

# 2023 Annual Accreditation Report

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

## Section 1. EPP Profile Updates in AIMS

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

### 1.1 Update Contact Information in AIMS:

1.1.1 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "EPP Head."

[The individual(s) identified as the EPP head should be authorized to receive time-sensitive CAEP-accreditation related communications.]

Agree Disagree

1.1.2 I confirm that the EPP has listed and updated the contact information for the individual(s) designated as "CAEP Coordinator".

[The individual(s) identified as the CAEP Coordinator is primarily assigned the role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head and should be authorized by the EPP to receive CAEP-accreditation related communications.]

Agree Disagree

1.1.3 I confirm that the EPP has provided updated contact information for two distinct people for these roles.

[CAEP requires that EPPs provide information for at least two distinct contact persons to ensure that automatic communications sent from AIMS are received by the EPP in the event of personnel turnover.]

Agree Disagree

### 1.2 Update EPP Information in AIMS:

1.2.1 *Basic Information* - I confirm that the EPP's basic information (including mailing address and EPP name) are up to date and accurately reflected in AIMS.

[The individual(s) identified as the EPP head should have authority over the EPP. This contact may receive time-sensitive communications related to the accreditation of the EPP.]

Agree Disagree

1.2.2 *EPP Characteristics and Affiliations* - I confirm that the EPP characteristics and affiliations (including Carnegie classification, EPP type, religious affiliation, language of instruction, institutional accreditation, and branch campuses/sites) are up to date and accurately reflected in AIMS

[The individual(s) identified as the CAEP Coordinator should have a role in coordinating accreditation activities. This contact may be carbon copied on communications to the EPP head.]

Agree Disagree

1.2.3 *Program Options* - I confirm that EPP's licensure area listings (including program title, licensure level, degree or certificate level, licensure(program) category, and program review option) are up to date and accurately reflected in AIMS under Program Options, for all licensure areas that fall within CAEP's scope of accreditation; (programs outside of CAEP's scope of accreditation should either be marked as non-CAEP review or archived, as applicable, in AIMS).

Agree Disagree



## Section 2. EPP's Program Graduates [Academic Year 2021-2022]

### 2.1 What is the total number of candidates who graduated from programs that prepared them to work in P-12 settings during Academic Year 2021-2022?

Enter a numeric value for each textbox.

2.1.1 Number of graduates in programs leading to initial teacher certification or licensure<sup>1</sup>

34

2.1.2 Number of graduates 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.)<sup>2</sup>

19

**Total number of program graduates** 53

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<sup>1</sup>In Section 2 of the Annual Report, the EPP will provide the total number of graduates who finished the program and licensing requirements in the academic year specified.

<sup>2</sup> For a description of the scope for Initial and Advanced programs, see Policy II in the [CAEP Accreditation Policies and Procedures](#)

### Section 3. Substantive Changes

Please report on any substantive changes that have occurred at the EPP/Institution or Organization, as well as the EPP's current regional accreditation status.

**Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2021-2022 academic year?**

3.1 Has there been any change in the EPP's legal status, form of control, or ownership?

Change  No Change / Not Applicable

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3.2 Has the EPP entered a contract with other providers for direct instructional services, including any teach out agreements?

Change  No Change / Not Applicable

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3.3 Since the last reporting cycle, has the EPP seen a change in state program approval?

Change  No Change / Not Applicable

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3.4. What is the EPP's current regional accreditation status?

Accreditation Agency:

Higher Learning Commission (HLC)

Status:

Fully accredited

Does this represent a change in status from the prior year?

Change  No Change / Not Applicable

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3.5 Since the last reporting cycle, does the EPP have any other substantive changes to report to CAEP per [CAEP's Accreditation Policy](#)?

Change  No Change / Not Applicable

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## Section 4. CAEP Accreditation Details on EPP's Website

Please update the EPP's public facing website to include: 1) the EPP's current CAEP accreditation status with an accurate listing of the EPP's CAEP (NCATE, or TEAC) reviewed programs, and 2) the EPP's data display of the CAEP Accountability Measures for Academic Year 2021-2022.

### 4.1. EPP's current CAEP (NCATE/TEAC) Accreditation Status & Reviewed Programs

4.1 Provider shares a direct link to the EPP's website where information relevant to the EPP's current accreditation status is provided along with an accurate list of programs included during the most recent CAEP (NCATE or TEAC) accreditation review.

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

### 4.2. CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

Provider shares a direct link to its website where the EPP's display of data for the CAEP Accountability Measures, as gathered during the 2021-2022 academic year, are clearly tagged, explained, and available to the public.

CAEP Accountability Measures (for CHEA Requirements) [2021-2022 Academic Year]

- **Measure 1 (Initial): Completer<sup>3</sup> effectiveness. (R4.1)** Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.
- **Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2|R5.3| RA4.1)**  
Data provided should be collected on employers' satisfaction with program completers.
- **Measure 3 (Initial and Advanced): Candidate competency at completion. (R3.3)**  
Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: EPP's Title II report, data that reflect the ability of EPP candidates to meet licensing and state requirements or other measures the EPP uses to determine candidate competency at completion.)
- **Measure 4 (Initial and Advanced): Ability of completers to be hired** (in positions for which they have prepared.)

