey (reported on annual PPEM)

CHART 1: GAPSC EMPLOYER SURVEY (2020)

The GGC 2020 PPEM Report covered GGC graduates from 2015–2017 and 2017–2018 who had just finished one year of teaching experience. CAEP reviewers are invited to click on the following link to review GGC's 2020 PPEM Report (see Employer Surveys):

<https://www.gapsc.com/EducatorPreparation/PSCPpemLookup.aspx>

Employer Surveys: Level 3

Calculation

PPEM Points Earned: 6.5

Points Possible: 10

Percent of Points Earned: 65%

Response average: 3.15

Benchmark Range: 2.5 - 3.5

N: 34

Score and Responses

	This EPP	All EPPs	Similar EPPs
Average Score:	3.15	3.24	3.22
Responses:	34	2,235	426
Response rate:	12%	23%	21%

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response
(Items with no response were ignored when deriving average scores.)

Survey Items

	This EPP	All EPPs	Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.24	3.31	3.30
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.18	3.30	3.29
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.15	3.24	3.22
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.09	3.20	3.17
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.09	3.24	3.23
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.09	3.21	3.18
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	3.13	3.12	3.10
b. Students with Disabilities	3.19	3.19	3.20
c. English Language Learners	3.04	3.15	3.12
d. At-Risk Students	3.03	3.17	3.16

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.21	3.28	3.25
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.15	3.25	3.23
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.18	3.26	3.23
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.09	3.23	3.20
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.15	3.27	3.25
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.15	3.20	3.20
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.15	3.18	3.16
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.15	3.24	3.24
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	2.97	3.13	3.09
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.15	3.19	3.18
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.13	3.22	3.19
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.22	3.26	3.23
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.19	3.24	3.23
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.16	3.23	3.23
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.16	3.24	3.22
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.09	3.23	3.21
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.09	3.19	3.18
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.18	3.22	3.21
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.21	3.32	3.33
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.27	3.28	3.27
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.24	3.31	3.30
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.29	3.43	3.39
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.35	3.46	3.42
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.18	3.34	3.31

CHART 2: GAPSC EMPLOYER SURVEY (2021)

The GGC 2021 PPEM Report covered GGC graduates from 2016–2018 and 2018–2019 who had just finished one year of teaching experience. Because the report is a compilation of three years of data, only two reports will be used as evidence representing four years of data.

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Employer Surveys: Level 3

Calculation	Score and Responses		
PPEM Points Earned: 6.4	This EPP	All EPPs	Similar EPPs
Points Possible: 10	3.14	3.28	3.27
Percent of Points Earned: 64%	Average Score:		
Response average: 3.14	Responses:	32	2,510
Benchmark Range: 2.5 - 3.5	Response rate:	12%	26%
N: 32			25%

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response
(Items with no response were ignored when deriving average scores.)

Survey Items	This EPP	All EPPs	Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.22	3.33	3.32
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.19	3.33	3.34
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.19	3.28	3.28
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.09	3.24	3.23
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.09	3.28	3.28
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.13	3.25	3.24
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	3.06	3.17	3.17
b. Students with Disabilities	3.15	3.24	3.26
c. English Language Learners	3.08	3.19	3.23
d. At-Risk Students	3.10	3.21	3.22
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.19	3.33	3.33
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.13	3.28	3.27
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.13	3.29	3.28
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.03	3.26	3.25
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.16	3.30	3.29
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.16	3.23	3.23
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.13	3.21	3.20
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.09	3.26	3.27
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	2.97	3.16	3.14
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.13	3.22	3.21
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.07	3.25	3.23
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.16	3.30	3.29
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.15	3.28	3.27
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.17	3.26	3.26
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.10	3.28	3.27
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.13	3.26	3.24
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.13	3.23	3.22
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.16	3.25	3.24
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.19	3.34	3.34
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.32	3.31	3.31
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.23	3.33	3.33
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.28	3.45	3.44
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.31	3.48	3.47
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.23	3.37	3.34

* Specific evidence is further disaggregated for each initial program below.

Georgia Gwinnett College
Standard Four Evidence Set 2
R4.2 Satisfaction of Employers

Bachelor of Science Elementary Education (PK – 5)

Bachelor of Science Special Education (PK – 12)

Bachelor of Science in History (with Teacher Certification 6 – 12) - insufficient data reported by the state

Bachelor of Science English (with Teacher Certification 6 – 12) - insufficient data reported by the state

Bachelor of Science Mathematics (with Teacher Certification 6 – 12) – insufficient data reported by the state

Bachelor of Science Political Science (with Teacher Certification 6 – 12) – no data reported by the state

Bachelor of Science Biology (with Teacher Certification 6 – 12) – no data reported by the state

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 3: 2020 Bachelor of Science Elementary Education (PK – 5)

