

## 2024–2025 GEORGIA GWINNETT COLLEGE

### SCHOOL OF EDUCATION UNIT DATA

#### TEACHER PREPARATION PROGRAM EFFECTIVENESS MEASURES (TPPEMS)

The Teacher Preparation Program Effectiveness Measures (TPPEMs) share data about Georgia educator preparation programs and their impact on the teacher pipeline, including certification assessment results, cohort characteristics, completion and hiring trends, and reflections of completers and their employers once they reach the classroom. The designation ND denotes no data or insufficient data availability.

In the spring of 2023, Georgia moved to align preparation program standards to state-developed standards, and GaPSC redesigned its surveys to align to those same standards in collaboration with stakeholders. After a pilot and validation process, these surveys were officially administered in late spring of 2024 and were incorporated in the PPEM calculation at that time. In 2024–2025, data are aggregated for the following academic years for each measure (available data only):

- GACE – 2021–2023
- Employer survey – 2024
- Inductee survey – 2024
- Student Growth Percentile – 2023–2024

Specifics on the details of the calculation methodologies for the five measures that make up the PPEMs can be found in the GaPSC technical specifications documentation.

**Reporting Period for Title II:** September 1, 2024 to August 31, 2025.

**DATA RELIABILITY NOTE:** Survey response rates remain below recommended thresholds for confident statistical inference. The employer survey yielded 15 responses (23% response rate) and the inductee survey yielded 10 responses (15% response rate). Standard research methodology requires 50–60% response rates and 30–50+ responses. Findings should be treated as preliminary indicators and triangulated with other data sources (GACE scores, clinical evaluations, edTPA results) before implementing major program changes.

#### MEASURE 1: COMPLETER EFFECTIVENESS – IMPACT ON P-12 LEARNING AND DEVELOPMENT

Georgia Gwinnett College (GGC) 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 are taught by graduates from our Educator Preparation Program are analyzed, a vast majority—78%—score in Level III (Proficient) Level. This is similar to other students from statewide Educator Preparation Programs (EPPs).

**SGP RATINGS – FIRST ACADEMIC YEAR AFTER PROGRAM COMPLETION (N=46)**

SGP Rating Level	Completers from this EPP	Statewide Completers from all EPPs
Level 1 – Mean SGP < 30	0%	2%
Level 2 – Mean SGP ≥30 and ≤40	17.3%	13%
Level 3 – Mean SGP >40 and ≤65	78.2%	79%
Level 4 – Mean SGP >65	4.3%	6%

*Note: The data set includes 2022 and 2023 completers. This report will be updated once the 2024-2025 data collection is finalized in August 2026.*

The Student Growth Percentile (SGP) data disaggregated by Educator Preparation Program (EPP) level demonstrates that GGC completers consistently achieve significant growth on standardized End-of-Grade (EOG) and End-of-Course (EOC) assessments. All completers show more than 30 percent growth, and the majority fall within the 40 to 65 percent growth range, indicating that GGC completers are making substantial contributions to student achievement.

**PROGRAM SGP RATINGS – FIRST ACADEMIC YEAR AFTER PROGRAM COMPLETION (N=46)**

Program	Level 1	Level 2	Level 3	Level 4
Elementary Education	0%	25.9% (7)	70.4% (19)	3.7% (1)
Middle Grades	0%	0%	91.7% (11)	8.3% (1)
Special Education	0%	25.0% (1)	75.0% (3)	0%
English	0%	0%	100% (3)	0%

**KEY PROGRAM-LEVEL INSIGHTS**

- Elementary Education: 70.4% (19 completers) achieved Level 3 growth (40–65%). No completers scored in Level 1, reinforcing the program's consistent effectiveness.
- Middle Grades Education: An impressive 91.7% (11 completers) reached Level 3, and 8.3% (1 completer) reached Level 4, with no completers in Levels 1 or 2.
- Special Education: 75% (3 completers) achieved Level 3 growth and 25% (1 completer) attained Level 2 growth.
- English Education: 100% (3 completers) reached Level 3 growth, indicating that every completer is contributing to substantial student progress.

The SGP means across all programs ranging from 47.15 to 57.24, with a standard deviation (SD) of 6.99, indicating moderate variability. The overall range of SGP scores spans from 32.89 to 67.91, further supporting the narrative that GGC completers are making measurable and meaningful impacts on student learning outcomes.