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<sup>3</sup>For the CAEP Accountability Measures, the EPP will share information on the website pertaining to completer data per CAEP's definition of the term completer: "A candidate who successfully satisfied all program requirements of a preparation program at least six months previously and who is employed in a position for which they were prepared for state licensure."

CAEP Accountability Measures (Initial) [LINK] <https://www.wvstateu.edu/academics/academic-colleges/college-of-professional-studies/education.aspx>

CAEP Accountability Measures (Advanced) [LINK] <https://www.wvstateu.edu/academics/academic-colleges/college-of-professional-studies/master-of-education-in-instructional-leadership.aspx>

## 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. The EPP will continue to report its action and progress on addressing its AFI(s), weaknesses and/or stipulations until the EPP's next CAEP Accreditation Site Review.

### **CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP does not demonstrate a quality assurance system that is comprised of multiple CAEP-sufficient measures that monitor candidate progress, completer achievements, and provider operational effectiveness. (component 5.1)**

Rationale provided in the Site Visit Report from Fall 2021: Updated instruments provided do not meet CAEP sufficiency criteria.

The completer measure of impact has not begun as yet. The WVSU Education Department received full CAEP accreditation in May 2022 following a virtual visit the prior November. During the preparations for the onsite visit, the department identified a plan of action for future endeavors related to programmatic review (including the adoption of new and/or revised assessments). One of the first initiatives was to begin the creation of a Quality Assurance Manual which would provide a more systematic framework for proceeding with assessment initiatives and for monitoring ongoing progress. The manual is an ongoing work in progress that is influenced by weekly CAEP meetings with faculty. The assessment coordinators (for both initial and advanced) serve as leads in the continual drafting of the document.

During the post-CAEP visit period (Spring 2022), the department drafted a list of projects related to accreditation topics, including the adoption of new proprietary assessments which were aligned with the EPP's Professional Learning Outcomes, as well as InTASC standards. The assessment piloting began in Fall 2021 and has continued through Spring 2023. The results of the ongoing efforts have led to the adoption of a new lesson plan template and scoring rubric, a new instrument to assess teaching/planning (CAPT-Candidate Ability to Plan and Teach) at two points within the program, and a new rubric (SCOPE-Senior Capstone Oral Presentation e-Portfolio) to score the student teacher/residency candidates e-portfolio/presentations. The two latter assessments make use of the Danielson Framework for Teaching.

An additional adoption of a new observation and evaluation instrument for our 7th and 8th-semester candidates was implemented. This document is a derivative of the WVDE proprietary assessment used by administrators to gauge teacher performance in the classroom. (RTO-Resident Teacher Observation and RTE-Resident Teacher Evaluation). Our EPP felt that adoption of this assessment would allow our candidates time to improve their professional practices while under the guidance of faculty (and before it is used to measure their job performance during their professional careers after graduation). Evidence of this can be found in the Education Department CAEP Meeting Agendas and Minutes. As noted, these meetings typically occur weekly during the Fall and Spring semesters. Please see above (AFI component 5.2 for additional information and a table with the schedule for content validity studies and inter-rater reliability studies).

Finally, efforts to utilize an Alumni Advisory Council (ACC) were undertaken in late Spring 2021 to ensure adequate completer data was being collected. A longstanding misinterpretation of the definition of 'completer' was rectified after faculty attendance at CAEP Con in Fall 2019 and immediate efforts began to shift the collection of data toward true completer, not merely graduating candidates (as had been previously collected). However, Covid greatly impacted those efforts, as well as a lack of available completer tracking provided by the WV Department of Education.

Sufficient data was provided during the Fall 2021 CAEP virtual visit to forgo the issuance of an AFI or stipulation for Standard 4 (which centers upon completer data). Despite the seemingly successful efforts to report such data, the EPP has continued to seek to improve its engagements with completers through the AAC membership. It should be noted that these efforts have been supported by WVSU who offered free continuing education credits and a small stipend for participation, yet even these efforts have resulted in minimal numbers of participants. (Data linked within Section 4 of the CAEP Annual Report)

During the 2021-22 academic year, the EPP collected data on multiple assessments including: CAPT, lesson planning, RTE, SCOPE, WVTPA, educational philosophy, EDA, and speaking assessment.

Data associated with programmatic assessments completed during the 2021-22 academic year:  
[https://drive.google.com/file/d/1VdcA7A\\_IE5XTBg4qKILh3RfwPxxwS5-ti/view?usp=sharing](https://drive.google.com/file/d/1VdcA7A_IE5XTBg4qKILh3RfwPxxwS5-ti/view?usp=sharing)

### **CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP's quality assurance system does not rely on relevant, verifiable, representative, cumulative, and actionable measures, or produces empirical evidence that interpretations of data are valid and consistent. (component 5.2)**

Rationale provided in the Site Visit Report from Fall 2021: Validity of updated instruments were not evidenced for some instruments.