Employer Surveys: Level 3			
Calculation	Score and Responses		
PPEM Points Earned: 6.2			
Points Possible: 10			
Percent of Points Earned: 62%			
Response average: 3.12			
Benchmark Range: 2.5 - 3.5			
N: 20			
	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Score:	3.12	3.24	3.21
Responses:	20	723	139
Response rate:	12%	24%	20%
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)			
Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (IntASC Standard 1)	3.25	3.30	3.28
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (IntASC Standard 1)	3.15	3.29	3.26
3. Develops and manages a collaborative classroom in which all students have ownership. (IntASC Standard 3)	3.05	3.23	3.17
4. Implements effective classroom management strategies and procedures in all school areas. (IntASC Standard 3)	3.00	3.19	3.15
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (IntASC Standard 3)	3.05	3.22	3.19
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (IntASC Standard 5)	3.05	3.18	3.13
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (IntASC Standard 2)			
a. Gifted Students	3.00	3.09	3.01
b. Students with Disabilities	3.00	3.15	3.10
c. English Language Learners	2.94	3.14	3.07
d. At-Risk Students	2.94	3.15	3.13
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (IntASC Standard 10)	3.25	3.28	3.26
9. Creates experiences to build accurate conceptual understandings. (IntASC Standard 4)	3.20	3.24	3.24
10. Creates opportunities for students to learn, practice, and master academic language. (IntASC Standard 4)	3.20	3.25	3.24
11. Uses academic language in a way that encourages learners to integrate content areas. (IntASC Standard 4)	3.10	3.23	3.19
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (IntASC Standard 3)	3.11	3.25	3.22
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (IntASC Standard 5)	3.21	3.19	3.18
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (IntASC Standard 4)	3.11	3.15	3.12
15. Examines data to understand each learner's progress and learning needs. (IntASC Standard 6)	3.11	3.26	3.25
16. Engages learners in monitoring their own progress. (IntASC Standard 6)	2.89	3.11	3.04
17. Develops supports for literacy development across content areas. (IntASC Standard 5)	3.10	3.21	3.20
18. Develops flexible learning environments that foster discovery, exploration, and expression. (IntASC Standard 5)	3.11	3.24	3.17
19. Utilizes a variety of technological resources to support and promote student learning. (IntASC Standard 8)	3.21	3.25	3.21
20. Promote students' responsible use of interactive technologies. (IntASC Standard 3)	3.19	3.25	3.22
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (IntASC Standard 6)	3.11	3.24	3.22
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (IntASC Standard 6)	3.17	3.23	3.20
23. Uses formative and summative data to adjust instruction to enhance learning. (IntASC Standard 6)	3.05	3.24	3.19
24. Uses a variety of evidence-based practices to differentiate and support learning. (IntASC Standard 7)	3.05	3.19	3.15
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (IntASC Standard 8)	3.20	3.22	3.21
26. Aligns instructional goals and activities with state and district performance standards. (IntASC Standard 8)	3.15	3.32	3.28
27. Reflects on the strengths and weaknesses of his/her professional practice. (IntASC Standard 9)	3.32	3.28	3.25
28. Seeks professional development opportunities to further develop his/her practice. (IntASC Standard 9)	3.26	3.33	3.29
29. Works collaboratively with colleagues and other professionals. (IntASC Standard 10)	3.30	3.44	3.43
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (IntASC Standard 9)	3.40	3.48	3.46
31. Contributes to positive changes in practice and advances the teaching profession. (IntASC Standard 10)	3.16	3.34	3.31

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 4: 2021 Bachelor of Science Elementary Education (PK – 5)

Employer Surveys: Level 3			
Calculation	Score and Responses		
PPEM Points Earned: 6.0			
Points Possible: 10			
Percent of Points Earned: 60%			
Response average: 3.10			
<u>Benchmark Range: 2.5 - 3.5</u>			
N: 18			
	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Score:	3.10	3.25	3.26
Responses:	18	756	249
Response rate:	11%	26%	26%
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)			
Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.22	3.30	3.29
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.17	3.31	3.32
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.17	3.25	3.25
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.21	3.22
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.23	3.25
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.19	3.19
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	2.90	3.11	3.07
b. Students with Disabilities	3.00	3.16	3.19
c. English Language Learners	2.93	3.15	3.19
d. At-Risk Students	2.94	3.17	3.15
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.17	3.32	3.33
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.17	3.25	3.23
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.17	3.26	3.27
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.06	3.24	3.24
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.12	3.27	3.27
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.12	3.21	3.20
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.06	3.18	3.17
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.06	3.26	3.29
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	2.88	3.12	3.10
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.06	3.21	3.19
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.06	3.23	3.23
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.12	3.29	3.28
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.07	3.27	3.26
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.12	3.25	3.25
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.13	3.24	3.23
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.06	3.24	3.22
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.06	3.21	3.21
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.17	3.24	3.23
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.11	3.33	3.33
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.35	3.30	3.30
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.24	3.32	3.33
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.33	3.45	3.49
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.33	3.47	3.53
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.18	3.35	3.36

