

2021 EPP Annual Report

CAEP ID:	10108	AACTE SID:	4885
Institution:	West Virginia State University		
Unit:	Education Department		

Section 1. EPP Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

1.2 [For EPPs seeking Continuing CAEP Accreditation]. Please provide a link to your webpage that demonstrates accurate representation of your Initial-Licensure Level and/or Advanced-Level programs as reviewed and accredited by CAEP (NCATE or TEAC).

<https://www.wvstateu.edu/academics/academic-colleges/college-of-professional-studies/education.aspx>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2019-2020 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure¹

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)²

Total number of program completers 75

¹ For a description of the scope for Initial-Licensure Programs, see Policy 3.01 in the Accreditation Policy Manual

² For a description of the scope for Advanced-Level Programs, see Policy 3.02 in the Accreditation Policy Manual

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2019-2020 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP

3.2 Any change in the legal status, form of control, or ownership of the EPP.

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

3.4 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

3.5 A contract with other providers for direct instructional services, including any teach-out agreements

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.6 Change in regional accreditation status

3.7 Change in state program approval

Section 4. Display of Annual Reporting Measures.

Annual Reporting Measures (CAEP Component 5.4 A.5.4)	
Impact Measures (CAEP Standard 4)	Outcome Measures
1. Impact on P-12 learning and development (Component 4.1)	5. Graduation Rates (initial & advanced levels)
2. Indicators of teaching effectiveness (Component 4.2)	6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)
3. Satisfaction of employers and employment milestones (Component 4.3 A.4.1)	7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)
4. Satisfaction of completers (Component 4.4 A.4.2)	8. Student loan default rates and other consumer information (initial & advanced levels)

4.1 Provide a link or links that demonstrate data relevant to each of the Annual Reporting Measures are public-friendly and prominently displayed on the educator preparation provider's website.

1

Link: <https://www.wvstateu.edu/academics/academic-colleges/college-of-professional-studies/education.aspx>

Description of data accessible via link: The link is for the overall education department website. Various tabs denote the location of items such as Impact Measures, Programmatic Information, etc.

Tag the Annual Reporting Measure(s) represented in the link above to the appropriate preparation level(s) (initial and/or advanced, as offered by the EPP) and corresponding measure number.

Level \ Annual Reporting Measure	1.	2.	3.	4.	5.	6.	7.	8.
Initial-Licensure Programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.

What has the provider learned from reviewing its Annual Reporting Measures over the past three years?

Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?

Are benchmarks available for comparison?

Are measures widely shared? How? With whom?

During 2019-20, West Virginia State University continued its efforts to collect and analyze data to improve the educator preparation program. As always, WVSVU has maintained transparency with our annual reporting measures. All relevant data is posted on our EPP website in addition to being shared with stakeholders in annual meetings. Several initiatives were undertaken and accomplished over the course of the 2019-20 academic year. The EPP sought out and received university support in the hiring two new faculty members in August 2019. These new faculty members served to address a need to hire individuals with specializations in the fields of math, science, special education and technology. During the 2019-2020 academic year, the EPP reviewed and began revisions related to feedback received for SPA reports in the following content areas: MEIL, Science, Mathematics, Social Studies and Special Education. The EPP faculty served as the primary drafters of these reports and worked in conjunction with a former long-time assessment coordinator to analyze programmatic data to prepare the documents for submission. The EPP's work was greatly inhibited by the global COVID-19 pandemic which ensued during the Spring 2020 semester. Despite these obstacles, the EPP continued efforts to address the following initiatives which began during the Fall 2019 semester: 1. The ongoing work of committees charged with the writing of each of the five standards within the CAEP Self-Study Report, 2. the scheduling of weekly CAEP assessment meetings with all faculty in attendance (in person and then virtual), 3. Consulting sessions with representatives of each content area (in person and then virtual) , 4. Revamping of efforts to

