

2021 CAEP Accredited Programs and Certifications

Initial – Licensure Level Programs	
Active Programs	Dormant Programs
Art - PreK-Adult	Biology - 9-Adult
Early Education - PreK-K	Chemistry - 9-Adult
Elementary Education - K-6	English - 5-9
English - 5-Adult	General Science - 5-9
Health - PreK-Adult	General Science - 5-Adult
General Math through Algebra I - 5-9	Social studies 5-9
Mathematics (Comprehensive) - 5-Adult	
Physical Education - PreK-Adult	
Preschool Special Needs - PreK-K	
Reading Endorsement - K-6	
Special Education without Autism	
Special Education with Autism	
Social Studies - 5-Adult	
Theatre - PreK-Adult	

CAEP Annual Reporting Measures

Measure of Completer Impact	Comparison with Benchmark	Source
Impact Measures (CAEP Standard 4)		
1. Impact on P-12 Learning and Development (CAEP Standard 4.1)		
West Virginia Evaluation Rubrics for Teachers – Rating for Standards 6.1 and 6.2 provided by WV Department of Education for 2015-2016 graduates	The state has not provided data for comparison at this time. First year teachers are expected to be at the "Emerging" level on the WV Evaluation Rubrics for Teachers used in the WV teacher evaluation system.	Data provided by the WV Department of Education
Case Study: Assessing the Effectiveness of Davis & Elkins College Graduates and their impact on student learning.	The state has no provided data for comparison at this date.	Data provided by the WV Department of Education
Praxis Performance Assessment of Teachers (PPAT)	Data are consistent from year-to-year	Educational Testing Services (ETS) Fall 17/Spring 18 Fall 18/Spring 19 Fall 19/Spring 20
Teacher Work Sample	Data are consistent from year-to-year	Fall 17/Spring 18 Fall 18/Spring 19 Fall 19/Spring 20

Praxis Performance of Teachers (PPAT)

Teacher candidates are required to complete the PPAT Assessment from ETS during their clinical experience. PPAT is a nationally normed teacher performance assessment that evaluates candidate's abilities to impact student learning and demonstrate that they have basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.

The PPAT assessment contains four tasks:

- Task 1: Knowledge of Students and the Learning Environment
- Task 2: Assessment and Data Collection to Measure and Inform Student Learning
- Task 3: Designing Instruction for Student Learning
- Task 4: Implementing and Analyzing Instruction to Promote Student Learning.

Task 1, a formative task, is not scored by ETS. Tasks 2, 3, and 4 are centrally scored by ETS-trained raters using rubrics that contain quantitative and qualitative elements of evidence. The national recommended passing score established by a panel of educators through a multi-state standard-setting study is 40 and adopted by our EPP. Over a three-semester cycle of PPAT assessment data,

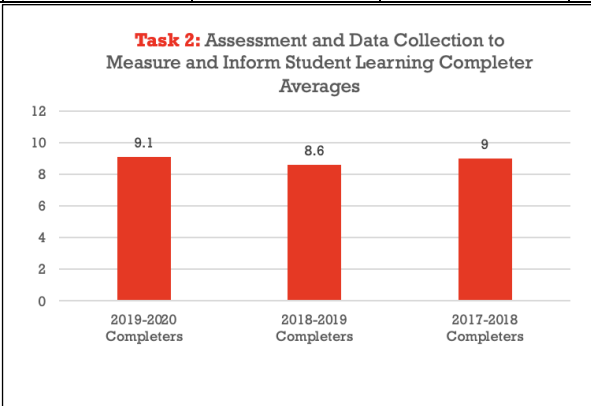
our candidate's average scores were 43 with standard Deviation, σ : 1.24. This score demonstrates our candidates can plan, develop, and implement lessons using standards-based instruction to facilitate student learning.

Task 2: Assessment and Data Collection to Measure and Inform student learning

2019-2020 Completers	PPAT Score	Total Points 12	Task 2: Assessment and Data Collection to Measure and Inform student learning	Step 1: Planning the Assessment	Step 2: Administering the Assessment and Analyzing the Data	Step 3: Reflecting
			46	9	3	3
	47		10	3	3	4
	44		9	3	3	3
	46		9	3	3	3
	45		9	3	3	3
	43		9	3	3	3
	42		9	3	3	3
	47		9	3	3	3
AVERAGES	45		9	3	3	3

2018-2019 Completers	PPAT Score	Total Points 12	Task 2: Assessment and Data Collection to Measure and Inform student learning	Step 1: Planning the Assessment	Step 2: Administering the Assessment and Analyzing the Data	Step 3: Reflecting
			35	4	2	1
	45		9	3	3	3
	34		6.5	2.5	2	2
	48		12	4	4	4
	44		7.5	3	2.5	2
	34		9	3	3	3
	49		9	3	3	3
	37		9	3	3	3
	54		12	4	4	4
AVERAGES	42		8.6	3	2.8	2.7

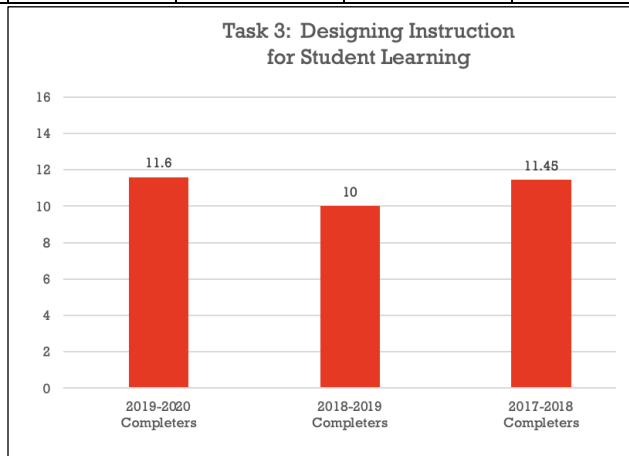
2017-2018 Completers	PPAT Score	Total Points 12	Task 2: assessment and Data Collection to Measure and Inform student learning	Step 1: Planning the Assessment	Step 2: Administering the Assessment and Analyzing the Data	Step 3: Reflecting
			35	9	3	3
	45		9	3	3	3
	38		8.5	3	2.5	3
	45		9	3	3	3
	47		9	3	3	3
	42		8	3	2	3
	41		9	3	3	3
	47		9	3	3	3
	51		11	4	4	3
	44.5		8.5	3	2	3
	48		10	3	4	3
AVERAGES	43.9		9.1	3	3	3