Inter-rater reliability has not been completed on some instruments used by multiple evaluators. The hiring of a new assessment coordinator in Spring 2019, as well as full faculty attendance at CAEPCon in Fall 2019, ushered in the beginning of many positive changes within the EPP. As preparation for the Spring 2021 CAEP visit (which was later pushed back to Fall 2021 due

to Covid) was escalated, there were many issues uncovered that the EPP worked diligently to correct (or devise improvement plans) prior to the virtual visit in November 2021.

An immediate area of concern for the EPP was centered upon Standard 5 and the quality of our assessment instruments and needed data for reliability and validity. As noted earlier in this report, the EPP has engaged in efforts to secure and pilot new proprietary assessments for several key programmatic assessments. Additionally, following the successful piloting of the final set of new assessments, the EPP has devised a plan for ensuring the successful collection of reliability data (as well as validity data on the one assessment not deemed as being proprietary, yet is used by another local university with whom we hope to share data to compare validity data).

Since Spring 2023 will conclude the final round of piloting for our new assessments (noted within AFI component 5.1 (above), the next phase of work will be the establishment of an IRR/validity schedule for the newly adopted assessments.

Assessment Course(s)\* Validity Studies Reliability Studies\*\*

Lesson Plan Rubric EDUC 316, 319, 320, 426 Fall 2023 Fall 2023

CAPT EDUC 316, 426 proprietary assessment Spring 2024

SCOPE EDUC 426 proprietary assessment Spring 2024

RTO/RTE EDUC 466 and residency course proprietary assessment Fall 2023

\*These are the courses of reference for each assessment. It should be noted that the assessments may be utilized in other courses as well.

\*\*Reliability studies will be planned yearly with attention given to training of new faculty, as needed.

The EPP has been very forthcoming with their request for additional training regarding methods to improve the implementation/collection of reliability and validity data. This request was voiced to the WVDE who arranged (in conjunction with CAEP) a virtual discussion on the basics of the information needed for reporting purposes. Though the EPP found the substance of this session to be valuable, the level of discussion on specifics associated with reliability and validity implementation was not entirely helpful in supporting our establishment of a more unified approach. We have endeavored to continue with our efforts and are seeking additional support for this process.

The ongoing chart of programmatic revisions may be viewed at:

<https://docs.google.com/document/d/1BOplKgsbmtwxLFu3UXw5frpZFzW2-NEH/edit?usp=sharing&ouid=117126224518825026277&rtpof=true&sd=true>

## **CAEP: Areas for Improvement (ITP)**

### 5 Provider Quality Assurance and Continuous Improvement

**The EPP does not regularly and systematically assess performance against its goals and relevant standards, track results over time, test innovations and the effects of selection criteria on subsequent progress, and the use of results to improve the program elements and processes. (component 5.3)**

Rationale provided in the Site Visit Report from Fall 2021: Evidence of systematic/regular review of performance against relevant CAEP and InTASC standards was lacking although efforts are being made toward this. Evidence was not provided of the program efforts to conduct tests of changes made in courses, selection, or clinical experiences. No evidence was provided of the EPP testing how their selection criteria result in adequate candidate progress.

As noted in the findings from our November 2021 CAEP virtual visit, the EPP is making ongoing efforts to meet the expectations of this standard component. The EPP adopted the InTASC Standards to serve as our guiding PLOs (Professional Learning Outcomes). Given the robust level of rigor associated with the InTASC Standards, the EPP felt that this overarching move would allow for a more concise alignment of intended outcomes across all courses within the program.

During Spring 2021, the initial level program participated in internal, university-level assessments of program performance as required by the WV Higher Education Policy Commission. The Program Review Report included information on consistency with WVSU mission, program learning outcomes, adequacy, faculty production, 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. An executive summary was prepared, as well as a presentation for the WVSU Board of Governors was undertaken. The initial level program review received full approval from the Board of Governors during the April 2021 session.

Additionally, the EPP participates in the university Academic Affairs assessment system report.

For this academic year, the program feedback on the Programmatic Assessment Rubric.

The program received all points possible (52/52 for a rating of "Distinguished") and this comment was made, "As always, your program is a showcase for assessment. 56/56 on this rubric. I really appreciate all of your effort in assessment."

A data review occurred in the Fall of 2022 in which all faculty engaged in a full examination of data from the previous academic year (2021-22). The strengths and weaknesses of programmatic data (hyperlinked within Section 5/Standard 5.2 of the CAEP Annual Report) were identified and also shared with stakeholder groups for ongoing, continuous improvement.

Data for the following items: university-level program review, and annual university assessment report are posted on the EPP

website and linked below:

<https://drive.google.com/drive/folders/1Spqpa1HXEWwkwv3oioud9UJpAD1CooBe?usp=sharing>

**CAEP: Areas for Improvement (ITP)**

5 Provider Quality Assurance and Continuous Improvement

**There is limited evidence that EPP provides measures of completers' impact. (component 5.4)**

Rationale provided in the Site Visit Report from Fall 2021: There is limited evidence that EPP provides measures of completers' impact.