develop a Quality Assurance System to assess the validity/reliability of assessment instruments, 5. More efficient use of the LiveText platform to collect and monitor ongoing progress, 6. Efforts to further involve PDS stakeholders in the assessment process by means of a committee to specifically provide feedback related to student preparation as well as the quality of EPP-created assessment measures(in person and then virtual) . Communicating the quality assurance system to candidates was imperative and accomplished by means of individual conferencing, workshops and other training methods. Every component of the WVSU education program is deliberate. Increasing candidate understanding of the preparation process will help the candidate progress through each phase and take more responsibility for both content and pedagogical knowledge as well as teacher dispositions and personal responsibilities. Department meetings revealed a need to provide students with greater support in several areas. In an attempt to provide candidates with deeper understanding of the procedural aspects of the program and our assessment instruments, several workshops would be planned and implemented during the Fall of 2019 on the topics related to assessment, WVTPA, SCOPE, student teaching candidacy requirements, departmental process/procedures, and other identified areas of need for our students. These meetings were planned for Spring 2020 but did not occur due to the campus wide closure of our facility due to COVID. The purpose of the EPP is to prepare candidates by means of a developmental growth process during which measurement occurs throughout the program. Additionally, the unit acknowledges the need to further harness the expertise of our PDS partners and content specialists who will provide valuable input into efforts to further enhance our Quality Assurance System. reliability/validity review which began in late Fall of 2019 but was later hindered by the inability to meet in person.

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

NCATE: Areas for Improvement related to Standard 2 cited as a result of the last CAEP review:

- 1 The unit has not adequately involved the P-12 community in the development of its assessment system (ITP) and its collection of assessment data for all programs.**

To improve the overall quality of the assessment process and annual reporting measures, the WVSU education department opted to include all faculty members as a part of the unit's assessment committee during the 2018-19 academic year. These efforts were continued during the 2019-20 academic year with the inclusion of two new faculty members. Fall 2019 served as the first academic year in which CAEP meeting were held each week. During this expanded assessment reviews, the faculty identified numerous items which would serve to improve the quality of the assessment process within the department. These items included: weekly assessment committee meetings, continued development of the Quality Assurance System, increased collaboration with content specialists at WVSU, expanded input from PDS partners in the reliability/validity process along with several other initiatives to improve our ability to assess and evaluate the program offerings and candidate preparation for teaching. The involvement of stakeholders (P-12 partners, academic and clinical faculty, staff, administrators, community members, candidates and completers are critical to the development of the unit's assessment system and its collection of assessment data. The input from these meetings is reviewed and recommended changes are incorporated into our assessment system. To further expand the impact of the Quality Assessment System, a committee of PDS stakeholders began a review of the EPP's assessment instruments. This group served to provide feedback related to instrument validity and reliability and provided feedback on the quality of the education program and the preparedness of candidates beginning with review of the SCOPE instrument in December 2019. Plans were underway to continue this review but were impeded by the onset of COVID which resulted in a complete closure of the university, as well as local public schools where our PDS partners were employed.

NCATE: Areas for Improvement related to Standard 4 cited as a result of the last CAEP review:

- 1 The unit has not demonstrated consistent good faith efforts to recruit and retain professional education (ITP) faculty members from diverse ethnic/racial groups.**

In June 2019, two faculty members were employed—one Caucasian male and one Black female. During the summer of 2020, the EPP advertised for a term and tenure track professor for which one Caucasian female and one Black female were hired. Faculty demographics as the Spring 2021 semester began included four Caucasian females, three Black females and two white males. Black faculty represents 33% of the department. This is a significant improvement considering that of the 1.7 million population in West Virginia, 93% are Caucasian and 3.6% are Black. Advertising procedures for the university include using websites that cater to minority employees and advertising in newspapers, the Chronicle of Higher Education and the Higher Ed Jobs.com website; however, there are usually few minority applicants. The Black female who was hired was a faculty member in one of the PDS schools. Due to reductions in the state budget and a decrease in enrollment at the university and in the unit, additional funds are rarely available to create new positions. Despite all of the aforementioned difficulties in hiring minorities, the EPP continues to strive to recruit and hire high caliber faculty and has made progress in this regard.