Standard Deviation, σ : 0.21
 Count, N: 3
 Sum, Σx : 26.7
 Mean, μ : 8.9
 Variance, σ^2 : 0.04

Task 3: Designing Instruction for Student Learning

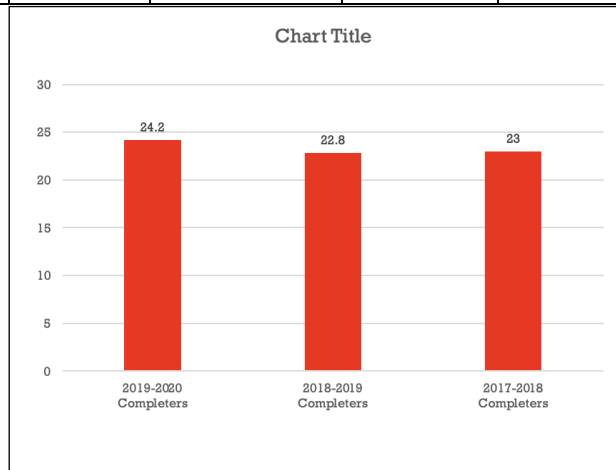
Task 3: Designing Instruction for Student Learning							
	PPAT Score		Task 3: Designing Instruction for Student Learning	Step 1: Planning the Lesson	Step 2: The Focus Students	Step 3: Analyzing Instructions	Step 4: Reflecting
2019-2020 Completers	46	Total Points 16	13	3	3	4	3
	47		13	3	4	3	3
	44		9	3	2	2	2
	46		13	4	3	3	3
	45		12	3	3	3	3
	43		12	3.5	3	3	2.5
	42		9	2.5	2.5	2.5	1.5
	47		12	3	3	3	3
AVERAGES	45		11.6	3.1	2.9	2.9	2.6
	PPAT Score		Task 3: Designing Instruction for Student Learning	Step 1: Planning the Lesson	Step 2: The Focus Students	Step 3: Analyzing Instructions	Step 4: Reflecting
2018-2019 Completers	35	Total Points 16	11	3	3	2.5	2.5
	45		12	3	3	3	3
	34		4	2	0	1	1
	48		12	3	3	3	3
	44		12	3	3	3	3
	34		10.5	2.5	3	2.5	2.5
	49		12	3	3	3	3
	37		5	1	1	1	1
54	12	3	3	3	3		
AVERAGES	42		10	2.6	2.4	2.4	2.4
	PPAT Score	Total Points 16	Task 3: Designing Instruction for Student Learning	Step 1: Planning the Lesson	Step 2: The Focus Students	Step 3: Analyzing Instructions	Step 4: Reflecting
2017-2018 Completers	35	Total Points 16	10	3	2.5	3	1.5
	45		12	3	3	3	3
	38		8	2	2	2	2
	45		12	3	3	3	3
	47		14	3	3	4	4
	42		12	3	3	3	3
	41		4	2	0	0	2
	47		12	3	3	3	3
	51		16	4	4	4	4
	44.5		12	3	3	3	3
48	14	3	4	3	4		
AVERAGES	43.9		11.4	2.9	2.8	2.8	3.2



Standard Deviation, σ : 0.72
 Count, N: 3
 Sum, Σx : 33.05
 Mean, μ : 11.01
 Variance, σ^2 : 0.52

Task 4: Implementing and Analyzing Instruction

	PPAT Score	Total Points	Task 4: Implementing and Analyzing Instruction	Step 1: Planning	Step 2: Implementing the Plan	Step 3: The Focus Students	Step 4: Reflecting		
2019-2020 Completers	46	32	24	3.5	3	3	2.5		
	47		24	3.5	3	3	3		
	44		26	3	3	3	3		
	46		24	4	3	3	3		
	45		24	3	3	3	3		
	43		22	3	3	3	2		
	42		24	3	3	3	3		
	47		26	3	3	4	3		
	AVERAGES		45		24.2	3.2	3	3.2	2.8
2018-2019 Completers	35	32	20	3	2.5	2	2.5		
	45		24	3	3	3	3		
	34		23	3	2.5	3	3		
	48		24	3	3	3	3		
	44		24	3	3	3	3		
	34		14	2	2	2	1		
	49		28	4	3	4	3		
	37		18	3	2	2	2		
	54		30	4	3	4	4		
	AVERAGES		42		22.7	3.1	2.6	2.8	2.7
	2017-2018 Completers		35	32	16	2	2	2	2
45		24	3		3	3	3		
38		21	2.5		2.5	3	2.5		
45		24	3		3	3	3		
47		24	3		3	3	3		
47		26	3		3	3	4		
51		24	3		3	3	3		
44.5		24	3		3	3	3		
48		24	3		3	3	3		
AVERAGES		43.9			23	2.8	3	3	3.1



Standard Deviation, σ : 0.61
 Count, N: 3
 Sum, Σ : 70
 Mean, μ : 23.3
 Variance, σ^2 : 0.38

Teacher Work Sample

In addition to the practicing teacher evaluation data provided by the West Virginia Department of Education, the Teacher Work Sample Impact Study completed by candidates during their clinical experience, was selected as another assessment to measure D&E candidates' impact on PK-12 achievement. The average gain from the pre to the post assessment on selected West Virginia standards was 40.14%.