The initial level program has diligently sought support to obtain completer data, including completer impact upon P12 learning. The department has voiced concerns to the WVDE regarding the difficulty in securing completer data without support (tracking of employment, access to evaluation materials, salary details, etc.). The EPP devised a plan for using an Alumni Advisory Council (AAC) to garner information from recent completers of the program. This plan was initially implemented before the Fall 2021 CAEP visit with data collected from a single completer who agreed to take part in the AAC. (Note: the AAC group during 2021-2022 initially consisted of three completers but two individuals opted to leave the group due to personal/work commitments).

In an attempt to collect impact data, Fall 2021 AAC participants were asked to implement the Panorama Student Survey. Only one AAC participant was willing to share the survey with their classroom. However, the implementation yielded 90 responses from P12 students. The data provided a valuable look at the impact our completer was having on the respondents.

The link below contains data related to the SkyFactor Survey data for completers, as well as the Panorama Survey for measuring impact:

[https://drive.google.com/drive/folders/1wibq45\\_nhXFN72jfmmU6yW8dUnVB7sQW?usp=sharing](https://drive.google.com/drive/folders/1wibq45_nhXFN72jfmmU6yW8dUnVB7sQW?usp=sharing)

As previously stated, the EPP has sought assistance with the collection of completer data from the WVDE. This has been an ongoing request for numerous years. The university has been supportive of our attempts to increase AAC participation by offering free continuing education credits, as well as a small stipend to participants. During the current academic year (2022-23), the AAC began with eight completers, but participation has declined as the year has progressed. The EPP has been highly successful in collecting data from exiting candidates. The resulting data has been collected each semester and shared with faculty for programmatic revision purposes. The EPP has also sought to form stronger bonds with exiting candidates by ensuring candidates have easy access to advisors, provided with opportunities to explore their professional interests through several department-based student organizations, etc. The EPP is hopeful that these efforts to foster stronger relationships between the EPP and completers will result in greater participation in the AAC and will yield impactful data for programmatic improvements.

Despite obstacles in collecting collector data, the EPP has data to support the fact that exiting candidates have been successful in completing their licensure requirements (passage of content Praxis tests and completion of other assessment requirements needed to obtain licensure). Praxis passage rate data are located on the EPP website.

**CAEP: Areas for Improvement (ADV)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP does not demonstrate a fully functioning quality assurance system based on multiple measures that meet CAEP sufficiency. (component A.5.1)**

Rationale from the Accreditation Action Report: Some EPP-created instruments used are not CAEP- sufficient; validation studies are pending; inter-rater reliability training was not in place.

The advanced program began accepting candidates in spring of 2017. The program has achieved national recognition from the specialized organization (ELCC) and completed a full CAEP review with full accreditation (Accreditation Action Report May 2022). Since the CAEP visit, two faculty members were reassigned so that they work full-time in the advanced program. This will allow a greater focus on accreditation requirements in a highly successful program with strong enrollments. Quality assurance measures were already in place or planned, but there was no Quality Assurance Manual (QAM) to centralize the information about the quality assurance system and to make it easy to follow. A QAM addressing CAEP requirements for quality assurance was rolled out by the program in the Fall semester of 2022. The QAM is a living document and is continually updated as needed by the Assessment Coordinator. Changes are made in the manual as a result of information gathered or changes made through departmental meetings, assessment committee meetings, external stakeholder input, and/or policy updates. The QAM covers the initial and the advanced levels and will be released annually by the Assessment Coordinator at each level. Based on a conversation with our CAEP liaison, we can prioritize all of the work that needs to be completed. The advanced Assessment Coordinator drafted a priority list that was shared with the MEIL Assessment Committee, the MEIL Advisory Council, and the MEIL Alumni Advisory Group. Changes were made as needed, based on the feedback from the various groups. The advanced Assessment Coordinator keeps the priority list and collaborates monthly with the MEIL Assessment Committee to track progress, make changes, ensure compliance, etc. Evidence of this can be found in MEIL Assessment Committee Meeting Agendas and Minutes. Meetings for this academic year were held on the following dates: 10/29/2022, 10/27/2022, 12/8/2022, 2/8/2023, 3/1/2028, and 4/5/2023.

The advanced program has been unable to locate proprietary instruments outside of the ETS developed Praxis test (5412),



required by the state licensing agency. Therefore, the remaining assessments required by CAEP were developed by the program. All new assessments were created to meet CAEP sufficiency requirements. The point in the program where each assessment is administered is set and scheduled. All candidates participate in all assessments. EPP created assessments note the purpose of the assessment and students are required to meet standards on the assessment to progress through the program. Assessments also include detailed instructions, including alignment with the NELP standards for each assessment part. Students are given the criterion for success prior to at the beginning of the assessment project. Rubrics used for scoring the EPP created assessments use unambiguous language to describe the various levels of performance. Although new assessments were created with keeping the CAEP sufficient level in mind, the program will monitor compliance with CAEP sufficiency levels and seek ways to include attributes at the above sufficient level.

