

Appalachian Bible College
Elementary Education Program

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 2018 Teacher Performance Assessment during Student Teaching shows a PreTest-PostTest average increase of 25%. All 2017 and 2018 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 2014-2016 have completed in 2016-2018. (17)</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 2018 evaluations showed ratings of “Accomplished” 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>76% of completers in the past three years have chosen to begin the certification process and 69% 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 2019 satisfaction survey of employers, principals judged completers who were finishing their first year of teaching in a range of 4 to 5 on a five-point scale on InTasc Standards, averaging 4.2. 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 2019 satisfaction survey of employers, principals judged completers who were finishing their third year of teaching in a range of 3 to 5 on a five-point scale on InTasc Standards, averaging 4.6. Their Impact on Student Learning was rated at a 4.8 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 17 completers in the past three years, 65% are in full-time teaching positions, 17.5% are in substitute or part-time teaching positions, and 17.5% have chosen other life paths.</i></p>

<p>4. Satisfaction of completers (Component 4.4 A.4.2)</p> <p><i>In the Spring 2019 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 4.7. 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 2019 satisfaction survey of completers who were finishing their third year of teaching, they scored themselves in a range of 3 to 5 on a five-point scale on InTasc Standards, averaging 4.2. Their Impact on Student Learning was rated at a 4.3 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 seventeen 2016, 2017, and 2018 EPP Completers as 0%.</i></p>
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