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 5: 2020 Bachelor of Science Special Education (PK – 12)

Employer Surveys: Level 2 (Insufficient Data)			
Calculation	Score and Responses		
PPEM Points Earned: Low N			
Points Possible: 10			
Percent of Points Earned: 0%			
Response average: 3.07			
Benchmark Range: 2.5 - 3.5			
N: 7 (PPEM needs ≥10)			
	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Score:	3.07	3.27	3.27
Responses:	7	148	58
Response rate:	13%	21%	21%
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)			
Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.14	3.26	3.24
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.14	3.28	3.28
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.14	3.27	3.30
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.14	3.26	3.28
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.30	3.30
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.20	3.24
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	0.00	3.22	3.33
b. Students with Disabilities	3.43	3.38	3.46
c. English Language Learners	3.00	3.27	3.31
d. At-Risk Students	3.20	3.27	3.32
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.00	3.26	3.30
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	2.86	3.23	3.18
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.22	3.21
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	2.86	3.19	3.16
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.14	3.27	3.23
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.00	3.23	3.24
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.00	3.23	3.20
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.14	3.32	3.32
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.22	3.20
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.21	3.19
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.26	3.30
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.00	3.26	3.26
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.00	3.26	3.24
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.17	3.28	3.29
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.21	3.21
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.14	3.27	3.28
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.14	3.26	3.25
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.21	3.18
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.14	3.36	3.36
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.14	3.33	3.28
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.14	3.38	3.33
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.14	3.43	3.38
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.14	3.49	3.45
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.14	3.35	3.34

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 6: 2021 Bachelor of Science Special Education (PK – 12)

Employer Surveys: Level 2 (Insufficient Data)			
Calculation	Score and Responses		
PPeM Points Earned: Low N	This Program	This Program at All EPPs	This Program at Similar EPPs
Points Possible: 10			
Percent of Points Earned: 0%	Average Score:	3.10	3.33
Response average: 3.10	Responses:	5	168
<u>Benchmark Range: 2.5 - 3.5</u>	Response rate:	9%	25%
N: 5 (PPEM needs ≥10)			
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)			
Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.20	3.35	3.43
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.20	3.36	3.45
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.20	3.34	3.44
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.20	3.34	3.47
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.33	3.35
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.30	3.44
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	0.00	3.24	3.46
b. Students with Disabilities	3.40	3.42	3.53
c. English Language Learners	3.00	3.31	3.37
d. At-Risk Students	3.25	3.33	3.43
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.00	3.33	3.43
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	2.80	3.31	3.34
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.29	3.33
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	2.80	3.26	3.25
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.20	3.32	3.34
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.00	3.27	3.32

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.00	3.28	3.29
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.20	3.38	3.45
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.25	3.30
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.27	3.30
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.30	3.37
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.00	3.32	3.29
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.00	3.31	3.30
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.25	3.34	3.39
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.27	3.33
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.20	3.32	3.37
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.20	3.33	3.35
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.27	3.29
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.20	3.37	3.43
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.20	3.36	3.39
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.20	3.40	3.44
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.20	3.46	3.45
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.20	3.51	3.51
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.20	3.41	3.47

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 7: 2020 Bachelor of Science History (with Teacher Certification 6 -12)

Employer Surveys: Level 4 (Insufficient Data)

Calculation	Score and Responses			
PPEM Points Earned: Low N				
Points Possible: 10	This Program	This Program at All EPPs	This Program at Similar EPPs	
Percent of Points Earned: 0%	Average Score:	3.38	3.16	3.18
Response average: 3.38	Responses:	5	85	26
Benchmark Range: 2.5 - 3.5	Response rate:	22%	21%	25%
N: 5 (PPEM needs ≥10)				
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)				
Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs	
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.40	3.21	3.27	
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.40	3.20	3.27	
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.40	3.07	3.08	
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.40	3.09	3.08	
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.40	3.16	3.12	
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.20	3.13	3.12	
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)				
a. Gifted Students	3.50	3.06	3.15	
b. Students with Disabilities	3.50	3.18	3.18	
c. English Language Learners	3.50	3.10	3.18	
d. At-Risk Students	3.20	3.09	3.08	
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.40	3.23	3.28	
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.40	3.15	3.19	
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.40	3.20	3.20	
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.40	3.19	3.27	
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.40	3.15	3.15	
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.20	3.20	3.15	
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.40	3.17	3.20	
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.40	3.06	3.16	
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.20	3.01	3.04	
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.60	3.14	3.25	
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.40	3.08	3.08	
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.60	3.19	3.23	
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.40	3.17	3.20	
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.40	3.11	3.12	
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.40	3.15	3.23	
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.20	3.11	3.08	
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.20	3.10	3.16	
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.40	3.11	3.20	
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.60	3.30	3.36	
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.40	3.20	3.16	
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.40	3.26	3.28	
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.60	3.36	3.35	
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.60	3.42	3.42	
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.40	3.24	3.21	