Successful candidates support learning by designing a Teacher Work Sample (TWS) during their clinical experience that employs a range of strategies and builds on each PK-Adult student's strengths, needs, and prior experiences. Through this performance assessment, candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The candidate uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The candidate sets significant, challenging, varied, and appropriate learning goals.
- The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The candidate uses regular and systematic evaluations of student learning to make instructional decisions.
- The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
- The candidate reflects on his or her instruction and student learning in order to improve teaching practice.

The TWS contains seven teaching processes (listed below) identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics are used to evaluate each candidates TWS. The Prompts (or directions) help the candidates document the extent to which they have met each the standards.

1. Contextual factors
2. Learning Goals & objectives
3. Assessment plan
4. Design for instruction (A & B)
5. Instructional Decision Making
6. Analysis of Student Learning
7. Self-Assessment and Reflection

In the Program Impact chart, each candidates Learning Goal is provided for a unit they completed during their clinical experience. Included in the chart is data from the pre-assessment of Learning Goals prior to the candidate teaching their unit and data from the post-assessment of Learning after the unit was complete. In reviewing the data from the Pre-Assessment and Post-Assessment, all candidates were able to provide evidence of student impact with gains in each Learning Goal.

Teacher Work Sample Impact Chart				
Candidate	Skill assessment	Pre-Assessment	Post-Assessment	Gain
Candidate 1	LG 1: Students will be able to recognize and determine factors and multiples of a number	58.5%	75.4%	16.8%
	LG2: Students will identify the factors of a number(s), and then find the common factors.	32.2%	70.1%	37.9%
	LG3: Students will describe and determine the difference between a prime and composite number.	45%	73.8%	28.8%
	LG4: Students will generate a number pattern that follows a given rule.	21.9%	84.7%	62.8%
Candidate 2	LG 1: Students will be able to tell time from an analog clock to the nearest 5 minutes	24.4%	90%	65.6%
	LG 2: Students will be able to tell time from digital clocks to the nearest 5 minutes.	55.6%	91.7%	36.1%
	LG 3: Students will be able to tell and demonstrate time using half past, quarter till, quarter past, and quarter after.	5.6%	94.4%	88.8%
	LG 4: Students will be able to identify am and pm.	83.3%	100%	16.7%
Candidate 3	LG 1: Students will be able to correctly identify words with the short o vowel sound.	74.1%	92.4%	18.3%
	LG 2: Students will be able to correctly pronounce words with the short o vowel sound.	61.2%	88.2%	27%
	LG 3: Students will be able to build and write words with the short o vowel sound.	71.8%	92.9%	21.1%
Candidate 4	LG 1: Students will know aspects of lacrosse such positions, history, and equipment.	31.4%	88.2%	56.8%
	LG 2: Students will be able to throw a lacrosse ball while using a long-handled implement.	34.9%	74.6%	39.7%
	LG 3: Students will be able to catch a lacrosse ball while using a long-handled implement.	33.3%	41.3%	8%
Candidate 5	LG 1: Students will be able to divide decimals by patterns of powers of ten.	56.5%	95.5%	39%
	LG 2: Students will be able to divide decimals by using a picture or model to represent their work.	8.7%	54.5%	45.8%
	LG 3: Students will be to divide decimals by whole numbers by the traditional style of long division.	13%	54.5%	41.5%
	LG 4: Students will be able to divide decimals by the traditional method and be able to convert the remainder to a decimal if needed.	4.3%	22.7%	18.4%
	LG 5: Students will be able to divide decimals by problem solving word problems.	4.3%	45.5%	41.2%
Candidate 6	LG 1: Students will be able to identify and local all 12 states in the Southeast Region of the United States.	39.4%	100%	60.6%
	LG 2: Students will be able to identify each of the 12 states in the Southeast Region with its abbreviation.	56.7%	92.2%	35.5%
	LG 3: Students will be to identify each capital city of the 12 states in the Southeast Region.	8.9%	85.6%	76.7%
Average Gain				40.14%

2. Indicators of Teaching Effectiveness (CAEP Standard 4.2)

Transition to Teaching: First Year Teachers	Data are consistent from year-to-year	Data provided by the WV Department of Education
First Year Teacher Survey	Data are consistent from year-to-year	College collected data

Transition to Teaching First Year-Teachers

The indicators for this survey were developed by the North Dakota State University NExT consortium. The Transition to Teaching from the North Dakota State University NExT survey supports accreditation and program approval at both the state and national level through their alignment with both the InTASC and CAEP accreditation standards. The items in the surveys are aligned with InTASC standards, therefore, support state program approval and CAEP standard 1.1.

One year after completing their teacher education program at Davis & Elkins College, graduates are surveyed to collect their perceptions about the teacher preparation they received at the College. Participants rate each indicator as “Disagree”; “Tend to Disagree”; “Tend to Agree” or “Agree”.

Part A: Demographics

1. How well prepared were you for your teaching job interview(s)?

	2018 Graduates	2019 Graduates	2020 Graduates
Very prepared	50%	66.6%	75%
Somewhat prepared	33.3%	16.6%	25%
Not prepared			
Did not have an interview	16.6%	16.6%	

2. Is a formal mentoring/induction program available to you in your school or district (county)?

	2018 Graduates	2019 Graduates	2020 Graduates
Yes	100%	100%	100%
No			

3. How long do you plan on teaching?

	2018 Graduates	2019 Graduates	2020 Graduates
1-2 Years	16.6%		
3-5 Years	16.6%		
6-10 Years			
11 or more years	66.6%	100%	100%

4. What grade level(s) are you teaching?

	2018 Graduates	2019 Graduates	2020 Graduates
Early Childhood	16.6%		
Elementary	50%	83.3%	
Middle or Junior High	16.6%	16.6%	
High School	16.6%		

5. Are you teaching any subject and/or grade level for which you are not licensed?

	2018 Graduates	2019 Graduates	2020 Graduates
Yes	16.6%		
No	83.3%	100%	100%

Part B: Your Teacher Preparation

To what extent do you agree or disagree with what your teacher preparation program prepared you to do the following?

