

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>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. Besides the five WV Professional Teaching Standards, Standard Six requires teachers to set two Student Learning Goals (Reading, Math) and provide the Goal, Context, Baseline Data, Collaboration, and Data Results. Past data shows completers make significant impacts on student learning. However, per the Spring 2020 Annual Review Reports, “Due to COVID 19 health crisis student learning goals were not able to be completed.” This data will again be collected by the EPP in Spring 2021, assuming student assessment will return to normal. If not, the EPP will find other avenues to document completer impact on student learning.</i></p>	<p>5. Graduation Rates</p> <p><i>83% of candidates admitted to program in 2016-2018 have completed in 2018-2020. (5/6 – One Maternity Leave)</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 2020 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>100% of completers in the past three years have chosen to begin the certification process and 100% of those have successfully completed it.</i></p>

3. Satisfaction of employers and employment milestones
(Component 4.3 | A.4.1)

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.

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.

4. Satisfaction of completers
(Component 4.4 | A.4.2)

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.

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.

7. Ability of completers to be hired in education positions for which they have prepared

Among the 5 completers in the past three years, 100% are in full-time teaching positions.

8. Student loan default rates and other consumer information

ABC's Financial Aid Department calculations from the U.S. Department of Education data show the student loan default rate for five 2018, 2019, and 2020 EPP Completers as 0%.