NCATE: Areas for Improvement related to Standard 5 cited as a result of the last CAEP review:

- 1 The unit lacks sufficient evidence that professional education faculty members are members of and actively involved in professional associations that will lead to professional growth. (ITP)**

DR. MICKEY BLACKWELL is a member or has served as a member of the Alternative Certification Educator Preparation Program Review Board (ACEPPRB), the WV Commission for Assessment and Accreditation, the WV's Superintendent's Advisory Council, the Committee for Leadership Standards, and the WV Center for Professional Development Advisory Council. He is an Executive Board Member for the WV Children's Advocacy Network, the Kanawha County Library system and the Elk River Library. He is a member of the WV Communities in Schools Advisory Council for WV First Lady Cathy Justice, and is a member of national education organizations AACTE, ASCD and NAESP. DR. STEPHANIE BURDETTE is a member of the AACTE, ILA, WVTEAC, WVRA and AAACE. Other involvement includes Co-Director of the Central West Virginia Writing Project, Leaders of Literacy longitudinal research project, undertaken in conjunction with Marshall University, Rutgers University and the West Virginia Department of Education, chair of the Laura Tracy Baisden Teaching Award Committee, steering committee for the WV Young Writer's Day event and the CWVWP Spring Literacy Conference. She was appointed to a three-year seat on the WV Commission for Professional Teaching Standards (WVCPTS). In Spring 2021, she presented at the EERC Virtual Conference. She also serves as a conference proposal reviewer for the AACTE, a peer-reviewer for Canyon Journal of Interdisciplinary Studies, and an annual report reviewer for CAEP. She attended the CAEPCon and EERA Conference in Spring 2021. PROFESSOR BILLIE HAUSER is a member of ASCD, AACTE, and CAEP. She chairs WVSU's Academic Appeals Committee. PDS Coordinator (effective Fall2020). She also serves as a teacher in the University Bridge Program. She serves on the Education Task Force for The Greater Kanawha Valley Foundation and is an active alumnus with the Institute for Educational Leadership's (IEL) Educational Policy Fellowship Program. She participated in the Appalachian Education Work Force Network Conference in 2019. She also participated in CAEPCON fall 2019. DR. ELISHA M. LEWIS is a member of the National Science Teaching Association (NSTA), ISTE, Council for Exceptional Children (CEC), Council for the Accreditation of Educator Preparation (CAEP), and the American Association of Colleges for Teacher Education (AACTE). She is a WVSU representative for the West Virginia Women Moving Forward-Wage Gap Working Group Initiative, a multi-institutional research initiative designed to address unconscious gender bias affecting education and career pathways for girls and women. She also serves as a WVSU Association of Public and Land-Grant Universities (APLU) Faculty Growth Mindset Collaborative Committee member. In November 2019, she co-presented with several WVSU colleagues at the Eastern Educational Research Association (EERA) Conference. DR. TERRY REED, Assistant Professor, is a member of AACTE, CAEP, and Council for Exceptional Children. Dr. Reed has attended the National CAEP Conference in the Fall of 2019 and Spring 2021 and serves as Underwood-Smith liaison. He participated in the ETS/PRAXIS Standards Setting cohort for the PRAXIS Math exam for Grades 5 through 9 during the Spring 2021 semester. PROFESSOR HELEN SOUTHALL is a member of ASCD, AACTE, CAEP, WVRA, and WVEA/NEA. Locally, she is involved in the KCS Reading Council and KCTM (Kanawha County Teachers of Mathematics). Southall is the assistant-faculty advisor for Kappa Delta Pi, International Honor Society for Education. Southall also serves on the Elementary Education Block Team, which will focus on a residency program in Fall 2021. She serves on the board of directors of CEDAR of SWV (Coal Education and Development Resources of Southern West Virginia). Southall attended the Virtual CAEPCON 2021 this spring. Southall coordinated the Resident Teachers' University Seminars in Spring 2021. (Hired August 2021). DR. EMILY WAUGH, Professor, is a member of the Association of Teacher Educators, National Association of Professional Development Schools, AACTE, CAEP, and WV-AFT. Dr. Waugh continues research with colleagues from Ball State University and Indiana State University: Identifying Effective Characteristics of University Field Supervisors: A Multi-Institution Research Initiative. This research led to a presentation at the 2021 NAPDS conference and an article submission to PDS Partners: A Journal of the National Association of Professional Development Schools. PROFESSOR PATRICIA WILSON, Department Chair and Associate Professor, serves as one of the CAEP Accreditation Coordinators. She is professionally affiliated with CAEP, AACTE, ATE and NEA. Attended the CAEP Con in Spring 2020 and 2021. She presented at the Alpha Kappa Alpha Leadership Seminar in July 2019 in Nashville, TN. Additional service includes the West Side Task Force which is designed to further develop the partnerships designed to improve the achievement gap and to provide support for K-12 students and teachers. She chairs the EPPAC and the Teacher Education Committee; gubernatorial appointments include HHOMA Advisory Board, the MLK State Holiday Commission. State involvement includes the Smith Underwood Scholarship Task Force and TEAC. WVSU committee involvement includes the Cultural Affairs Committee, the Student Success Committee and the Teacher Education Committee. DR. ALONDA WYLIE is professionally affiliated with the College Board and a member of the American Association of Colleges for Teacher Education (AACTE), American Educational Research Association (AERA), and CAEP. She serves, during the summer trainings as a National Trainer for the English Spring Board program.