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 8: 2021 Bachelor of Science History (with Teacher Certification 6 -12)

Employer Surveys: Level 2 (Insufficient Data)

Calculation	Score and Responses		
PPEM Points Earned: Low N			
Points Possible: 10			
Percent of Points Earned: 0%			
Response average: 3.06			
<u>Benchmark Range: 2.5 - 3.5</u>			
N: 4 (PPEM needs ≥10)			
	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Score:	3.06	3.24	3.21
Responses:	4	90	32
Response rate:	17%	23%	29%

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response
(Items with no response were ignored when deriving average scores.)

Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.30	3.25
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.28	3.22
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.00	3.17	3.06
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.17	3.06
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.24	3.31
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.24	3.19
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	3.33	3.15	3.27
b. Students with Disabilities	3.33	3.27	3.42
c. English Language Learners	3.33	3.20	3.38
d. At-Risk Students	3.00	3.19	3.23
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.25	3.34	3.31
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.24	3.25
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.26	3.25
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.00	3.26	3.25
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.00	3.22	3.13
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.00	3.22	3.19
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.00	3.23	3.26
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.00	3.10	3.13

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.09	3.10
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.25	3.20	3.27
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.15	3.10
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.25	3.34	3.35
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.25	3.32	3.29
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.17	3.09
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.27	3.25
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.17	3.13
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.00	3.16	3.17
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.19	3.22
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.25	3.30	3.25
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.00	3.25	3.13
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.00	3.31	3.23
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.25	3.47	3.31
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.25	3.51	3.44
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.00	3.29	3.26

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 9: 2020 Bachelor of Science English (with Teacher Certification 6 -12)

Employer Surveys: Level 2 (Insufficient Data)			
Calculation	Score and Responses		
PPEM Points Earned: Low N			
Points Possible: 10			
Percent of Points Earned: 0%			
Response average: 3.09			
Benchmark Range: 2.5 - 3.5			
N: 1 (PPEM needs ≥10)			
	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Score:	3.09	3.25	3.21
Responses:	1	88	16
Response rate:	7%	21%	19%
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)			
Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.31	3.25
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.33	3.19
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	4.00	3.28	3.19
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.18	3.13
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.30	3.25
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	4.00	3.33	3.19
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	3.00	3.13	3.14
b. Students with Disabilities	3.00	3.18	3.19
c. English Language Learners	3.00	3.17	3.15
d. At-Risk Students	3.00	3.16	3.25
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.00	3.33	3.19
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.22	3.13
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.26	3.19
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.00	3.30	3.19
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.00	3.32	3.25
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.00	3.23	3.20
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	4.00	3.23	3.13
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.00	3.20	3.19
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.16	3.19
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.26	3.25
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.23	3.13
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.00	3.31	3.38
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	0.00	3.21	3.20
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.24	3.25
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.27	3.25
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.21	3.19
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	0.00	3.16	3.20
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.25	3.19
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.00	3.32	3.25
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.00	3.28	3.27
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.00	3.25	3.25
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.00	3.41	3.31
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.00	3.38	3.25
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.00	3.27	3.06

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 10: 2021 Bachelor of Science English (with Teacher Certification 6 -12)

Employer Surveys: Level 3 (Insufficient Data)

Calculation	Score and Responses			
PPEM Points Earned: Low N				
Points Possible: 10	This Program	This Program at All EPPs	This Program at Similar EPPs	
Percent of Points Earned: 0%	Average Score:	3.20	3.29	3.26
Response average: 3.20	Responses:	2	98	21
Benchmark Range: 2.5 - 3.5	Response rate:	14%	24%	20%
N: 2 (PPEM needs ≥10)				
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)				
Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs	
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.32	3.24	
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.36	3.24	
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.50	3.31	3.30	
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.19	3.21	
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.50	3.31	3.33	
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	4.00	3.36	3.35	
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)				
a. Gifted Students	3.00	3.18	3.24	
b. Students with Disabilities	3.00	3.23	3.20	
c. English Language Learners	3.00	3.20	3.25	
d. At-Risk Students	3.50	3.23	3.33	
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.50	3.40	3.40	
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.25	3.24	
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.30	3.20	
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.00	3.33	3.25	