Graduates	Disagree			Tend to Disagree			Tend to Agree			Agree		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Your Teacher Preparation Program												
Effectively teach the subject matter in my licensure area.							33.3%	33.3%		66.7%	66.7%	100%
Select instructional strategies to align with learning goals and standards							50%	16.7%	25%	50%	83.3%	75%
Design activities where students engage with subject matter from a variety of perspectives							66.7%		25%	33.3%	100%	75%
Account for students' prior knowledge or experiences in instructional planning							66.7%	16.7%	25%	33.3%	83.3%	75%
Design long-range instructional plans that meet curricular goals				16.7%			66.7%	16.7%	25%	16.7%	83.3%	75%
Regularly adjust instructional plans to meet students' needs							50%	16.7%	25%	50%	83.3%	75%
Plan lessons with learning objectives/goals in mind							50%	16.7%		50%	83.3%	100%
Design and modify assessments to match learning objectives.							50%	16.7%	25%	50%	83.3%	75%
Provide students with meaningful feedback to guide next steps in learning.							33.3%	33.3%		66.7%	66.6%	100%
Engage students in self-assessment strategies				16.7%			66.7%	16.7%	75%	16.7%	83.3%	25%
Use formative and summative assessments to inform instructional practice							50%	33.3%		50%	66.6%	100%
Identify issues of reliability and validity in assessment				33.3%			50%	16.7%	50%	16.7%	83.3%	50%
Analyze appropriate types of assessment data to identify student learning needs				16.7%			50%	33.3%	75%	33.3%	66.6%	25%

Differentiate assessment for all learners				16.7%			33.3%	50%	25%	50%	50%	75%
Use digital and interactive technologies to achieve instructional goals.						25%	33.3%		25%	66.7%	100%	50%
Engage students in using a range of technology tools to achieve learning goals.						25%	50%		25%	50%	100%	50%
Help students develop critical thinking processes							50%		50%	50%	100%	50%
Help students develop skills to solve complex problems							33.3%		50%	66.7%	100%	50%
Make interdisciplinary connections among core subjects				16.7%			16.7%	33.3%	25%	66.7%	66.7%	75%
Know where and how to access resources to build global awareness and understanding.				33.3%			50%	50%	50%	16.7%	50%	50%
Help students analyze multiple sources of evidence to draw sound conclusions							66.7%	33.3%	25%	33.3%	66.7%	75%
Effectively teach students from culturally and ethnically diverse backgrounds and communities				33.3%			33.3%		50%	33.3%	100%	50%
Differentiate instruction for a variety of learning needs				16.7%			50%	16.7%	25%	33.3%	83.3%	75%
Differentiate for students at varied developmental levels				16.7%			33.3%		25%	50%	100%	75%
Differentiate instruction for students with IEPs and 504 plans				16.7%			50%	33.3%	50%	33.3%	66.7%	50%
Differentiate instruction for students with mental health needs				16.7%			50%	50%	75%	33.3%	50%	25%
Differentiate instruction for gifted and talented students				16.7%	16.7%		50%	33.3%	75%	33.3%	50%	25%
Differentiate instruction for English-language learners				16.7%	33.3%	25%	66.7%	33.3%	50%	16.7%	16.7%	25%
Access resources to foster learning for students with diverse needs				16.7%			50%	16.7%	50%	33.3%	83.3%	50%
Clearly communicate expectations for appropriate student behavior				16.7%			50%		50%	33.3%	100%	50%
Use effective communication skills and strategies to convey ideas and information to students							50%		25%	50%	100%	75%
Connect core content to students' real-life experiences							50%		25%	50%	100%	75%
Help students work together to achieve learning goals.							50%		25%	50%	100%	75%
Develop and maintain a classroom environment that promotes student engagement				16.7%			50%		25%	33.3%	100%	75%

Respond appropriately to student behavior							66.7%	16.7%	25%	33.3%	83.3%	75%
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.							50%			50%	100%	100%
Help student regulate their own behavior				33.3%			50%	16.7%	50%	16.7%	83.3%	50%
Effectively organize the physical environment of the classroom for instruction				16.7%			50%			33.3%	100%	100%
Seek out learning opportunities that align with my professional development goals.							66.7%	16.7%	25%	33.3%	83.3%	75%
Access the professional literature to expand my knowledge about teaching and learning.				16.7%			66.7%		25%	16.7%	100%	75%
Collaborate with parents and guardians to support student learning				16.7%			88.3%		25%		100%	75%
Collaborate with teaching colleagues to improve student performance				16.7%			50%	16.7%		33.3%	83.3%	100%
Use colleague feedback to support my development as a teacher				16.7%			50%		25%	33.3%	100%	75%
Uphold laws related to student rights and responsibility				16.7%			50%			33.3%	100%	100%
Act as an advocate for all students				16.7%			16.7%			66.7%	100%	100%
Your School Context: What is your School Like?												
The school is a physically safe and secure place							16.7%			83.3%	100%	100%
Teachers respect the dignity and worth of all students							33.3%	16.7%		66.7%	83.3%	100%
The faculty and staff have positive relationships with parents/guardians				16.7%			33.3%	16.7%		50%	83.3%	100%
Professional Environment												
I receive valuable professional guidance from faculty mentors or colleagues							16.7%	16.7%	25%	83.3%	83.3%	75%
The administration is responsive to the needs of teachers.				16.7%			33.3%			50%	100%	100%
Teachers are continually learning and seeking new ideas to enhance their practice							16.7%		50%	83.3%	100%	50%
Teachers have influence over the curriculum				16.7%			33.3%	50%	50%	50%	50%	50%
Teachers have time in their schedules for planning with colleagues	16.7%			16.7%		25%	16.7%	16.7%	50%	50%	83.3%	25%
Teachers have the necessary technology resources	16.7%				16.7%	50%	50%			33.3%	83.3%	50%
Teachers have appropriate instructional Space					16.7%	25%	66.7%	16.7%	25%	33.3%	66.7%	50%

