CAEP Annual Report

Advanced Measure 3

Candidate Competency at Completion

The advanced program has established a systematic plan to regularly review program outcomes in relation to program goals. Student performance is evaluated collectively at the course and assessment levels by the MEIL Assessment Coordinator and the MEIL Assessment Committee. Initial performance overviews were reviewed by both the MEIL Alumni Advisory Group and the MEIL Advisory Council; however, these groups have since been consolidated into a single advisory body to streamline stakeholder input.

Student performance continues to be strong on EPP-developed assessments, complemented by consistently high pass rates on the Praxis exam, which further substantiates candidate competency upon program completion.

**Review performance on Praxis exam**

ETS Praxis Test 5412: Educational Leadership: Administration and Supervision  
  
WVSU MEIL Program test results from the 2023 to 2024 academic year included 20 test takers. The required passing score is 146. Of the 20 test takers, 20/20 test takers achieved passing scores. The median score was 170.0 and the mean score was 169.50. The average performance range was 166 to 175. Of note, the average performance range was higher than the required score to pass, and the median and mean scores of test takers was 20+ points higher than the required passing score. The highest observed score of the 24 test takers was 182 and the lowest observed score was 151.

The results provided by ETS include category sub scores. The six categories sub scores include the following: Category I – Strategic leadership; Category II – Instructional leadership; Category III -- Climate and Cultural Leadership; Category IV – Ethical Leadership; Category V – Organizational Leadership; and Category VI – Community Engagement and Leadership.

In five of the six categories (I, II, III, IV, and V), scores from test takers who attended our program meet or exceed average scores reported in the state of West Virginia, and/or national scores reported.

Scores in Category I – Strategic leadership were a full five points above the national and state average. In Category II – Instructional leadership, our candidates were nearly 3 full points above the state and national average; For Category III -- Climate and Cultural Leadership, our candidates were 2.56 points above the national average and 3.57 above the state average; Within Category IV – Ethical Leadership, our candidates were 0.73 above the national average and 1.67 above the state average; Category V – Organizational Leadership revealed that our candidates were 7.86 points above the national average and 7.38 above the state average; and for Category VI – Community Engagement and Leadership, our candidates were -0.4 below the national average but 1.51 points above the state average.

Analysis of PRAXIS performance:

100% pass rate with mean and median test scores well above the required passing score all indicate success in performance of program and candidates. Scores in 5/6 of the categories being at/above state AND national averages also point to successes.

Areas for improvement: We continue to look for opportunities to improve scores within Category VI – Community Engagement and Leadership within our program. We are continuing to explore options such as the use of sample discussion questions in the Praxis guide with consideration for how these could be incorporated into course work and discussions.

Previously, the program participated in two internal, university level assessments of program performance. The MEIL program (advanced program) was reviewed by a sub-committee of the Graduate Studies Council through the WVSU Academic Program Review reporting process as required by the WV Higher Education Policy Commission. The MEIL Academic Program Review Report included information on consistency with WVSU mission, program learning outcomes, adequacy, faculty production and demographic information, necessity including duplication/demand and post program placement, graduate success indicators, program enrollment, program cost, program strengths, program weaknesses, summary conclusions, and future needs. The Graduate Studies Council sub-committee noted the following: *The MEIL program completed the executive summary that covers all information reported by the outside agency (HEPC). It is clear that this program is in compliance and exceeds compliance standards when compared nationally to their like programs. They have clearly identified weaknesses and strengths that indicate a plan of progression for the program and the enrollment in the program justifies the program financially. Lastly, they are in full compliance with the university assessment process in regards to HLC. Based on what is presented in the Executive Summary, my recommendation would be to continue the program at current status.* The next program review is scheduled for 2028.

**Additional Assessment Measures**

Since program inception, the MEIL has participated in the university Academic Affairs assessment system. Again for this academic year, the program received all points possible (52/52 for a rating of “Distinguished) and this comment was made, “The MEIL once again, and as always serves as a showcase of assessment for other Graduate Programs at WVSU. It is recommend to continue the current track of assessment creation, administration, analysis and reporting.”

Further, the program prioritized assessment and continuous improvement needs for this academic year with plans to continue this plan in subsequent years. During this academic year, ongoing progress was made with regard to the assessment plan. With input and feedback from the stakeholders (faculty, candidates, etc). Previously, the program adopted new program Goals and Outcomes (PLOs). These new goals and outcomes better align with the specialty standards and will increase content coherence and strengthen assessment reporting measures.

**A comparison of candidate performance on programmatic assessments from year to year**

Results for 610 assessment.

Results of student performance on the programmatic assessment housed in EDUC 610 (presently labeled as LS 610): Previously in fall 2022, results were reported from 28 participants, with all participants meeting or exceeding all standard components on the building and district level rubrics. More students, overall, performed at the exceeds standard level in the 2022 reporting than in the 2021 reporting. During Fall 2023, there were 22 candidates enrolled in LS 610 with all students scoring at exceeds or meets standard.

Further 610 reporting on NELP Building level rubric

35.7% scored exceeds standard on component 2.1 in 2022 as compared to 86.4% in 2023.

25% scored exceeds standard on component 2.2 in 2022 as compared to 77.3% in 2023.

35.7% scored exceeds standard on component 6.3 in 2022 as compared to 63.7% in 2023.

The results on these standards are of particular interest with a significant difference in score between the 2022 and 2023 time periods. This illustrates the need for inter-rater reliability studies that are scheduled to be completed per the schedule outlined in the 5.1A narrative.

On the district level rubric, the exceeds standard comparisons are noted here: 2022, component 2.1 39.3%, component 2.2 35.7%, and component 7.3 46.4% as compared to 2023: component 2.1 86.4%, component 2.2 77.3%, and component 7.3 45.4%

Results for 620 assessment.

2022-2023 (620) – 54.76 or higher scored at “Exceeds Standards” on all rubric indicators. Very few candidates scored at “Approaching Standard” on any of the rubric indicators. DL 3.2 was the one area in which candidates scored at the “Approaching Standard” level in both years (2021-22 and 2022-23).

2023-24 (620)- All candidates attained Exceeds or Meets Expectation.

Results for 640 assessment.

2022-2023 (640): 17 (59%) or more of students scored at Exceeds Standards” on all rubric indicators. There was more variability in scores this year. 2 students scored at “Approaching Standards on all rubric indicators – this is comparable to the results from the previous year (2021-22).

For 2023-24 (640)- The majority of the 24 students enrolled in the course attained Exceeds or Meets Expectation for the measured criteria. However, three rubric elements registered a noteworthy number of Approaching Expectation scores. 6 of the 24 candidates scored at Approaching Expectation for 4.4 Systems of C&I, Assessment, Students Services, Technology, Instructional Resources. 3 candidates scored Approaching Expectation for 4.1 Curricular programs. 6 candidates scored at Approaching Expectations for 7.4 Systems of Supervision, Support and Evaluation. Though not statistically significant, the faculty will review how these elements are addressed within LS 640 to ensure adequate coverage and make any necessary modifications to course delivery after discussion.