New pilot assessments (NELP aligned) were rolled out during the 2021/22 academic year. The pilot year resulted in feedback indicating that significant changes were needed to the assessments. In prioritizing needs of the program related to CAEP Standard Five, the program first adopted new program learning outcomes. The priority plan also included development and implementation of new assessments in 600, 610, 620, 630, and 640. As of this writing, the assessment for 610 was implemented in the fall semester and the results are working their way through the internal channels. Preliminary evidence indicates that there will not need to be significant changes to that assessment. The 620 (NELP BL 620 Assessment 5 – Supporting Effective P-12 Student Learning Environments) assessment is currently underway in the second spring semester. The 640 (Assessment #3: DBDM for School Improvement) assessment will be delivered in summer 2023. Based on required revisions to these assessments, the reliability and validity studies are still in progress. In keeping with the programs priority list, a calendar was created to designate which assessments would go through which protocols at various points.

Schedule for Validity and Reliability Studies on new EPP created assessments in MEIL  
Assessment #3 in 640 – Validity Studies (VS): Fall 2023, Reliability Studies (RS): Summer 2023  
Assessment #4 in 630 – VS: Fall 2023, RS: Spring 2024  
Assessment #5 in 620 – VS: Spring 2023, RS: Spring 2023  
Assessment #6 in 610 – VS: Fall 2024, RS: Fall 2024

The program piloted a Content Validity study for the newly designed EDUC 620 assessment. The pilot study went through the MEIL Alumni Advisory Group with 5 participants. Feedback was taken on the set-up, instructions, training, and content of the survey. No significant changes were recommended by the group. The MEIL Advisory Council will serve as the main participant group for the actual Content Validity studies. They were trained for the study on 4/12/2023. The survey will be disseminated to participants by the end of the spring semester.

Also in the spring semester, the two instructors of EDUC 620 will double score a random sample of 10% of Assessment 5. Prior to the semester, the two instructors reviewed the assessment, directions, and scoring criteria to ensure even understanding of assessment requirements and scoring. As this is the first Reliability study, the two instructors will take notes on changes (if needed) to this process. Results of process and actual results will be shared with the MEIL Assessment Committee and other groups, as needed.

#### **CAEP: Areas for Improvement (ADV)**

5 Provider Quality Assurance and Continuous Improvement

**The EPP does not rely on relevant, verifiable, representative, cumulative, and actionable measures, and does not produce empirical evidence that interpretations of data that are valid and consistent. (component A.5.2)**

Rationale from the Accreditation Action Report: Instruments used are not CAEP-sufficient; validation studies are pending; inter-rater reliability training has not been done.

Please see the previous section for Area for Improvement for Component A.5.1 for additional detail about CAEP sufficiency requirements, validation studies, and inter-rater reliability. The advanced program officially started 6 years ago and was rolled out with the Educational Leadership Constituent Council (ELCC) standards as the designated specialty organization. The advanced program has ELCC national recognition through 2028. The new specialty organization NELP Building and District level standards have been implemented in all licensure classes and all assessments. Due to a dearth of proprietary assessments for leadership programs, new assessments were created by the program. Pilot assessments were implemented during the 2021-2022 academic year. After implementation, review and consideration, more changes than were anticipated were needed to the assessments. Plans for inter-rater reliability study and content validation studies were slowed by the need for assessment revision. Revised assessments are to be implemented this academic year in EDUC 620 (NELP BL 620 Assessment 5 – Supporting Effective P-12 Student Learning Environments) and EDUC 640 (Assessment #3: Data-Based Decision Making for School Improvement). A trial run of content validity was run on the EDUC 620 assessment with a formal content validity survey underway through the MEIL Advisory Council.

The program has prioritized the pieces necessary to ensure that data are relevant, verifiable, representative, cumulative, and actionable. By making annual progress, we will have everything in place to ensure that we provide empirical evidence that interpretations of data are valid and consistent through three cycles of data for the next CAEP visit. Please see the table (above) Schedule for Validity and Reliability Studies on new EPP created assessments in MEIL for additional detail on continuous improvement prior to the next scheduled CAEP visit in 2028.

**There is insufficient evidence that EPP demonstrates they systematically assess performance against its goals and relevant standards, tracks results over time, tests innovations. (component A.5.3)**

Rationale from the Accreditation Action Report: There was a lack of evidence regarding systematic formal review of evidence against program goals, tracking results over time and testing innovations.

The advanced program has a plan in place to systematically review program outcomes against program goals. With two faculty members dedicated to the program full-time, quality assurance and continuous improvement are at the forefront of program priorities. The assessment plan and system, started at program inception, are now stronger with an updated Quality Assurance Manual that includes specific plans and procedures for the assessment plan. Student performance is reviewed individually by the course instructor and at two points in the program by the Program Director. Student performance is reviewed collectively at the course (assessment) level, by the MEIL Assessment Coordinator, and by the MEIL Assessment Committee. An overview of performance is reviewed by the MEIL Alumni Advisory Group and the MEIL Advisory Council. At all levels, feedback is gathered related to student performance and assessment criteria. Feedback is reviewed and evaluated and changes to assessments are made as needed. In the previous academic year, there were many changes needed to EPP-created assessments based on feedback at the various levels. This year, feedback does not indicate major changes are needed. Student performance remains strong on EPP created assessments. There is a strong pass rate on the Praxis exam. Prior to the 2020-21 academic year, there was a 100% pass rate on the Praxis exam. In the next two years, 3 of 44 test takers did not pass the exam for a 93.2% pass rate. The program included a review of Praxis performance, to include performance on sub-categories within the test, on the priority list for next year. Student performance on items related to Climate/Cultural Leadership, Ethical Leadership, and Community Engagement Leadership outranked performance on items related to Strategic, Instructional, and Organizational Leadership.