Teachers have curricular materials and supplies that are appropriate for students' developmental levels and learning needs				33.3%			16.7%	33.3%	75%	50%	83.3%	25%
Program Recommendations												
I would recommend my teacher preparation program to a prospective teacher							16.7%		25%	83.3%	100%	75%
I am as happy about teaching as I thought I would be							33.3%		75%	66.7%	100%	25%
The rewards of teaching are worth the efforts I put into becoming a teacher							33.3%		25%	66.7%	100%	75%
My teacher education program prepared me to be successful in my current teaching position							33.3%		25%	66.7%	100%	75%
AVERAGE	0.5%			9.7%	0.2%	3%	45%	25.7%	30%	44.7%	84.2%	67%

This report summarizes results from the Transition to Teaching: First Year Teachers Survey. The results are summarized based on student teachers graduating in the spring of 2018, 2019, and 2020. The response rate for this year's survey was 50%. The current data represents four alumni for the current data collection period. To assess completers' perceptions of the effectiveness and relevance of their preparation program at Davis & Elkins College, survey items were administered that assessed standards-based competence across multiple areas. As indicated in the previous alumni survey report, all items were created, revised, and aligned directly with Interstate Teacher Assessment and Support Consortium (InTASC) and West Virginia Professional Teaching Standards (WVPTS), as well as, more broadly, CAEP Standards.

Items were administered using a 4-point scale: 1–Disagree, 2 –Tend to Disagree, 3–Tend to Agree, 4–Agree. Completers' item-level ratings indicated positive and consistent evaluations between the three reporting periods of their preparation in the following areas:

1. effectively being prepared to teach the subject matter in their licensure area,
2. plan lessons with learning objectives/goals in mind,
3. create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected, and
4. act as an advocate for all students.

One area the data highlights for the reporting periods is that graduates ranked low was preparing students to differentiate instruction for gifted and talented students and English-language learners. Another area the 2020 graduates reported slightly lower than other graduates was their use of digital and interactive technologies to achieve instructional goals and engage

students in using a range of technology tools to achieve learning goals. We believe this shift in use of technology could be from COVID pandemic requiring teachers to quickly shift from in-person to online teaching. Thus, these new teachers were providing instruction with technological constraints and digital inequity while starting their first year of teaching in a year like no other.

As seen in the table, completers' scores largely fell toward the higher end of the scale, between "Tend to Agree" and "Agree". Completers' scores across the three data collection periods were mostly comparable. The findings from these analyses suggest a positive completer evaluation indicating a strong pattern of relationships among candidates' assessment of their preparation and their satisfaction with their teaching education program.

3. Satisfaction of Employers and Employment Milestones (CAEP Standard 4.3)

NExT Common Metrics Instrument –Supervisor Survey	D&E is waiting for the state to obtain a closer match between employer and employee during the next administration of the survey.	West Virginia Department of Education
Supervisor Survey of New Teachers	Administrators rate D&E graduates very high.	College collected data

Supervisor Survey of New Teachers: Davis & Elkins Graduates

Along with the Exit Survey and the Transition to Teaching, the Supervisors Satisfaction Survey from the North D’Amato State University NExT supports accreditation and program approval at both the state and national level through their alignment with both InTASC and CAEP accreditation standards. The items in the surveys are aligned with the InTASC standards, and therefore, support the state program approval and CAEP standard 1.1. In particular, the Supervisor Survey results provide strong evidence for CAEP standard 4.3. The NExT surveys meet validity and reliability standards.

Employers were asking to complete the survey regarding the D&E graduate completing his/her first year of teaching. The completion of the survey was voluntary. The indicators were taken from the NExT North Dakota University Survey.

Compilation of Survey Results

Supervisor Survey of New Teachers: 2020					
	Not Applicable	Disagree	Tend to Disagree	Tend to Agree	Agree
Professionalism					
Seeks out learning opportunities that align with professional development goals					100%
Actively engages with parent/guardian/advocate about issues affecting student learning.					100%
Collaborate with teaching colleagues to improve student performance					100%
Use colleague feedback to support my development as a teacher					100%
Uphold laws related to student rights and responsibility					100%
Act as an advocate for all students					100%
Learning Environment					
Clearly communicate expectations for appropriate student behavior					100%
Use effective communication skills and strategies to convey ideas and information to students					100%
Connect core content to students’ real-life experiences				33.3%	66.7%
Help students work together to achieve learning goals.				33.3%	66.7%
Develops and maintain a classroom environment that promotes student engagement				33.3%	66.7%
Professionalism					

Respond appropriately to student behavior					100%
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.					100%
Help student regulate their own behavior					100%
Effectively organize the physical environment of the classroom for instruction					100%
Diverse Learners					
Effectively teach students from culturally and ethnically diverse backgrounds and communities					66.7%
Differentiate instruction for a variety of learning needs				33.3%	66.7%
Differentiate for students at varied developmental levels				33.3%	66.7%
Differentiate instruction for students with IEPs and 504 plans					100%
Differentiate instruction for students with mental health needs					100%
Differentiate instruction for gifted and talented students					100%
Differentiate instruction for English-language learners				33.3%	66.7%
Access resources to foster learning for students with diverse needs				33.3%	66.7%
Instructional Practice					
Effectively teach the subject matter in my licensure area.				33.3%	66.7%
Select instructional strategies to align with learning goals and standards				33.3%	66.7%
Design activities where students engage with subject matter from a variety of perspectives				33.3%	66.7%
Account for students' prior knowledge or experiences in instructional planning					100%
Design long-range instructional plans that meet curricular goals					100%
Regularly adjust instructional plans to meet students' needs					100%
Plan lessons with learning objectives/goals in mind				33.3%	66.7%
Design and modify assessments to match learning objectives.				33.3%	66.7%
Provide students with meaningful feedback to guide next steps in learning.				33.3%	66.7%
Engage students in self-assessment strategies				33.3%	66.7%
Use formative and summative assessments to inform instructional practice					100%
Professionalism					
Identify issues of reliability and validity in assessment					100%
Analyze appropriate types of assessment data to identify student learning needs					100%
Differentiate assessment for all learners					100%
Use digital and interactive technologies to achieve instructional goals.					100%
Engage students in using a range of technology tools to achieve learning goals.				33.3%	66.7%
Help students develop critical thinking processes				33.3%	66.7%
Help students develop skills to solve complex problems				33.3%	66.7%
Make interdisciplinary connections among core subjects				33.3%	66.7%
Know where and how to access resources to build global awareness and understanding.				33.3%	66.7%