## MEASURE 2: SATISFACTION OF EMPLOYERS & STAKEHOLDER INVOLVEMENT

### SATISFACTION OF TEACHER EMPLOYERS (N=15)

	This EPP	All EPPs	Similar EPPs
<b>Average Score:</b>	5.00	5.22	5.13
<b>Responses:</b>	15	997	115
<b>Response Rate:</b>	23%	27%	23%
<i>Surveys utilize the following scale: 6 = Strongly agree, 5 = Agree, 4 = Somewhat agree, 3 = Somewhat disagree, 2 = Disagree, 1 = Strongly disagree. Items with no response were not included in the average.</i>			

The Georgia Gwinnett College (GGC) Educator Preparation Program (EPP) demonstrates notable strengths across various teacher performance areas. Survey responses, scored on a 6-point scale (1 = Strongly Disagree to 6 = Strongly Agree), offer insights into how GGC completers are perceived compared to similar EPPs and statewide averages.

### EMPLOYER SURVEY SCORES BY PERFORMANCE DOMAIN

Domain	This EPP	All EPPs	Similar EPPs
<b>Planning</b>	5.09	5.25	5.15
<b>Instructional Delivery</b>	4.92	5.12	5.02
<b>Assessment</b>	4.67	5.15	5.04
<b>Learning Environment</b>	5.02	5.27	5.19
<b>Professionalism</b>	5.21	5.39	5.34
<b>Overall Average</b>	5.00	5.22	5.13

#### Highest Scoring Areas:

- Following professional ethics, policies, and legal codes of conduct received the highest score at 5.43, aligning closely with the similar EPP average (5.47) and statewide average (5.53).
- Participating in professional learning and incorporating it into classroom activities also scored high at 5.36, reflecting GGC's emphasis on professional development.

#### Lowest Scoring Areas:

- Engaging students in higher-order thinking activities received the lowest score at 4.64, compared to averages of 5.05 (all EPPs) and 4.95 (similar EPPs).
- Systematically analyzing assessment data to determine individual student progress scored 4.73, slightly below the averages of 5.11 (all EPPs) and 5.04 (similar EPPs).

**Statistics:** Range: 4.64–5.43 | Median: 5.07 | Mode: 5.00 | Standard Deviation: 0.23

Despite a few areas for growth, GGC's EPP shows consistent and well-rounded performance, particularly in professionalism, communication, planning, and fostering a positive learning environment. With a median of 5.07, mode of 5.00, and low standard deviation of 0.23, GGC's program demonstrates steady, above-average effectiveness in preparing teachers for ethical, professional, and collaborative teaching roles.

## SATISFACTION OF TEACHER INDUCTEES – FIRST YEAR TEACHERS (N=10)

	This EPP	All EPPs	Similar EPPs
<b>Average Score:</b>	5.08	5.35	5.33
<b>Responses:</b>	10	791	93
<b>Response Rate:</b>	15%	19%	19%
<i>Surveys utilize the following scale: 6 = Strongly agree, 5 = Agree, 4 = Somewhat agree, 3 = Somewhat disagree, 2 = Disagree, 1 = Strongly disagree. Items with no response were not included in the average.</i>			

### Highest Scoring Areas:

- Following professional ethics, policies, and legal codes of conduct earned the highest score at 5.50, aligning closely with the statewide (5.63) and similar EPP (5.58) averages.
- Aligning instructional goals with state and local district performance standards also scored 5.50, exceeding statewide (5.40) and similar EPP (5.42) averages.

### Lowest Scoring Areas:

- Establishing clear expectations, rules, routines, and procedures to promote a safe and orderly learning environment received the lowest score at 4.50, below the averages of 5.44 (all EPPs) and 5.37 (similar EPPs).
- Creating a student-centered environment that encourages self-directed learning scored 4.70, lower than the statewide average of 5.42.

**Statistics:** Range: 4.50–5.50 | Median: 5.10 | Mode: 5.10 | Standard Deviation: 0.29

With an overall average score of 5.08, GGC's EPP demonstrates effective teacher preparation, closely trailing the statewide (5.35) and similar EPP (5.33) averages. The median and mode of 5.10, combined with a low standard deviation of 0.29, reinforce the program's consistency in delivering high-quality training. Despite room for growth in fostering self-directed learning and orderly environments, GGC excels in professionalism, planning, and alignment with instructional standards.

## MEASURE 3: CANDIDATE COMPETENCY AT COMPLETION

The GaPSC provided the following Preparation Program Effectiveness Measures (PPEM) data for GACE. GGC candidates have a 97% pass rate. Approximately 60% of GGC candidates passed at the professional level. More GGC candidates scored at a professional level when compared to similar EPPs. The failure rate is less than three percent, which is about half a point difference from similar EPPs. We continue to monitor GACE scores and adjust coursework as needed to help address the failure rate.