The program participated in two internal, university level assessments of program performance. The advanced program was reviewed by a committee in the Graduate Studies Council (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.

Since program inception, the MEIL has participated in the university Academic Affairs assessment system. For this academic year, the program received all points possible (52/52 for a rating of "Distinguished") and this comment was made, "The MEIL is a showcase of assessment for other Graduate Programs at WVSU. It is recommend(ed) 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, significant progress was made with regard to the assessment plan. With input and feedback from the MEIL Assessment Committee and the MEIL Alumni Advisory Group, 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.

Results of student performance on the programmatic assessment housed in EDUC 610: Education Policy and Law were compared and are explained here as one example of student performance comparison and reporting. The Assessment Coordinator ran reports from LiveText from 2021 and 2022 semesters. In fall 2021, scores from 36 participants were report with all meeting or exceeding standards on rubrics aligned with both the building and district level NELP standards. 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. Discussions were made over inter-rater reliability and this is scheduled to occur on this assessment.

35.7% scored exceeds standard on component 2.1 in 2022: 13.9% in 2021.

25% scored exceeds standard on component 2.2 in 2022: 27.8% in 2021.

28.5% scored exceeds standard on component 2.3 in 2022: 27.8% in 2021.

35.7% scored exceeds standard on component 6.3 in 2022: 25% in 2021.

The results on standard components 2.1 and 6.3 are of particular interest with a twenty percentage point difference on the scores in component 2.1 from 2021 to 2022 and a ten percentage point difference on component 6.3. This illustrates the need for inter-rater reliability studies that are scheduled to be completed.

**(completion rate, licensure rate, employment rate), and tracking of places of employment and salaries. (component A.5.4)**

Rationale from the Accreditation Action Report: Evidence of systematic measures of employment rates were not provided.

The advanced program created an MEIL Assessment Plan priorities 2022-2023 list to begin to address items from the CAEP visit that need attention. Next year, the list will be updated to reflect new priorities for the upcoming year and to split the list into two sections – items that occur annually/regularly and items that are ongoing or imminent. On the current list are the following: completer outcomes/employment surveys. The Program Director maintains excellent communication with program participants and graduates and regularly updates stakeholders as to places of employment of graduates. The program has begun formally collecting this information in MEIL Assessment Committee meetings (monthly). After the hires are reported, salaries will be collected using public database websites such as OpenPayrolls. Additionally, the August meetings will be designated as a collection point for completer and licensure information for the previous academic year. Historically, we have completer rates that are well above the national and institutional average. The licensure rate is similarly high with only one candidate failing to pass the Praxis exam in 2020-2021 on the first try and two candidates in 2021-2022, thus delaying certification. The MEIL Assessment Committee will continue to monitor completion and licensure rates and report this information to stakeholders such as the MEIL Advisory Board and the MEIL Alumni Advisory Group for feedback.

In the past 2 years, 14 program completers have attained positions for which they were trained. The most recent reporting requirements include the following:

- High School Principal – estimated salary \$90,000
- High School Assistant Principal – estimated salary \$75,000
- Central Office Specialist – estimate salary \$65,000
- Elementary School Principal – estimated salary \$60,000
- Middle School Principal – estimated salary \$80,000

**CAEP: Areas for Improvement (ADV)**

**5 Provider Quality Assurance and Continuous Improvement**

**There is insufficient evidence that EPP demonstrates they include stakeholders in program evaluation and improvement, and identification of models of excellence. (component A.5.5)**

Rationale from the Accreditation Action Report: There was limited evidence that stakeholders are involved in systematic review of program data for improvement and identification of models of excellence.

The advanced program separated the external stakeholder group from the initial program in 2020-2021, the year of the CAEP visit, creating the MEIL Advisory Council. Members of the Advisory Council represent the program, schools and districts from across the state, representatives from administrator organizations, the state department of education, and program completers. The group includes former and current elementary school principals, current middle and high school administrators, central office administrators and superintendents, leadership from the WV Association of Secondary Schools Principals and their Elementary/Middle school counterpart group, and representatives from the WV Department of Education. In order to make the most of stakeholder involvement, a second group was created, the MEIL Alumni Advisory Group. This group consists of program completers, some of whom remain in the classroom while others have moved into leadership positions in local school districts. These groups meet regularly with the Alumni Group meeting more frequently in order to serve as a working group that helps hone material for presentation at the Advisory Council.