Help students analyze multiple sources of evidence to draw sound conclusions					100%
Average	2%			13%	85%
Supervisor Comments (optional):					
<ul style="list-style-type: none"> • An outstanding teacher who handles special needs students like a pro! • This has been a very different and challenging year for everyone, especially for new educators. I believe and look forward to the next school year with our new educators as being a better year for our new teachers and growth in education. • [Teacher name] is an excellent teacher and I couldn't be happier with her performance in the classroom. She has excellent classroom management skills and her organizational skills are exceptional. She spends hours planning and preparing student lessons and most importantly, she strives to become better and searches for ways to become better at her job. 					

There were eight graduates with licensure during the 2019-202 school year. Of these graduates, all but one was employed in a school district in either West Virginia or Tennessee and one joined the military. There were three principals who completed the survey with a response rate of 3/8 (37%) of the principals with D&E graduates hired in their schools as teachers. We believe the low response rate was in part due to COVID-19 and principals lacked the extra time to complete the survey.

There were no ratings at the “disagree” or “tend to disagree” level while the majoring of ratings by the principals were at the “tend to agree” level.

4. Satisfaction of Completers (CAEP Standard 4.4)

NExT Transition to Teaching Survey	D&E is waiting for the state to obtain a closer match between graduate and institutions during the next administration of the survey	West Virginia Department of Education
Completers Exit Survey	Graduates rate D&E very high.	Davis & Elkins graduates

Table A:

	Disagree	Tend to Disagree	Tend to Agree			Agree		
	2017-18 2018-19 2019-20	2017-18 2018-19 2019-20	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
Graduates								
Instructional Practice Preparation WV Professional Teaching Standards 1A: 1B: 1C: 1D: 1E: 2A: 2C InTASC Standards A1: A2: A3: B4: C5: C6: C8 CAEP Standard 1								
Effectively teach the subject matter in my licensure area.			0%	0%	0%	100%	100%	100%
Select instructional strategies to align with learning goals and standards.			28.6%	0%	20%	71.4%	100%	80%
Design activities where students engage with subject matter from a variety of perspectives.			14.3%	0%	20%	85.7%	100%	80%
Account for students' prior knowledge or experiences in instructional planning.			28.6%	0%	20%	71.4%	100%	80%
Design long-range instructional plans that meet curricular goals.			28.6%	14.2%	40%	71.4%	85.7%	60%
Regularly adjust instructional plans to meet students' needs.			14.3%	0%	0%	85.7%	100%	100%
Plan lessons with learning objectives/goals in mind.			28.6%	0%	0%	71.4%	100%	100%
Design and modify assessments to match learning objectives.			42.9%	14.2%	0%	57.1%	87.5%	100%
Provide students with meaningful feedback to guide next steps in learning.			14.3%	0%	20%	85.7%	100%	80%
Engage students in self-assessment strategies.			14.3%	71.4%	60%	85.7%	28.5%	40%
Use formative and summative assessments to inform instructional practice.			28.6%	0%	20%	71.4%	100%	80%
Identify issues of reliability and validity in assessment.			14.3%	28.5%	40%	85.7%	71.4%	60%
Analyze appropriate types of assessment data to identify student learning needs.			0%	0%	0%	100%	100%	100%
Differentiate assessment for all learners.			14.3%	28.5%	20%	85.7%	71.4%	80%
Use digital and interactive technologies to achieve instructional goals.			0%	14.2%	20%	100%	87.5%	80%
Engage students in using a range of technology tools to achieve learning goals.			0%	14.2%	20%	100%	87.5%	80%
Help students develop skills to solve complex problems.			14.3%	14.2%	20%	85.7%	87.5%	80%
Make interdisciplinary connections among core subjects.			14.3%	14.2%	0%	85.7%	87.5%	100%
Know where and how to access resources to build global awareness and understanding.			14.3%	42.8%	60%	85.7%	51.1%	40%
Help students analyze multiple sources of evidence to draw sound conclusions.			14.3%	14.2%	40%	85.7%	87.5%	60%

Organize and use time effectively.			0%	14.2%	20%	100%	87.5%	80%
Maintain an emotionally and physically safe learning environment for all students.			14.3%	0%	0%	85.7%	100%	100%
Command the attention of an engaged students learning.			14.3%	0%	20%	85.7%	100%	80%
Reflect on lesson planning and delivers and use what is learned to plan for improvement.			14.3%	0%	0%	85.7%	100%	100%
Regularly adjust instructional plans to meet students' needs.			14.3%	0%	20%	85.7%	100%	80%
Differentiate instruction to meet students' needs of diverse learners.			14.3%	14.2%	40%	85.7%	87.5%	60%
Clearly communicate expectations for appropriate student behavior.			0%	14.2%	20%	100%	87.5%	80%
AVERAGE			15%	12%	20%	85%	89%	80%

Part A.