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.00	3.36	3.38
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.50	3.28	3.24
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.50	3.25	3.19
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.00	3.21	3.14
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.22	3.24
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.26	3.24
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.27	3.20
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.50	3.35	3.48
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	4.00	3.25	3.30
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.28	3.29
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.33	3.33
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.25	3.19
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.00	3.19	3.25
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.25	3.20
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.00	3.34	3.19
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.50	3.31	3.35
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.50	3.30	3.29
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.00	3.43	3.33
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.00	3.44	3.19
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.50	3.34	3.24

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 11: 2020 Bachelor of Science Mathematics (with Teacher Certification 6 -12)

Employer Surveys: Level 2 (Insufficient Data)

Calculation	Score and Responses		
PPEM Points Earned: Low N			
Points Possible: 10			
Percent of Points Earned: 0%			
Response average: 3.00			
Benchmark Range: 2.5 - 3.5			
N: 1 (PPEM needs ≥10)			
	This Program	This Program at All EPPs	This Program at Similar EPPs
Average Score:	3.00	3.18	3.29
Responses:	1	69	20
Response rate:	8%	22%	25%

Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response
(Items with no response were ignored when deriving average scores.)

Survey Items	This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.25	3.30
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.00	3.26	3.35
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	0.00	3.15	3.21
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.00	3.09	3.15
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.00	3.12	3.21
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.00	3.20	3.30
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	0.00	3.15	3.29
b. Students with Disabilities	3.00	3.19	3.32
c. English Language Learners	0.00	3.12	3.27
d. At-Risk Students	3.00	3.17	3.35
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.00	3.13	3.30
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.00	3.22	3.25
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.00	3.13	3.35
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.00	3.19	3.30

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.00	3.19	3.30
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.00	3.16	3.22
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.00	3.14	3.25
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.00	3.24	3.30
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	3.00	3.07	3.20
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.00	3.02	3.11
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.03	3.11
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.00	3.20	3.37
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.00	3.18	3.37
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.26	3.40
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.18	3.20
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.22	3.35
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.00	3.18	3.30
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.13	3.25
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.00	3.32	3.35
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.00	3.21	3.35
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.00	3.18	3.30
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.00	3.37	3.45
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.00	3.38	3.45
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.00	3.32	3.50

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Chart 12: 2021 Bachelor of Science Mathematics (with Teacher Certification 6 -12)

Employer Surveys: Level 2 (Insufficient Data)

Calculation		Score and Responses		
PPEM Points Earned: Low N				
Points Possible: 10		This Program	This Program at All EPPs	This Program at Similar EPPs
Percent of Points Earned: 0%	Average Score:	3.00	3.25	3.26
Response average: 3.00	Responses:	1	64	18
Benchmark Range: 2.5 - 3.5	Response rate:	8%	20%	23%
N: 1 (PPEM needs ≥10)				
Surveys utilized a Likert scale: 4 = Strongly agree, 3 = Agree, 2 = Disagree, 1 = Strongly disagree, 0 = No response (Items with no response were ignored when deriving average scores.)				
Survey Items		This Program	This Program at All EPPs	This Program at Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)		3.00	3.33	3.28
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)		3.00	3.39	3.28
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)		0.00	3.26	3.12
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)		3.00	3.26	3.17
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)		3.00	3.24	3.33
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)		3.00	3.29	3.33
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)				
a. Gifted Students		0.00	3.18	3.31
b. Students with Disabilities		3.00	3.22	3.31
c. English Language Learners		0.00	3.15	3.10
d. At-Risk Students		3.00	3.22	3.28
8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)		3.00	3.19	3.33
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)		3.00	3.27	3.28
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)		3.00	3.24	3.33
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)		3.00	3.30	3.33
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)		3.00	3.26	3.28
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)		3.00	3.22	3.24
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)		3.00	3.18	3.17
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)		3.00	3.30	3.22
16. Engages learners in monitoring their own progress. (InTASC Standard 6)		3.00	3.11	3.18
17. Develops supports for literacy development across content areas. (InTASC Standard 5)		3.00	3.07	3.00

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.00	3.10	3.17
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.00	3.30	3.24
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.00	3.26	3.28
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.00	3.33	3.28
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.00	3.25	3.18
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.00	3.30	3.24
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.00	3.22	3.17
25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.00	3.21	3.17
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.00	3.38	3.33
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.00	3.31	3.39
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.00	3.24	3.28
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.00	3.44	3.44
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.00	3.45	3.50
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.00	3.35	3.28

GGC Supplemental Employer Survey

CHART 13: GGC Employer Survey (2021)

<i>The GGC preparation program effectively prepared the employees to:</i>	Level 1 Strongly Disagree	Level 2 Somewhat Disagree	Level 3 Neither Agree or Disagree	Level 4 Somewhat Agree	Level 5 Strongly Agree
Deliver instruction incorporating the basic theories of student development appropriate to the age and grade level taught (InTASC Standard 1)	0%	0%	0%	18%	82%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of gifted candidates (InTASC Standard 2)	0%	0%	0%	41%	59%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of candidates with disabilities (InTASC Standard 2)	0%	0%	0%	50%	50%