The MEIL Alumni Advisory Group held meetings on September 21, 2021, November 30, 2021, January 19, 2022, and March 23, 2022. Agendas, and minutes for these meetings are available. Action items include developing a description of group responsibilities, work related to CAEP Standard 4, input on how to meet NELP standards for the internship, and a review of assessment reports. During the 2021-22 academic year, the group held meetings on September 14, 2022, February 8, 2023, and April 19, 2023. Agenda items included input on proposed changes to the Program Learning Outcomes (PLOs), a trial run of Content Validity, studies, and ideas for recruitment, particularly of students from diverse backgrounds. One change based on input from this group is evident in minutes from the September 2022 meeting in which the group voted to add something related to “attracts and retains quality staff” to the PLOs. The Advisory Council held meetings on August 24, 2021, September 28, 2021, November 1, 2021, February 23, 2022, and on April 20, 2022 during the previous academic year. During the current academic year, the Advisory Council met on April 20, 2023. Agenda items were similar to those with the alumni group. Since the departmental split of advisory groups, effective fall of 2021 and at the direction of the department chair, the program has developed two active and functioning advisory groups to participate in data driven decision making and provide input on continuous improvement.

The requirement to identify models of excellence is not found in the new advanced level standards. Still, as a requirement of our previous visit and resulting AFI, we seek out models of excellence in leadership programs. A member of the program has made application to volunteer as a reviewer for the National Educational Leadership Preparation Specialized Professional Association (SPA) program review process. If accepted as a reviewer, additional training through the National Policy Board for Educational Administration will benefit the program through review of other programs. Two professors who teach part-time in the advanced program, one who is the initial Assessment Coordinator, have completed CAEP training and began serving as CAEP reviewers during this academic year. All are members of the MEIL Assessment Committee where discussions are made about how to gather evidence for continuous improvement through program evaluation and identification of models of excellence.



## Section 6. EPP's Continuous Improvement & Progress on (advanced level) Phase-in Plans and (initial-level) Transition Plans

Please share any continuous improvement initiatives at the EPP, AND (if applicable) provide CAEP with an update on the EPP's progress on its advanced level phase-in plans and/or initial level transition plans.

### 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 two major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

#### Initial Level

During the Summer/Fall of 2021, the EPP devised a list of items for revision during upcoming semesters. These identified needs have served as ongoing projects for the EPP (see attached document for a detailed list of concluded/ongoing/future projects). One primary goal was the modification of assessments with an emphasis being placed upon the acquisition of proprietary instruments. The Educational Disposition Assessment (EDA) was formally adopted in the Fall of 2021 to collect dispositional data from both candidates and their supervisors/instructors at four different points within a candidate's program of study. In addition to the adoption of new PLOs which mirror the InTASC standards, the EPP has undertaken long-term piloting of several new assessments which has continued through Spring 2023. The CAPT and SCOPE assessments make use of the Danielson Framework for Teaching to assess candidates to plan/teach/assess/reflect at several points across the program. (See the attached documentation for copies of the new assessments along with their guidance documents created to assist candidates). The RTO/RTE are instruments utilized for collecting data during field placements. The RTO and RTE assessments make use of the same criteria utilized within WV public schools to assess teacher performance in the P12 classroom. (See attached document for programmatic data collection for F21-Sp22. Note: these were the older editions of the assessments).

The EPP continues to conduct weekly CAEP meetings in which data assessment and programmatic reflection topics are often revisited. (A sampling of meeting agendas/minutes are attached).

Additional activities undertaken during Fall 2022-Spring 2023 have included: 1. The drafting of a survey to ascertain current/future hiring needs in our stakeholder districts, 2. The completion of guidance documents for the CAPT and SCOPE to aid candidates and supervisors, 3. Completion of two surveys to measure stakeholder input from members of the Teacher Residency Partnership, and 4. Collaborative dialog with content specialists about the selection of courses for respective programs of study. The courses would serve as monitoring points for GPA data collection which would serve as an early measure of content knowledge (and would be in addition to Praxis II content scores collected during the last semester of study).

Beginning in Fall 2022, the university has offered to cover the costs of providing ten completers with a stipend, as well as three free continuing education credit hours in lieu of their participation in AAC activities which would serve as a solid source of standard 4 data. This project is ongoing but there was a slight increase in participation as compared to previous semesters. (Documentation related to the AAC is attached within Section 4 of the CAEP Annual Report).

#### Advanced Level

The advanced program began accepting candidates in the spring semester of 2017. The program has achieved national recognition from the specialized organization (ELCC) and completed a full CAEP review with full accreditation (Accreditation Action Report issued May 2022). Quality assurance measures were already in place or planned, but there was no Quality Assurance Manual to centralize the information about the quality assurance system and to make it easy to follow. A Quality Assurance Manual addressing CAEP requirements for quality assurance was rolled out by the programs for the 2022-2023 academic year.