The following report summarizes results from the Teacher Preparation Exit Survey. The results were compared and synthesized from student teachers graduating in 2018, 2019 and 2020. To assess student teachers' perceptions of the effectiveness and relevance of their teacher education preparation program, 27 items were administered that assessed standards-based competence across multiple areas. All items were created, revised, and aligned directly with Interstate Teacher Assessment and Support Consortium (InTASC) and West Virginia Professional Teaching Standards (WVPTS), as well as, more broadly, CAEP Standards.

Items were administered using a 4-point scale: 1–Disagree, 2 –Tend to Disagree, 3–Tend to Agree, 4–Agree. In Part-A, item-level descriptive information is presented for the 27 evaluation items. This information is presented both in all three collection periods. Student teachers' item-level ratings indicated positive evaluations of their preparation for their teaching career in the following areas: Reflect on lesson planning and delivers and use what is learned to plan for improvement, make interdisciplinary connections among core subjects, maintain an emotionally and physically safe learning environment for all students, analyze appropriate types of assessment data to identify student learning needs, effectively teach the subject matter in my licensure area, regularly adjust instructional plans to meet students' needs, plan lessons with learning objectives/goals in mind, and design and modify assessments to match learning objectives.

The following areas remained consistent between the 2019 and 2020 reporting periods that were ranked with 100% agreement: selecting instructional strategies to align with learning goals and standards, regularly adjust instructional plans to meet students' needs, plan lessons with learning objectives/goals in mind, analyze appropriate types of assessment data to identify student learning needs, maintain an emotionally and physically safe learning environment for all students, and reflect on lesson planning and delivers and use what is learned to plan for improvement.

Two areas that remained consistent between all three reporting periods by candidates were, analyze appropriate types of assessment data to identify student learning needs and effectively teach the subject matter in my licensure area.

Two areas candidates ranked higher than in previous years were: make interdisciplinary connections among core subjects, and design and modify assessments to match learning objectives.

Candidates reported a decrease in: help students analyze multiple sources of evidence to draw sound conclusions, differentiate instruction to meet students’ needs of diverse learners, identify issues of reliability and validity in assessment, engage students in self-assessment strategies, and design long-range instructional plans that meet curricular goals. The following indicator has consistently declined over the last three years; know where and how to access resources to build global awareness and understanding.

As seen in the table, candidates’ scores mostly fell toward the higher end of the scale, between “Tend to Agree” and “Agree”. Candidates scores across the two data collection periods were comparable. The findings from these analyses suggest candidates positively evaluated preparation for their teaching career.

Part B.

Table B:								
Program Structure and Quality Aligned to D&E checklist for program progression, syllabi, and field experience requirement handbook	Disagree	Tend to Disagree	Tend to Agree			Agree		
	2017-18	2017-18	2017-18	2018-19	2019-20	2017-18	2018-19	2019-20
	2018-19	2018-19						
	2019-20	2019-20						
Advising on professional education program requirements.		16.7%	16.7%	14.2%	20%	66.7%	85.7%	80%
Advising on content course requirements.		0%	33.3%	14.2%	0%	66.7%	85.7%	100%
Quality of instruction in your teaching preparation course.		0%	0%	0%	0%	66.7%	100%	100%
Balance between theory and practice in your teacher preparation courses.		0%	50%	0%	40%	50%	100%	60%
Integration of technology throughout your teacher preparation program.		0%	0%	14.2%	20%	66.7%	85.7%	80%
AVERAGE		3%	20%	42.6%	16%	63.3%	91.4%	84%

As with the previous student teachers’ survey, five items were also administered to assess candidates’ satisfaction with their preparation. Specifically, the items evaluated candidates’ perceptions of advising on professional education program requirements, the balance between theory and practice, technology integration, and the value of their preparation. Items were administered using a 5-point scale: 1–Disagree, 2 –Tend to Disagree, 3–Tend to Agree, 4–Agree.

In Table B the item-level descriptive information is presented for the five satisfaction items. Again, this information is presented for the current data collection period 2018, 2019, and 2020. As can be seen in the comparison table, student teachers’ average satisfaction scores were high for the current collection period. Overall, correlations were positive, indicating a strong pattern of relationships among student teachers’ evaluations of their preparation and their satisfaction with the teacher education program at Davis & Elkins College.

Outcome Measures

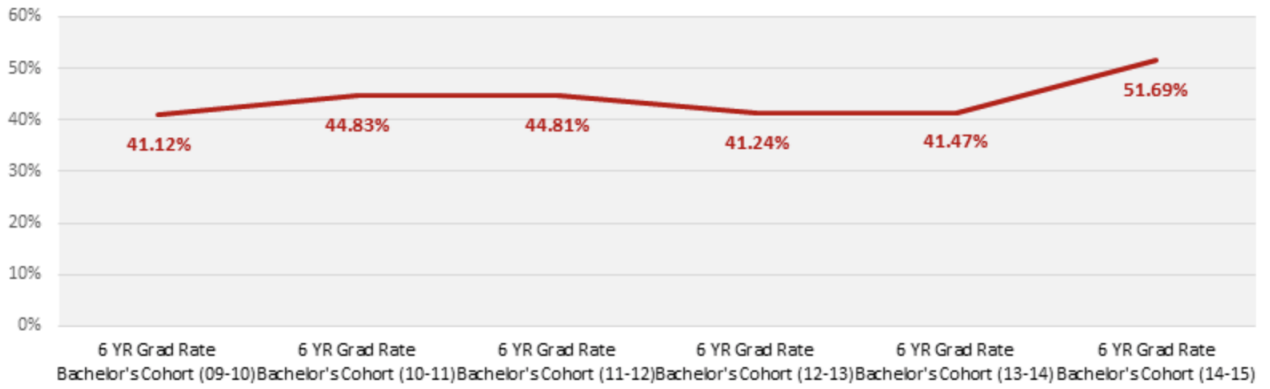
5. Graduation Rates

College Graduation Rates

Graduation rates for Bachelor's Degrees has risen 5.5% in the three years from 2009-2011 cohort.