NCATE: Areas for Improvement related to Standard 6 cited as a result of the last CAEP review:

- 1 The unit's information regarding admissions in university publications is inconsistent. (IT P)**
- 2 An excessive faculty workload limits participation in professional development initiatives and participation in professional associations. (IT P)**

In response to the inconsistencies in university publications, information regarding admission policies are reviewed and corrected annually in the university catalog and on the Education Department website. The updating and modification responsibilities of the website are now assigned to the Program Coordinator with input from the Education Department faculty. A monthly update of the website is included on the monthly agenda for the unit's department meetings. In addition, input from the faculty is gathered prior to modifying any information on the website.

During May/June an intensive review of the site is completed, with updates being made in documents such as the Teacher Education Candidate Handbook and to verify the accuracy of each entry on the website so that all information is correct for the beginning of the Fall Semester. All forms are reviewed and modified to address and implement approved revisions from the Educational Policies Committee. Information in the university catalog should include: (1) a statement about the admission requirements, (2) selectivity requirements which were placed in effect during the Fall 2020 semester, (3) the candidate review

process, and (4) suggested curriculum for each program housed in the Education Department.

Students are advised in the Admission to Teacher Education section about the existing screening process and the fact that all candidates must formally apply for admission to the Education Program before enrolling in Education 316, which is the first course that candidates must take after being admitted into the program. In the section related to selectivity requirements, students are provided the information about the admission process. In addition to the information being placed on the website and in the university catalog, all candidates receive this information in each 200-level Education class. Further, all students transferring into the program will receive this information during the orientation session and in a special transcript evaluation session conducted by the Department Chair. In this session, selectivity requirements are discussed, and students are encouraged to meet with an advisor if they do not meet the selectivity requirements.

In the section dealing with the review process, the minimum academic criteria which must be attained before admission to student teaching are discussed. One of the 15 requirements is the approval of the Senior Capstone Admission to the Teacher Education Program which occurs the semester before student teaching. All of the requirements are reviewed annually, and the minimum academic criteria are published on the website. In addition, the following data are published on the website: Annual Assessment Measures, Initial Assessment Report for Education, Licensure data, and MEIL Annual and Assessment Reports.