Georgia Gwinnett College
Standard Four Evidence Set 2
R4.2 Satisfaction of Employers

<i>The GGC preparation program effectively prepared the employees to:</i>	Level 1 Strongly Disagree	Level 2 Somewhat Disagree	Level 3 Neither Agree or Disagree	Level 4 Somewhat Agree	Level 5 Strongly Agree
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of English Language Learners (InTASC Standard 2)	0%	0%	5%	41%	55%
Plan and deliver differentiated instruction using a wide range of evidence-based strategies, instructional resources, and technological tools to meet the diverse needs of candidates who are considered to have a higher probability of failing academically or dropping out of school (InTASC Standard 2)	0%	0%	9%	45%	45%
Implement effective classroom management strategies and procedures in all school areas (InTASC Standard 3)	0%	0%	0%	23%	77%
Develop supports for literacy development across content areas (InTASC Standard 5)	0%	0%	0%	36%	64%
Use formative and summative data to adjust instruction to enhance learning (InTASC Standard 6)	0%	0%	5%	32%	64%
Use a variety of evidence-based practices to differentiate and support learning (InTASC Standard 7)	0%	0%	0%	55%	45%
Align instructional goals and activities with state and district performance standards (InTASC Standard 8)	0%	0%	0%	41%	59%
Seek professional development opportunities further to develop their practice (InTASC Standard 9)	0%	0%	5%	41%	55%
Understand, uphold, and follow professional ethics, policies, and legal codes of conduct (InTASC Standard 9)	0%	0%	0%	14%	86%

Georgia Gwinnett College
Standard Four Evidence Set 2
R4.2 Satisfaction of Employers

<i>The GGC preparation program effectively prepared the employees to:</i>	Level 1 Strongly Disagree	Level 2 Somewhat Disagree	Level 3 Neither Agree or Disagree	Level 4 Somewhat Agree	Level 5 Strongly Agree
Work collaboratively with colleagues and other professionals (InTASC Standard 10)	0%	0%	0%	14%	86%
Impact P-12 student learning	0%	0%	0%	18%	82%

Open Comments from Employers:

<i>GGC did a great job overall. However, please continue focusing on differentiation and small group instruction.</i>
<i>In my opinion, GGC has some of the best-prepared student teachers in our district. However, there is still variance between candidates from the student teaching experiences. I believe those mentor teachers should be given specific guidance on the expectations of their student teachers. The guidance should be related to the ten teaching standards and allow student teachers to practice practical skills to better prepare them.</i>
<i>GGC preparation program provides teaching candidates with a solid foundation in Balanced Literacy and Numeracy workshop model. Candidates are well versed in strategies to differentiate instruction and the use of formative data to inform planning. In addition, the D2L platform closely mirrors the district's eClass D2L page providing teaching candidates with experience with digital instruction.</i>
<i>I have been very impressed with each of the GGC employees I have hired over the past three years. I find them thoroughly prepared for teaching. Kudos to GGC!</i>
<i>Overall, I am quite pleased with the skill sets that our teachers bring from the training at GGC. The practical experiences they attain from working as teacher interns are meaningful, and applicable to classroom instruction. The teachers are better prepared than other teachers from other schools. As a principal, I have hired around six teachers from GGC.</i> <i>We have hired two teachers from GGC. Both teachers were para-professionals at our school, then moved to another school during their year of student teaching. We knew their work ethic and were thrilled to have openings for them when they finished their degree at GGC.</i>

Georgia Gwinnett College
Standard Four Evidence Set 2
R4.2 Satisfaction of Employers

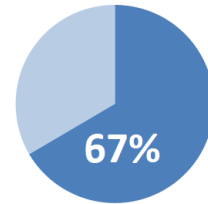
Georgia Public K-12 Retention in Education, 6 Years

Chart 14: Georgia Public K-12 Retention in Education, 6 Years

Georgia Public K-12 Teacher Retention in Education, 6 Years

All New Teachers, 6th-Year Retention

Number of teachers starting in AY 2015 or 2016	18,299
Number employed as teachers or administration in 6th year	12,179
Percent employed as teachers or administration in 6th year	67%



Retention for
In-State Prepared

75%

**In-State Prepared Teachers Completing Programs in AY 2014 or 2015
and Employed in Georgia Public K-12 Schools**

Provider type	Number employed in first year	Percent employed in following years				
		2nd year	3rd year	4th year	5th year	6th year
Traditional	6,564	92%	88%	83%	79%	76%
<i>Public</i>	5,504	92%	88%	83%	79%	76%
<i>Private</i>	1,060	92%	87%	82%	80%	77%
Non-traditional	1,148	97%	84%	76%	72%	69%
<i>Non-TFA GaTAPP*</i>	1,007	97%	89%	82%	78%	75%
In-State Prepared	7,712	93%	87%	82%	78%	75%