Institutional Research

6 year Grad Rate Bachelor's cohort IPEDS definition



6. Ability of Completers to Meet Licensing Requirements

Praxis Performance Assessment for Teachers (PPAT)	Data are consistent from year to year	Educational Testing Services (ETS)
Praxis II Scores	Data are consistent from year to year	Educational Testing Services (ETS)
Licensure and Employment Rates	Data are consistent from year to year	Departmental Data

PPAT

As indicated in the West Virginia Board of Education (WVBE) Policy 5100, candidates completing a WVBE-approved teacher education program for any professional educator license must past a performance assessment. In the fall of 2016, our teacher education program adopted the Praxis Performance Assessment Test (PPAT) a national normed performance assessment instrument that has multiple means of measuring a candidate's performance and impact. Our candidates have regularly met or exceeded the qualifying score for the PPAT.

Year	Number of Completers	PPAT Pass Rate %	Passing Score	Average Score
2019-2020	8	100%	38	45
2019-2018	9	100%	36	42
2018-2017	11	100%	34	43.9

Praxis II

The Praxis Subject Assessment, or Praxis II Exam, measures the content knowledge of the subject in which a candidate will teach. These assessments measure the general and subject- specific teaching skills and knowledge. As indicated in the West Virginia Board of Education (WVBE) Policy 5100, candidates completing a WVBE-approved teacher education program for any professional educator license must pass the content test requirement as a requirement of program completion. Effective January 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVCE- adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory on the WVDE website as a requirement of program completion. Effective July 1, 2017, candidates shall obtain passing scores on grade-level appropriate, WVBE-adopted Praxis II content test(s) as described in the West Virginia Licensure Testing Directory of this policy in order to enter the student teaching assignment/clinical experience component of the WVBE- approved program. Our candidates have regularly met or exceeded the qualifying score for the Praxis II exam as demonstrated in the following table.

Initial Level Praxis II Content Scores by Major

Academic Year 2019-2020	Number of candidates who took Praxis II	Passing Score	EPP Mean	National Median	EPP Range	% of Initial Level EPP Candidates Passing
Elementary Education K-6 (sub-test listed below)						
• Reading and Language Arts (5002)	6	157	165.8	170	157-179	100%
• Mathematics (5003)	6	157	173	173	157-196	100%
• Social Studies (5004)	6	155	168	166	157-192	100%
• Science (5005)	6	159	167	168	163-175	100%
• Teaching Reading (5205)	6	159	175	176	168-191	100%
Health Education (5551)	2	156	155.5	166	160-157	100%
Physical Education (5091)	2	150	159	155	154-157	100%

Employment Rates

The following table provides employment rates of our completers which demonstrates that our candidates are able to meet licensing (certification) and any additional state requirements in order to become employed.

Year	Program completion rate
2019-2020	100%
2019-2018	90%
2018-2017	84.5%

7. Ability of Completers to be hired

Licensure and Employment Rates

Data are consistent from year to year

Departmental Data

Employment Rates

The following table provides employment rates of our completers which demonstrates that our candidates are able to meet licensing (certification) and any additional state requirements in order to become employed. The program goal is that all graduates be employed in their licensure area or enrolled in graduate school within six months following graduation.

Year	Job Placement Rate	Graduate School Rate	Other
2019-2020	87.5%	0%	12% military
2019-2018	88.89%	0%	
2018-2017	90%	10%	

8. Student Loan Default Rates and Other consumer Information

Default Rate History		National Student Load Data System
Awarded financial Aid		
Cost of Attendance		2020-2021 Tuition & Fees
Fees		2020-2021 Graduation Tuition and Fees
Housing & Fees		2020-2021 Housing & Meal Plans



School Default Rates FY 2017, 2016, and 2015

[RETURN TO RESULTS](#)

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
003811	DAVIS & ELKINS COLLEGE 100 CAMPUS DRIVE ELKINS WV 26241-3996	Bachelor's Degree	Private	Both (FFEL/FDL)	Default Rate	14.1	16.4	11.2
					No. in Default	35	42	30
					No. in Repay	248	256	267
					Enrollment figures	918	953	984
					Percentage Calculation	27	26.8	27.1

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Current Date : 04/19/2021

College scholarship programs – The College awards over \$13M in College scholarships annually to students based on merit, financial need and athletic/art performance.

WV Highlands Scholarship: local and state students, based on academic merit

National D&E Scholarship for Distinction & Excellence: out-of-state students, based on academic merit

International Scholarship: international students

Athletic Scholarships: student-athletes, based on performance

Creative Arts Scholarships: creative art students, based on performance

Legacy Scholarship: children or grandchildren of alumni

Presbyterian Scholarship: members of Presbyterian (USA) Church

National Alumni Scholarship: competitive scholarship for legacy students

Morrison-Novakovic Faith and Public Policy Scholarship: competitive scholarship for students interested in the study of faith, public policy, ethics and sustainability

Boys & Girls State Scholarship: participants of program

Yellow Ribbon Scholarship: students eligible for the VA Chapter 33/Post 9-11 Yellow Ribbon program

Health Science Technology Academy Scholarship: participants of program

College financial aid events – The College hosts events throughout the year to invite elite students to interview for special scholarships and also events to assist students in understanding and obtaining financial aid.

FAFSA and financial aid campus/community workshops: Events are hosted for high school students and current college students to receive assistance submitting their Free Application for Federal Student Aid (FAFSA) and understand the principles of financial aid.

Leadership & Scholarship Day: These events are hosted twice a year and allow elite, prospective students to visit campus, meet with campus officials and interview for special College scholarships. These events bring together prospective students and families with campus officials and alumni.

Financial Aid Demographics

Students receiving financial aid: 98%

Average financial aid package from all sources: \$31,899

Students receiving Federal Pell Grant: 51%

Median Expected Family Contribution (EFC) of full-time students: \$2,612

Students with \$0 Expected Family Contribution (EFC): 27%