The excessive faculty workload has been resolved by a yearly review of and subsequent adjustments to the faculty advisee caseloads. In addition, faculty is asked to maintain a listing of all advisees to document the number of students that are advised each month. All student teacher candidates are assigned to the Department Chair and the Program Coordinator. All candidates who are employed on a Class 1A Permit are also assigned to the Department Chair. The average number of advisees assigned to faculty members is 50. This new advisee assignment procedure has reduced the advisee workload, thereby increasing the time that faculty can devote to professional development initiatives, conference attendance and preparing for presentations at conferences. The focus on professional development initiatives has resulted in more faculty in the unit being involved in research projects, attendance at professional development activities, and participation in professional association meetings. The addition of two new faculty members in August 2019 also alleviated advising/course load concerns.

Section 6. Continuous Improvement

CAEP Standard 5

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

CAEP Standard 5, Component 5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

The Education Department of WVSU is highly dedicated to the premise of ongoing, continuous improvement. All faculty members attended the Fall 2019 CAEPCON event in Washington which provided our new employees with an introduction to the CAEP accreditation process and served to strengthen the understanding of our senior staff. This event provided vital information as the EPP moved forward with data collection and discussions related to the Self-Study Report which was initially set to be due in September 2020. (Due to complications associated with COVID, a request for an extension of the SSR submission date of February 2021 was approved by CAEP).

During the Fall of 2019, the EPP initiated weekly CAEP meetings to collaboratively plan and draft the SSR. Writing teams were composed for each CAEP Standard with these groups reporting back to the full faculty on a regular basis. Intense work began on the implementation of the Quality Assurance System (QAS) which was then followed by a two-day workshop in December 2019. During this workshop, the full faculty examined the SCOPE instrument and measures were undertaken to assess reliability and validity. Spring 2020 plans were to proceed with the review process during for all assessments. However, the campus closure due to COVID prohibited completion of this process (which was later resumed in Fall 2020). Writing teams were also created to address SPA reporting and these groups worked in close collaboration with content specialists from across campus.





One aspect of the curricular reviews undertaken during the FY 2019-20 involved review of the current professional standards for various content areas in preparation of upcoming SPA reporting. The shift from ACEI Standards to the CAEP Elementary K-6 Standards, resulted in realignment of content assessments tied to our elementary curriculum. Recognizing the need for a comprehensive collection of data related to dispositions, the EPP implemented a new dispositional rubric during the Fall of 2019. The assessment is completed 5 times during a candidate's college career: self-assessment in EDUC 200; professor completes in EDUC 316, 423 or 426; and during student teaching by the University Supervisor and a self-assessment. This dispositional data will provide evidence of long-term candidate growth across the programmatic spectrum.

Additionally, significant changes were made in the admission procedures for acceptance as a candidate in the WVSU Education Department in recent years. These revisions were noted in full within the CAEP Annual Report in Spring 2020 (noting work undertaken during 2018-19). The department monitored the application process during the following year and made note of adjustments to the process to aid our candidates. Additionally, the EPP began to consider potential changes that the impending Residency Model would require.

Tag the standard(s) or component(s) to which the data or changes apply.

- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 3.2 Sets selective admission requirements
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.4 Creates and monitors candidate progress
- 3.6 Candidates understand the expectation of the profession
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.5 Relevant stakeholders are involved in program evaluation
- A.1.1 Candidate Knowledge, Skills, and Professional Dispositions
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement

Upload data results or documentation of data-driven changes.

-  **Assessment_Plan_MEIL_12.1.2020_(1).docx**
-  **Assessment_Report_MEIL_12.1.2020_(1).docx**
-  **201920_AssessmentInitial_Programs_ReportEDU__(3).docx**
-  **AssessmentPlan_202021_Initial_Programs_12.19.20.docx**

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or s activities during a CAEP Conference or in other CAEP Communications?

Yes No

6.3 Optional Comments

Section 7: Transition

In the transition from legacy standards and principles to the CAEP standards, CAEP wishes to support a successful transition to CAEP Accreditation. The EPP Annual Report offers an opportunity for rigorous and thoughtful reflection regarding progress in demonstrating evidence toward CAEP Accreditation. To this end, CAEP asks for the following information so that CAEP can identify areas of priority in providing guidance to EPPs.