Georgia Gwinnett College
Standard Four Evidence Set 2
R4.2 Satisfaction of Employers

Provider	Employed	Percent employed in following years				
	1st year	2nd year	3rd year	4th year	5th year	6th year
Albany State University	161	96%	93%	89%	88%	84%
Armstrong State University**	255	88%	83%	77%	71%	69%
Augusta University	194	94%	92%	85%	82%	79%
Berry College	57	96%	88%	84%	84%	77%
Brenau University	70	91%	87%	83%	81%	76%
Brewton-Parker College	21	100%	90%	86%	86%	86%
Central Savannah River Area RESA	25	100%	92%	88%	84%	80%
Clark Atlanta University	29	93%	93%	90%	86%	79%
Clayton County Public Schools	22	100%	95%	91%	91%	82%
Clayton State University	72	99%	94%	89%	85%	82%
Coastal Plains RESA	12	100%	92%	75%	75%	75%
College of Coastal Georgia	63	90%	84%	79%	79%	78%
Columbus State University	177	93%	89%	87%	80%	75%
Covenant College	18	89%	89%	78%	61%	61%
Dalton State College	97	96%	89%	88%	87%	80%
Dekalb County School District	21	100%	100%	95%	95%	95%
Emmanuel College	22	91%	91%	91%	91%	91%
First District RESA	26	96%	88%	85%	81%	73%
Fort Valley State University	59	97%	95%	90%	88%	85%
Fulton County Schools	23	100%	83%	74%	70%	70%
Georgia Charter Schools Association	65	91%	82%	71%	72%	65%
Georgia College and State University	294	91%	85%	80%	79%	73%
Georgia Gwinnett College	170	91%	86%	82%	80%	77%
Georgia Southern University	350	97%	91%	85%	83%	80%
Georgia Southwestern State University	147	87%	84%	81%	83%	83%
Georgia State University	626	92%	87%	80%	75%	71%
Georgia Teaching Fellows**	160	96%	84%	74%	63%	61%
Gordon State College	72	90%	89%	85%	81%	85%
Griffin RESA	66	94%	89%	86%	85%	82%
Gwinnett County Public Schools	128	99%	91%	84%	79%	78%
Kennesaw State University	697	93%	88%	85%	80%	75%
LaGrange College	42	90%	76%	74%	74%	74%
Mercer University	344	91%	85%	81%	79%	76%
Metro RESA	109	96%	89%	82%	75%	70%
Middle Georgia RESA	81	100%	98%	91%	89%	86%
Middle Georgia State University	114	89%	85%	80%	76%	77%
North Georgia RESA	16	94%	100%	94%	88%	81%
Northeast Georgia RESA	26	100%	85%	85%	81%	77%
Northwest Georgia RESA	28	100%	93%	89%	86%	86%
Oconee RESA	39	100%	95%	87%	79%	77%
Okefenokee RESA	18	100%	89%	83%	89%	89%
Paine College	2	Low N				
Piedmont College	172	95%	88%	84%	78%	77%
Pioneer RESA	24	88%	79%	75%	71%	71%
Point University	3	Low N				
Reinhardt University	70	91%	86%	81%	84%	81%

Georgia Gwinnett College
Standard Four Evidence Set 2
R4.2 Satisfaction of Employers

Provider	Employed	Percent employed in following years				
	1st year	2nd year	3rd year	4th year	5th year	6th year
Shorter University	133	95%	93%	86%	83%	80%
Southwest Georgia RESA	72	97%	92%	90%	92%	92%
Spelman College	7	Low N				
Teach for America-Metro Atlanta**	141	94%	45%	30%	25%	22%
Technical College System of Georgia	7	Low N				
Thomas University	12	83%	75%	75%	67%	67%
Toccoa Falls College	12	75%	67%	75%	75%	75%
Truett-McConnell University	14	93%	100%	100%	93%	93%
University of Georgia	655	89%	83%	76%	73%	69%
University of North Georgia	407	93%	88%	86%	81%	78%
University of West Georgia	470	94%	90%	85%	80%	78%
Valdosta State University	423	94%	91%	85%	82%	78%
Wesleyan College	5	Low N				
West Georgia RESA	39	95%	82%	72%	69%	64%
Young Harris College	27	93%	85%	78%	78%	81%
Higher Degrees						
Chart 15: Higher Level Degrees from GGC Completers of 2014 - 2019						
Majors	M.Ed. Certification	Ed.S. Certification	Doctoral Certification			
Early Childhood/Elementary Education	31%	4%	0%			
Special Education	26%	3%	0%			
History (6 – 12 Certification)	18%	3%	3%			
Mathematics (6 – 12 Certification)	14%	0%	Less than 1%			
Biology (6 – 12 Certification)	0%	0%	0%			
English (6 – 12 Certification)	15%	0%	0%			
Political Science (6 – 12 Certification)	0%	0%	0%			