GACE Assessment Data (N=311)	This EPP	All EPPs	Similar EPPs
<b>Average Score</b>	258	259	256
<b>Passed Professional</b>	59.2% (N=184)	60.3%	53.8%
<b>Passed Induction</b>	38.3% (N=119)	37.7%	42.5%
<b>Not Passed</b>	2.6% (N=8)	1.9%	1.9%

## COMPLETER DEMOGRAPHICS (2021–2023, N=314)

Characteristic	GGC Data
Total Completers	314
Average Entry GPA	3.30 (State avg: 3.31)
Average Exit GPA	3.49 (State avg: 3.63)
Average Clinical Practice Hours	759 (State avg: 671   Similar EPPs: 611)
Average Teaching Experience	14 years (State avg: 16 years)
Gender	88% Female   12% Male
Race/Ethnicity	51% White   17% Black/African American   24% Hispanic   6% Asian

\*Note: Georgia Gwinnett College was founded in 2005 and opened its doors in August 2006. Therefore, our institution is only 20 years old.

## MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED

The GaPSC provided the following data on the number of GGC completers who were hired in teaching positions in Georgia in the field for which they were prepared. These data do not reflect completers who were hired in teaching positions outside of the state of Georgia. Many GGC teacher candidates are offered teaching positions before they complete their student teaching experience, which indicates districts believe GGC teacher candidates are prepared to teach. Since GGC opened its doors in 2006, we have prepared 1,131 teacher candidates, and all have been employed as teachers after graduating GGC. During the 2024–2025 academic years, we prepared 225 completers who earned an average exit GPA of 3.44 and completed 759 clinical field hours including a year-long student teaching experience.

Program	Completion Year	Total Completers	Employed as Teachers
Elementary Education	2024	75	75
English	2024	4	4
History	2024	6	6
Mathematics	2024	1	1
Middle Grades	2024	6	6
Political Science	2024	1	1
Special Education General Curriculum	2024	19	19
Elementary Education	2025	59	54
English	2025	7	6
History	2025	3	3
Mathematics	2025	1	1
Middle Grades	2025	8	8
Special Education General Curriculum	2025	21	21

## STUDENT LOAN DEFAULT RATE REPORTED BY GEORGIA GWINNETT COLLEGE

The current loan default rate is 0%. This is based on 2021–2022 data, which is the most recent number that Georgia Gwinnett College has reported. The 2023 data will be released on October 1, 2026.

Cohort Fiscal Rate Year	Numerator	Denominator	Rate
FY 2023	Will be released October 1, 2026		
FY 2022	0	2,274	0%
FY 2021	0	2,699	0%
FY 2020	0	2,761	0%
FY 2019	114	2,834	4%
FY 2018	379	2,959	12.8%

## GRADUATION RATE – GEORGIA GWINNETT COLLEGE SCHOOL OF EDUCATION

Based on Fall 2023 Cohort Admissions (N=104) Spring 2025 Completion (N=91)

Eighty percent of the students who entered the two-year GGC SOE Teacher Education Program in Fall 2023 graduated on time in spring 2025. We started the Fall 2023 cohort with 104 incoming students, and 91 candidates completed the program in Spring 2025.

Cohort	Starting Enrollment	Completers	Graduation Rate
<b>Fall 2023 (graduated Spring 2025)</b>	104	91	88%

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## CONTINUOUS IMPROVEMENT & NEXT STEPS

To address identified areas for growth and improve data reliability, the EPP Assessment and Accreditation Committee will conduct an IRB-approved IMPACT Study to collect Standard 4 data from all stakeholders. This will include distributing surveys to more stakeholders, hosting focus groups with students, completers, mentors, and principals, and implementing the following phased approach:

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### PHASE 1: IMPROVE DATA QUALITY (SPRING/FALL 2026)

- Increase survey response rates through multi-contact strategies (email, phone, text) and incentives and a research study
- Target: 50+ responses per survey type (50% response rate minimum)
- Triangulate existing data sources: clinical evaluations, GACE scores, course-embedded assessments, and research data
- Conduct surveys, focus groups, and observations with recent completers (15–20 participants) and employer/principal interviews (10–12 interviews)

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### PHASE 2: TARGETED EXPLORATION (FALL 2026–SPRING 2027)

- If triangulated data confirms assessment concerns: audit assessment content across all coursework and develop assessment literacy modules
- If triangulated data confirms instructional delivery concerns: review methods course content for instructional strategy variety
- If triangulated data confirms learning environment concerns: review classroom management content and culturally responsive teaching integration

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### PHASE 3: EVIDENCE-BASED IMPROVEMENTS (2027–2028)

- Design targeted interventions based on confirmed data patterns
- Pilot curriculum modifications in select courses
- Implement enhanced clinical experience protocols
- Provide faculty development aligned with identified needs

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