7.1 Assess and identify gaps (if any) in the EPP's™ evidence relating to the CAEP standards and the progress on addressing those gaps. This is an opportunity to share the EPP's™ assessment of its evidence. It may help the Readiness for Accreditation Self-Assessment Checklist, the CAEP Accreditation Handbook (for initial level programs), or the CAEP Handbook: Guidance on Self-Study Reports for Accreditation at the Advanced Level.

If there are no identified gaps, click the box next to "No identified gaps" and proceed to question 7.2.

No identified gaps

If there are identified gaps, please summarize the gaps and any steps planned or taken toward the gap(s) to be prepared by your CAEP site review in the text box below and tag the standard or component to which the text

The adoption of the CAEP Standards in 2013 ushered in a new era of assessment and accountability for the Education Department at West Virginia State University. The ongoing transition from legacy standards to those associated with the CAEP accreditation process has proven to be a systematic journey through which the EPP has conducted self-analysis of its role in providing quality preparation for our candidates. Upon reflection, we have recognized gaps in the evidence collected as a part of our newly implemented Quality Assurance System and are making modifications to address these deficiencies. Ongoing programmatic review continues to identify the following as areas of concern:

Initial Licensure:

Standard One: The EPP determined that there was a gap in the reporting measures associated with Standard 1.3 (related to application of content and pedagogical knowledge as reflected in outcome assessments for SPA reporting). All faculty members participating in the drafting of SPA reports during the Spring 2019 semester. Additionally, committees were formed to review SPA feedback and continue with revision work that occurred over the course of the following academic years. Also, Standard 1.5 (related to candidate modeling and application of technology standards) proved to be a problematic aspect of ongoing work to improve the quality of the educator preparation program. EDU 300 serves as the foundation course for technology integration in the department. Careful review of the content associated with primary assessment piece from the course revealed a need to revamp the rubric to be more reflective of the technology standards (ISTE) as well as realigned with the WV Professional Teaching Standards and InTASC Standards. This project was completed during the 2019-20 academic year.

Standard Two: Though we have maintained positive relationships with our PDS partners as well as with the WVDE and other education entities within our region, the department recognizes the need to improve the quality and overall scope of collaboration with stakeholders. Low return rates from a survey aimed to assess employee satisfaction with graduates has led to more personalized contact between the department (particularly the chair and field experience specialist). Additionally, there was an identified need to involve stakeholders within our QAS by means of a committee to assist with the review of assessment instruments for the purpose of reliability and validity. Our subcommittee (composed of PDS partners) provided input related to the validity of our SCOPE rubric during our two-day assessment workshops in December 2019. Though activities were significantly impacted by COVID in Spring 2020, our PDS partners continued to support our efforts to improve the program.

Standard Three: In the previous two years, significant changes were made in the admission procedures for acceptance as a candidate in the WVSU Education Department. Acceptance and enrollment at West Virginia State University does not automatically confirm candidacy in the Teacher Education Program. In accordance with West Virginia Board of Education Policies, national accrediting bodies, the University and the Department of Education, candidates must be formally screened. All candidates must formally apply for Admission to the Education Program before taking Education 316. This procedure was modified during the 2018-2019 academic year. With input from the faculty and an application was designed and approved in a departmental meeting. This process was revised in an effort to increase candidates' knowledge of and responsibility for the process for acceptance into the program. This process is continually revisited/revised based upon WVDE policy requirements, as well as input from candidates and faculty.

Standard Four: The unit distributed a satisfaction survey to the employers of our program graduates. However, the return rate was

insufficient to be a reliable source of data. It was decided that the Department Chair as well as the Field Placement Specialist would coordinate visits to local schools to foster positive communication with administrators and program graduates. There is also a recognized need to survey the satisfaction of graduates. Planning for the creation of an advisory alumni panel began in early Spring 2020, yet was hindered by the campus closure. The plan was later fully detailed in the SSR and implementation undertaken beginning in Fall 2020.