Georgia Gwinnett College

Standard Four Evidence Set 2

R4.2 Satisfaction of Employers

Perceptions Domain Data Analysis

Georgia Professional Standards Commission Employer Surveys

As evidenced by Chart 1 (2020) and Chart 2 (2021), there was a 12% response rate on both reports, and the GaPSC rated GGC a Level 3 out of 4, which is similar to all other EPPs in the state, as well as those who are similar to GGC in size. According to employers, the weaker areas for GGC completers were differentiation for at-risk candidates and engaging learners in monitoring their own progress, using academic language to encourage learners to integrate content areas, and utilizing strategies to create learning environments that engage candidates. There were no strong areas overall compared to others in the state.

In the Elementary Education program, as evidenced by Chart 3 (2020) and Chart 4 (2021), there was a 12% and 11% response rate, respectively. The GaPSC rated GGC a Level 3 out of 4, similar to all other EPPs in the state and those similar to GGC in size. According to employers, the weakest areas for GGC completers across both reports were classroom management and differentiation of gifted candidates, candidates with disabilities, English Language Learners, and at-risk candidates. There were no strong areas overall.

Chart 5 (2020) and Chart 6 (2021) showed a 13% and 9% response rate in the Special Education program. The GaPSC rated these first-year teachers a Level 3 out of 4 (2020) and Level 2 out of 4 (2021), similar to all other EPPs in the state and those similar to GGC in size. However, only seven and five employers replied to the survey on these completers, and, therefore, insufficient data were collected. GGC scored lower than other EPPs in most areas on both reports, but results may be questionable because there were insufficient data. According to employers across both reports, the two weakest areas for GGC completers were building conceptual understanding and using academic language to integrate content areas. There were no strong areas identified.

In the History Education program, as evidenced by Chart 7 (2020) and Chart 8 (2021), there was a 13% response rate and 17% response rate, respectively. The GaPSC ratings were different for each year. In 2021 the GaPSC rated GGC a Level 2 out of 4, similar to other EPPs, including those similar in size. However, only four employers replied to the survey, and, therefore, insufficient data were collected. According to employers, there were no weak areas across both reports. The strongest areas were developing literacy support across content areas, using various technological resources, and differentiation of gifted, candidates with disabilities, and English language learners.

In the English Education program, as evidenced in Chart 9 (2020) and Chart 10 (2021), there was only a 7% and 14% response rate, respectively. Insufficient data were collected. The following area was rated the lowest on both reports: incorporates theory in child development appropriately to age and grade level taught. The vital areas were on both reports were student collaboration, using differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving.

As evidenced in Charts 11 (2020) and 12 (2021) in the Mathematics Education program, there was only an 8% response rate on both reports. Insufficient evidence was gathered. Two areas across both

Georgia Gwinnett College
Standard Four Evidence Set 2
R4.2 Satisfaction of Employers

reports that were low were: professional ethics, policies, and codes of conduct and working collaboratively with colleagues and other professionals. There were no vital areas across both reports identified.

GGC Employer Survey (2021)

There was a 21% overall response rate from employers on this survey, and most employers felt positive about the preparation program at GGC. As evidenced on Chart 9, the areas rated the highest by the more recent employers were understanding and following professional ethics, policies, and legal codes of conduct, working collaboratively with colleagues and other professionals, delivering instruction incorporating theories of student development, and impacting student learning. The lowest areas were differentiation of at-risk candidates, candidates with disabilities, and English Language Learners and various evidence-based practices to differentiate learning in general. However, it should be noted that most employers agreed or strongly agreed that GGC teachers were prepared in those areas.

Employment Retention/Milestones

According to the February 2021 Report from the Georgia Professional Standards Commission, 67% of Georgia teachers from EPPs in the state and outside of the state who were first hired in the 2015 or 2016 school year were still employed as teachers or administrators in their 6th year. Out of in-state preparers, 75% were still employed as teachers or administrators. Of those who graduated from GGC, 77% were still employed as teachers or administrators. GGC has an employee retention rate after six years of 10% higher than other EPPs from across the U.S. and 2% higher than other EPPs in the state.

According to the Professional Standards Commission, there were 548 completers at the B.S. level of certification from GGC between 2014 - 2019. Twenty-seven percent of those completers have earned a higher level of certification in those years. Twenty-four percent of the entire group has earned an M.Ed. Level of certification, 3% have earned an E.Ds.'s level of certification, and 0.3% have earned a doctoral level of certification.