

Appalachian Bible College
CAEP Accountability Measures (for CHEA Requirements) [2020-2021 Academic Year]

- **Measure 1: Completer effectiveness. (R4.1)**

Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

The EPP tracks recent graduates and their contribution based on the WV Professional Teaching Standards. Completer impact in contributing to student learning shows an average of (3) Accomplished. This includes the post-Covid data for student assessment.

In effectiveness in applying professional knowledge, skills, and dispositions, the average is (3.67) between Accomplished and Distinguished.

- **Measure 2: Satisfaction of employers and stakeholder involvement. (R4.2 | R5.3 | RA4.1)**

Data provided should be collected on employers' satisfaction with program completers.

In the Spring 2021 satisfaction survey of employers, principals judged completers who were finishing their first year of teaching with the range of 3.7 to 4.7 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.

In the Spring 2021 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 4.6. 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.

- **Measure 3: Candidate competency at completion. (R3.3)**

Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)

The candidates are required to pass Praxis subject assessments in Reading and Language Arts, Mathematics, Social Studies, and Science. Teaching Reading Elementary Education, and Principles of Learning and Teaching (K-6) to be recommended for state licensure. The pass rate for the 2020-2021 completers was 100% based on the Title II report.

The clinical experience is evaluated by college supervisor through several, documented, on-site observations where the candidate is assessed using the WV Professional Teacher Standards and the EPP distinctives. The WVPTS assessment tool mirrors the one used by the WVDE for in-service teachers.

The candidates also submit lesson plans for evaluation in each core subject. They are evaluated on 5 Standards, with a goal of a 3 (Accomplished) on every standard:

1. Development, Learning and Motivation.
2. Curriculum
3. Instruction
4. Assessment
5. Professionalism

The students also complete a WVTPA which is evaluated by the college supervisor and scores submitted to the WV Higher Education Policy Commission.

The host teacher assesses the candidate at the midterm point and completion using the WVPTS. Completers scored an average of Accomplished or Distinguished in 19/21 categories.

The candidate completes an InTasc exit survey. It addresses the Standards of The Learner and Learning, Content Knowledge, Instructional Practice, and Professional Responsibility. The average for 2020-2021 completers was 4.7/5.

- **Measure 4: Ability of completers to be hired** (in positions for which they have prepared.)

Of the 2020-2021 completers, 100% entered the profession initially, but one resigned due to personal reasons. Data from the last 3 years shows 100% of completers entered the profession. In addition to the aforementioned completer, another has exited for family reasons.