Standard Five: The unit identified a need to provide a more systematic description of the QAS which would include a year-long overview of all activity which served to support programmatic and departmental needs. Additionally, there had been insufficient reliability/validity review of non-propriety assessments. An ongoing, multi-stakeholder review of these items was proposed, and implementation of the plan began in Fall 2019. These efforts are ongoing and the plan for maintaining the QAS is outlined in our SSR and revisited during weekly CAEP meeting.

Advanced Programs (MEIL)

The Master in Education in Instructional Leadership is a new relatively new program which began in Spring 2017. It was approved by the HEPC and the West Virginia Department of Education (WVDE) in the Fall of 2016. The program guidelines were drafted using the ELCC standards as their foundation. However, the National Educational Leadership Preparation (NELP) Standards are applicable to program reports submitted through 2021. The new NELP standards were approved in 2018. Programs can use either the ELCC 2011 or NELP 2018 standards through fall 2020. Beginning in spring 2021 programs submitting initial reports must use the NELP 2018 standards. Given these parameters, we acknowledge that the MEIL program requires realignment from the ELCC to NELP standards in order to conform to CAEP requirements for the program. This task is being planned with full implementation of new standards targeted for Fall 2021 semester. Efforts to complete the transition were complicated by the Spring 2020 campus closure.

Tag the standard(s) or component(s) to which the text applies.

- 1.1 Understanding of InTASC Standards
- 1.2 Use of research and evidence to measure students' progress
- 1.3 Application of content and pedagogical knowledge
- 2.1 Partners co-construct mutually beneficial P-12 partnerships
- 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators
- 3.2 Sets selective admission requirements
- 3.3 Monitors attributes and dispositions beyond academic ability
- 3.4 Creates and monitors candidate progress
- 4.3 Employer satisfaction
- 4.4 Completer satisfaction
- 5.1 Effective quality assurance system that monitors progress using multiple measures
- 5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.
- 5.3 Results for continuous program improvement are used
- 5.4 Measures of completer impact are analyzed, shared and used in decision-making
- 5.5 Relevant stakeholders are involved in program evaluation
- A.5.3 Continuous Improvement
- A.5.4 Continuous Improvement
- A.5.5 Continuous Improvement

7.2 I certify to the best of my knowledge that the EPP continues to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Yes No

7.3 If no, please describe any changes that mean that the EPP does not continue to meet legacy NCATE Standards or TEAC Quality Principles, as applicable.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2021 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Patricia Wilson

Position: Chair and CAEP Coordinator

Phone: 304-766-3381

E-mail: wilsonpat@wvstateu.edu

I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, continuing accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.

CAEP Accreditation Policy

Policy 6.01 Annual Report

An EPP must submit an Annual Report to maintain accreditation or accreditation-eligibility. The report is opened for data entry each year in January. EPPs are given 90 days from the date of system availability to complete the report.

CAEP is required to collect and apply the data from the Annual Report to:

1. Monitor whether the EPP continues to meet the CAEP Standards between site reviews.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount completer data, including for distance learning programs.
5. Monitor how the EPP publicly reports candidate performance data and other consumer information on its website.

CAEP accreditation staff conduct annual analysis of AFIs and/or stipulations and the decisions of the Accreditation Council to assess consistency.

Failure to submit an Annual Report will result in referral to the Accreditation Council for review. Adverse action may result.

Policy 8.05 Misleading or Incorrect Statements

The EPP is responsible for the adequacy and accuracy of all information submitted by the EPP for accreditation purposes, including program reviews, self-study reports, formative feedback reports and addendums and site review report responses, and information made available to prospective candidates and the public. In particular, information displayed by the EPP pertaining to its accreditation and Title II decision, term, consumer information, or candidate performance (e.g., standardized test results, job placement rates, and licensing examination rates) must be accurate and current.

When CAEP becomes aware that an accredited EPP has misrepresented any action taken by CAEP with respect to the EPP and/or its accreditation, or uses accreditation reports or materials in a false or misleading manner, the EPP will be contacted and directed to issue a corrective communication. Failure to correct misleading or inaccurate statements can lead to adverse action.

Acknowledge