## Criteria and Rationale

Ongoing collaboration with multiple stakeholders has confirmed that one of the most compelling indicators of well-prepared graduates is the level of demand by employers. Likewise, the Council for the Accreditation of Educator Preparation (CAEP) Standard R4.2 highlights the significance of employer satisfaction in measures of effectiveness. Programs within the Education Department at Georgetown College are designed to contribute to the Improved Student Outcome initiatives in the institution's Strategic Plan by building upon job placement rates. Several employment data points are tracked including when (how soon after program completion), where, and how long graduates of our education programs are employed in public school settings (out-of-state and private school employment data are unavailable at this time).  As licensure is a prerequisite for employment eligibility, attainment of state certifications and endorsements is closely monitored. Assessments and observations throughout coursework and clinical experiences provide evidence of candidates' ability to apply core principles and professional standards. The rate at which our candidates meet target levels of performance on relevant  standardized tests measures content knowledge, while professional dispositions, assessed in every course, further contribute to a successful transition into the workforce.

**Student Achievement Goal 1:** At least 80% of Georgetown College's initial program candidates and 90% of advanced program candidates will be eligible for employment in the field for which they were prepared by achieving state **certification** upon completion of the program. The Education Department of Georgetown College, in compliance with CAEP Standard R3.3, documents each candidates' field-specific competencies in content knowledge, foundational pedagogical skills, and technology integration, prior to recommendation for licensure or certification.

Outcome: According to state licensing board (Kentucky Education Professional Standards Board) data, both initial and advanced program candidates have exceeded the goal in three of the last four academic years.

Table 1: Percentage of Program Completers in each Program Type Achieving State Certification or Licensure

| Program Type | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|
| Initial Undergraduate | 100% | 92% | 80% | 82% |
| Initial Graduate | 86% | 98% | 99% | 97% |
| Advanced | 75% | 98% | 98% | 99% |

**Student Achievement Goal 2**: At least 75% of all Georgetown College Education Program candidates will achieve **employment** at a Kentucky public school district within one year of graduation. (The institution is unable to track employment at private or out-of-state schools.) Threshold of acceptability is 53% as established by the statewide rate as published in KYSTATS 2018 Teacher Preparation Feedback Report.

Outcome: Initial undergraduate employment rate exceeded the 75% goal in two of the last three years, while initial graduate employment met the goal in only one of the last four years, barely missing it in 2020-2021 at 73%. Advanced candidates met the goal once in the last four years and exceeded it by 2020-2021.

Table 2: Percentage of Program Completers in each Program Type Achieving Employment within One Year of Program Completion

| Program Type | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|
| Initial Undergraduate | 77% | 67% | 80% | Not yet available |
| Initial Graduate | 56% | 67% | 82% | 73% |
| Advanced | 59% | 71% | 75% | 77% |

**Student Achievement Goal 3**: At least 80% of Georgetown College Education Program **initial candidates** will reach the faculty-defined benchmark of 3.0 on average performance on Kentucky Teacher Performance Standards (KTPS) which incorporate InTASC Model Core Teaching Standards by the final course in their program. These standards are aligned throughout various assessments per compliance with CAEP Standard 1.1, which requires that "candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression levels…"

Outcome: Tracking these data over consecutive terms, initial undergraduate performance fell short in two of the three terms while initial graduate performance exceeded the goal in one term (Summer), but fell significantly below benchmark in the other three terms. This goal has been flagged for further evaluation of individual standard performance.

Table 3: Percentage of Initial Candidates Achieving Benchmark on KTPS

| Program Type | Fall 2018 | Spring 2019 | Summer 2019 | Fall 2019 |
|---|---|---|---|---|
| Initial Undergraduate | 71% | 80% | No courses | 68% |
| Initial Graduate | 62% | 65% | 84% | 65% |

**Student Achievement Goal 4**: At least 90% of Georgetown College Education Program **advanced candidates** will reach the faculty-defined benchmark of 3.0 on average performance on Advanced Capstone Projects. These semester-long projects measure application of all six "generic skills" defined by CAEP including applications of data literacy, use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies, employment of data analysis and evidence to develop supportive school environments, leading collaborative activities, application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to the field of specialization.

Outcome: This goal was met in three of the past four terms and the results tend to be products to showcase.

Table 4: Percentage of Advanced Candidates Achieving Benchmark on Capstone Project

| Program Type | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
|---|---|---|---|---|
| Advanced Graduate | 91% | 86% | 94% | 97% |

**Student Achievement Goal 5**: At least 95% of Georgetown College Education Initial Program candidates will demonstrate content proficiency by passing all required standardized tests by program completion, and Advanced Program Candidates will surpass state means on standardized specialty tests.

Outcome 1: As reported to Title II by Educational Testing Service, Georgetown College Education candidates have consistently maintained high pass rates in the past three data cycles. *Note: In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.*

Table 5: Praxis Pass Rates of Initial Candidates

| Program Type | 2017-2018 | 2018-2019 | 2019-2020 |
|---|---|---|---|
| Initial | 100% | 100% | 100% |

Outcome 2: Table 5a below highlights the areas in which advanced candidates met or exceeded the state mean performance on standardized specialty tests.

**Table 5a: Comparison of Advanced Candidates' Mean Performance with that of the State.**

| Test Name | 2018-2019 GC Mean | 2018-2019 State Mean | 2019-2020 GC Mean | 2019-2020 State Mean |
|---|---|---|---|---|
| Gifted Education (5358/0358) | 161.41 | 163.76 | 165.60 | 165.03 |
| Reading Specialist | 181.52 | 181.21 | 185.00 | 181.65 |
| Special Ed LBD | 175.49 | 173.21 | 171.73 | 172.41 |
| Special Ed MSD | 178.71 | 178.78 | 178.50 | 180.04 |
| English to Speakers of Other Languages (5362/0362) | 177.31 | 177.45 | 183.25 | 181.08 |
| School Leaders Licensure Assessment (6011/1011) | 173.24 | 174.30 | 175.73 | 174.37 |
| School Leaders Licensure Assessment (6990/1990) | N/A | 166.51 | * | 169.75 |

*= Less than 5 candidates

**Student Achievement Goal 6:** At least 90% of Georgetown College Education Program candidates will reach the faculty-defined benchmark of 3.0 on Professional Dispositions assessments by the end of each term.

Outcome: Both initial undergraduate and advanced candidates met the goal consecutively for the last four terms while initial graduate candidates missed the goal slightly in two of the last four terms.

| Program Type | Fall 2019 | Spring 2020 | Fall 2020 | Spring 2021 |
|---|---|---|---|---|
| Initial Undergraduate | 91% | 100% | 98% | 94% |
| Initial Graduate | 87% | 91% | 88% | 91% |
| Advanced | 93% | 97% | 93% | 98% |