

Appalachian Bible College  
Elementary Education Major

Annual Reporting Measures (CAEP Component 5.4   A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
<p>1. Impact on P-12 learning and development (Component 4.1)</p> <p><i>Data from the Spring 2019 Teacher Performance Assessment during Student Teaching shows a PreTest-PostTest average increase of 43%. All 2017, 2018, and 2019 student teachers met the target score on “Evidence of Impact” on the WV TPA.</i></p>	<p>5. Graduation Rates</p> <p><i>100% of candidates admitted to program in 2015-2017 have completed in 2017-2019. (11)</i></p>
<p>2. Indicators of teaching effectiveness (Component 4.2)</p> <p><i>To create a consistent flow of data from the clinical experience to in-service teaching, the EPP tracks recent graduates by accessing their annual review by administrators in WV public schools. 100% of 2019 evaluations showed ratings of “Accomplished” or “Distinguished” on all five WV Professional Teaching Standards.</i></p>	<p>6. Ability of completers to meet licensing (certification) and any additional state requirements</p> <p><i>64% of completers in the past three years have chosen to begin the certification process and 57% of those have successfully completed it. This data is impacted by employment status, location, and personal choice.</i></p>
<p>3. Satisfaction of employers and employment milestones (Component 4.3   A.4.1)</p> <p><i>In the Spring 2020 satisfaction survey of employers, principals judged completers who were finishing their first year of teaching in the range of 4 on a five-point scale on InTasc Standards, averaging 4.0. Their Impact on Student Learning was rated at a 4 on the same scale. Emphasis was on the quality of preparation provided by the EPP.</i></p> <p><i>In the Spring 2020 satisfaction survey of employers, principals judged completers who were finishing their third year of teaching in a range of 4 to 5 on a five-point scale on InTasc Standards, averaging 4.3. Their Impact on Student Learning was rated at a 5.0 on the same scale. Emphasis was on the quality of preparation provided by the EPP.</i></p>	<p>7. Ability of completers to be hired in education positions for which they have prepared</p> <p><i>Among the 11 completers in the past three years, 55% are in full-time teaching positions, 18% are in substitute or part time teaching positions, and 27% are currently following other life paths.</i></p>

<p>4. Satisfaction of completers (Component 4.4   A.4.2)</p> <p><i>In the Spring 2020 satisfaction survey of completers who were finishing their first year of teaching, they scored themselves in a range of 4 to 5 on a five-point scale on InTasc Standards, averaging 4.9. Their Impact on Student Learning was rated at a 5 on the same scale. Emphasis was on the quality of preparation provided by the EPP.</i></p> <p><i>In the Spring 2020 satisfaction survey of completers who were finishing their third year of teaching, they scored themselves in a range of 2 to 5 on a five-point scale on InTasc Standards, averaging 4.6. Their Impact on Student Learning was rated at a 4.7 on the same scale. Emphasis was on the quality of preparation provided by the EPP.</i></p>	<p>8. Student loan default rates and other consumer information</p> <p><i>ABC's Financial Aid Department calculations from the U.S. Department of Education data shows the student loan default rate for eleven 2017, 2018, and 2019 EPP Completers as 0%.</i></p>
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