

EASTERN KENTUCKY UNIVERSITY

College of Education and Applied Human Sciences

2025 Impact Study

Advanced Programs



INTRODUCTION

EKU's Educator Preparation Program (EPP) evaluates the professional competency of its advanced completers at the point of program completion to ensure they meet state and institutional standards for entry into the teaching profession. This introduction provides general context by defining key terms, explaining cohort selection, and outlining the common data sources and tools used in the analysis.

Advanced completers are those who completed a post-baccalaureate or graduate-level program through the EPP. Cohorts are selected to represent completers approximately two and four years after program completion, allowing enough experience to recognize what aspects of their preparation were most effective and where gaps remain. The EPP identifies cohorts using the Kentucky Education Professional Standards Board (EPSB) Completer and Enrollment Report, Graduate Assignment and Certification Inquiry (GACI), and Program Completers Employment Report. For this cycle, the 2019–2020 and 2021–2022 completer cohorts are included.

The Impact Study Team coordinates data collection and analysis in collaboration with faculty, staff, and district partners. These findings provide insight into the effectiveness of the EPP and reinforce its ongoing commitment to data-informed decision-making and continuous improvement.

MEASURE 4: ABILITY OF COMPLETERS TO BE HIRED IN EDUCATION POSITIONS FOR WHICH THEY HAVE BEEN PREPARED

Data used to determine the ability of the EPP's advanced completers to be hired in the field for which the EPP prepared them include exit and employment data from the GACI and Program Completers Employment Reports.

Completer Employment

Figures 1 and Table 1 reflect data collected on the current cohort of 2019–2020 and 2021–2022 completers. The data is limited to completers who work in Kentucky public schools and publicly-funded school districts such as Kentucky Tech System, Kentucky School for the Deaf, and Model Laboratory Schools. The data was verified using school and district websites, with additional employment information supplemented when available for out-of-state public education and those working in higher education. This approach ensures a more comprehensive understanding of completer employment outcomes.

Figure 1 summarizes employment categories for advanced completers in the 2024–2025 school year by program area. Across all program areas, completers are most frequently employed in Kentucky public K–12 schools (81%), with additional employment in other education settings (3%), and a small unreported portion (16%). In this figure, “education settings excluding Kentucky public K–12” includes education employers that are publicly funded but not classified as public K–12 districts (e.g., Model Laboratory Schools and certain Area Technology Centers), as well as private schools and higher education. School & District Leadership shows the largest unreported segment relative to other program areas. This pattern may reflect employment in settings that are harder to verify through standard EPSB reporting (e.g., higher education, state agencies, or other publicly funded education employers). Those working in education excluding Public K–12 include Area Technology Centers, higher education, and the Kentucky Department of Education.

Table 1 contains the number of completers employed in roles aligned to their program areas. For certifications associated with distinct roles (e.g., Gifted Education, School Principal, School Media Librarian), alignment was determined using employment role or job-title matches. Certifications that typically do not correspond to a dis-

Table 1: Employment in Program Area

Program Area	Number Employed
School & District Leadership	17
School Media Librarian	23
Gifted Education	4
School Counselor	4

tinct job title (e.g., additional content area certifications) were excluded from aligned-role counts because role alignment cannot be reliably verified through employment titles alone. Among advanced completers employed in Kentucky public K-12 schools, School Media Librarian shows particularly strong alignment: of 34 completers employed in KY Public K-12, 23 are working specifically as school media librarians. School & District Leadership also shows meaningful alignment given the specialized and vacancy-dependent nature of leadership roles, with 17 of 39 Kentucky public K-12-employed completers working in School & District leadership positions. Because English as a Second Language (ESL) responsibilities are not consistently reflected in job titles, ESL alignment is not reported in Table 1; however, placements indicate many ESL-certified completers work in schools with higher multilingual-learner need.

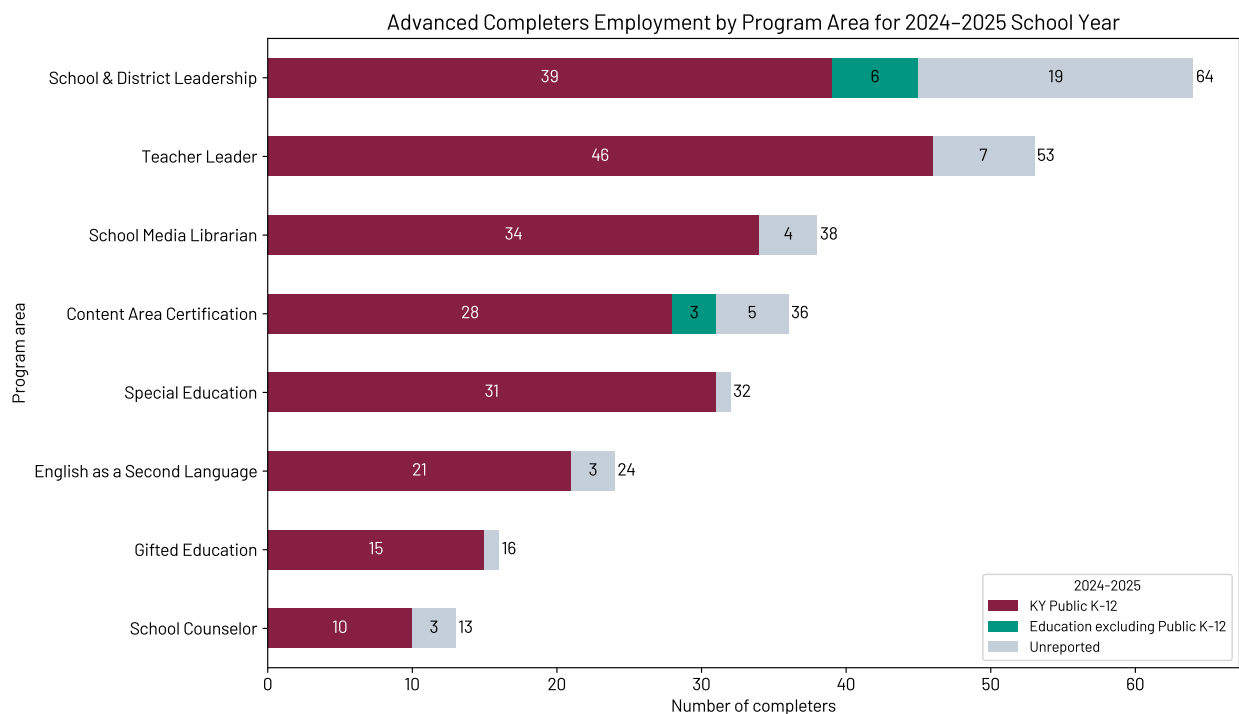


Figure 1: This figure presents the number EPP's advanced completers employed in education for the 2024-2025 school year, disaggregated by program area. Each horizontal bar represents the total number of completers associated with a program area, and the stacked segments indicate how many are employed in Kentucky public K-12, employed in education settings excluding Kentucky public K-12, or have unreported employment status.