The Quality Assurance Manual is a living document and is continually updated as needed by the Assessment Coordinators at both the initial and advanced levels. Changes are made in the manual as a result of information gathered or changes made through departmental meetings, assessment committee meetings, external stakeholder input, and/or policy updates. The Quality Assurance Manual covers the initial and the advanced levels and will be released annually by the Assessment Coordinator at each level. Based on a conversation with our CAEP liaison, we understand that we can prioritize all of the work that needs to be completed. The advanced Assessment Coordinator drafted a priority list that was shared with the MEIL Assessment Committee, the MEIL Advisory Council, and the MEIL Alumni Advisory Group. Changes were made as needed, based on the feedback from the various groups. The advanced Assessment Coordinator keeps the priority list and collaborates monthly with the MEIL Assessment Committee to track progress, make changes, ensure compliance, etc. Evidence of this can be found in MEIL Assessment Committee Meeting Agendas and Minutes attached.

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: "...it is clear that this program is in compliance and exceeds compliance standards when compared nationally to their like programs..."

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

The advanced program separated the external stakeholder group from the initial program in 2020-2021, the year of the CAEP visit,

creating the MEIL Advisory Council. Members of the Advisory Council represent the program, schools and districts from across the state, representatives from administrator organizations, the state department of education, and program completers. The group includes former and current elementary school principals, current middle and high school administrators, central office administrators and superintendents, leadership from the WV Association of Secondary Schools Principals and their Elementary/Middle school counterpart group, and representatives from the WV Department of Education. In order to make the most of stakeholder involvement, a second group was created, the MEIL Alumni Advisory Group. This group consists of program completers, some of whom remain in the classroom while others have moved into leadership positions in local school districts. These groups meet regularly with the Alumni Group meeting more frequently in order to serve as a working group that helps hone material for presentation at the Advisory Council.

Results of student performance on the programmatic assessment housed in EDUC 610: Education Policy and Law were compared and are explained here as one example of student performance comparison and reporting. The Assessment Coordinator ran reports from LiveText from 2021 and 2022 semesters. In fall 2021, scores from 36 participants were reported with all meeting or exceeding standards on rubrics aligned with both the building and district level NELP standards. 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. Discussions were made over inter-rater reliability and this is scheduled to occur on this assessment.

35.7% scored exceeds standard on component 2.1 in 2022: 13.9% in 2021.

25% scored exceeds standard on component 2.2 in 2022: 27.8% in 2021.

28.5% scored exceeds standard on component 2.3 in 2022: 27.8% in 2021.

35.7% scored exceeds standard on component 6.3 in 2022: 25% in 2021.







The results on standard components 2.1 and 6.3 are of particular interest with a twenty percentage point difference on the scores in component 2.1 from 2021 to 2022 and a ten percentage point difference on component 6.3. This illustrates the need for inter-rater reliability studies that are scheduled to be completed.

## 6.1.2 Optional Comments

none

**A.1.1 Candidate Knowledge, Skills, and Professional Dispositions**  
**A.5.1 Quality and Strategic Evaluation**  
**A.5.2 Quality and Strategic Evaluation**  
**R1.1 The Learner and Learning**  
**R1.2 Content**  
**R1.3 Instructional Practice**  
**R3.2 Monitoring and Supporting Candidate Progression**  
**R5.1 Quality Assurance System**  
**R5.2 Data Quality**  
**R5.3 Stakeholder Involvement**  
**R5.4 Continuous Improvement**

**Upload data results or documentation of progress on phase-in/transition plans if applicable (This is optional and for the EPP's records as it prepares for the next CAEP review).**

-  [MEIL\\_Assessment\\_Committee\\_Minutes\\_202122.pdf](#)
-  [Advanced\\_Program\\_LiveText\\_Reports\\_20212022.pdf](#)
-  [Overview\\_of\\_Initial\\_Level\\_Programmatic\\_Revisions\\_rev\\_spring\\_2023.docx](#)
-  [initial\\_level\\_combined\\_new\\_assessments.pdf](#)
-  [Initial\\_level\\_combined\\_programmatic\\_data\\_f21\\_sp22\\_.pdf](#)
-  [Sampling\\_of\\_initial\\_level\\_CAEP\\_meeting\\_materials\(1\).pdf](#)

## Section 8: Feedback for CAEP & Report Preparer's Authorization

**8.1 . [OPTIONAL] Just as CAEP asks EPPs to reflect on their work towards continuous improvement, CAEP endeavors to improve its own practices. To this end, CAEP asks for the following information to identify areas of priority in assisting EPPs.**

8.1 Questions: Does the EPP have any questions about CAEP Standards, CAEP sufficiency criteria, or the CAEP accreditation process generally?

Our EPP would be interested in additional training on CAEP sufficiency criteria, methods for establishing Interrater reliability and validity of assessment.

**8.2 Preparer's authorization.** *By checking the box below, I indicate that I am authorized by the EPP to complete the 2023 EPP Annual Report, and that the details provided in this report and linked webpages are up to date and accurate at the time of submission..*

**I am authorized to complete this report.**

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**Secondary Contact Person for Annual Report Feedback***(Notification of Annual Report Feedback will be sent to the report preparer and the secondary contact person listed to ensure receipt of feedback in the event of EPP turnover.)*

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**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.**

See [CAEP Accreditation Policy](#)

**Acknowledge**