

# 2018 EPP Annual Report

<b>CAEP ID:</b>	12072	<b>AACTE SID:</b>	9950
<b>Institution:</b>	Wheeling Jesuit University		
<b>Unit:</b>	Teacher Preparation		

## Section 1. AIMS 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"/>

## 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 2016-2017 ?

Enter a numeric value for each textbox.

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

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.)<sup>2</sup>

Total number of program completers 63

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

<sup>2</sup> 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 2016-2017 academic year?

3.1 Changes in the established mission or objectives of the institution/organization or the EPP  
No Change / Not Applicable

3.2 Any change in the legal status, form of control, or ownership of the EPP.  
No Change / Not Applicable

3.3 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited  
No Change / Not Applicable

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  
No Change / Not Applicable

3.5 A contract with other providers for direct instructional services, including any teach-out agreements  
No Change / Not Applicable

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

3.6 Change in regional accreditation status

No Change / Not Applicable

3.7 Change in state program approval

No Change / Not Applicable

## 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.wju.edu/academics/ped/default.html>

**Description of data accessible via link:** All required data for Outcome Measures for Annual Reporting Measures five, six, seven, and eight are included on the provided link. Impact Measure data have not yet been collected. This collection will begin at the end of the Spring 2018 semester for measures three and four and in the Fall 2018 semester for measures one and two.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Advanced-Level Programs			<input type="checkbox"/>	<input 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?

Impact Measures aligning to CAEP Standard 4 will begin to be collected in the Spring 2018 (measures one and two) and the Fall 2018 (measures three and four). Initial and advanced level data will be collected where applicable to the corresponding standards. Outcome Measures aligning to CAEP Standard 5 are provided at the link included in this report. This link is displayed on the EPP's university website so it is readily available to all stakeholders. Across both the initial and the advanced programs, data demonstrates that those admitted to the program are likely to become program completers who are able to meet licensing requirements for their appropriate teaching (initial level) and administrative fields (advanced level). This is supported by strong pass rates on the Praxis I CASE test, used for admission to program, the Praxis II content tests, and the Praxis II Principles of Teaching and Learning test that must be successfully completed in order to receive licensure. A data review of the number of attempts required for passing scores on all licensure exams led to the addition of an Algebra and Problem Solving course for elementary education majors in the Summer of 2017. This course was added to assist elementary education majors who struggled with the math portion of the Praxis I: CASE test required for admission to the Professional Education program. No other patterns or trends were identified during the 2016-2017 year that impacted curriculum for the EPP's professional education program. All data

related to the Professional Education program are shared with faculty within the program as well as with content area chairpersons within the university. Beginning in Spring 2017, an advisory group of Professional Education stakeholders will begin to meet at least once per semester to review assessment and other programmatic data and policies. This group will assist in decision making for the Professional Education program.

## 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.

## 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?

During the 2016-2017 reporting year, the EPP completed its annual review of data regarding licensure examinations. The faculty reviewed data for all licensure examinations across programmatic levels and content area. One area of noted concern existed in the data for the Praxis I: Core Academic Skills for Educators (CASE) assessment. This assessment is required for admission to the Wheeling Jesuit University Professional Education program. This is also a requirement of the State of West Virginia for teacher candidates who are entering professional education programs. The Praxis I test is comprised of three parts including Reading, Writing, and Mathematics. In the review, the EPP noted that elementary education candidates struggled to meet the passing score for the mathematics portion of the Praxis I test at a higher rate than other content areas. For this reason, a course in Algebra and Problem Solving for Elementary Education was added to the curriculum in the Summer of 2017 with the goal of improving candidate mathematics skills as aligned to the standards for the Praxis I mathematics test. Data are now being tracked to determine the impact of the course on candidate performance. At the end of the 2017-2018 academic year, data will be reviewed to determine the success of the intervention and to formulate any further improvements that may need to be implemented regarding the Praxis I mathematics examination.

In addition to data review, the EPP, in 2017, began a review of the CAEP standards and looks to expanding the scope of stakeholders who participate in the quality assurance system for the Professional Education program at both the initial and the

advanced levels.

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

3.2 Sets selective admission requirements

Upload data results or documentation of data-driven changes.

 PED\_Praxis\_HLC\_3.22.18.pdf

6.2 Would the provider be willing to share highlights, new initiatives, assessments, research, scholarship, or service 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 made on addressing those gaps. This is an opportunity to share the EPP's assessment of its evidence. It may help to use 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 fully prepared by your CAEP site visit in the text box below and tag the standard or component to which the text applies.

The EPP has formed a team of stakeholders to review the CAEP standards to ensure that all facets will be met in the upcoming Self-Study Report and On-site Visit at both the initial and advanced levels. Identified areas for review are the establishment of validity and reliability of EPP-created assessment instruments, the aggregation of data across assessments and the disaggregation of data by licensure areas, the writing and submission of the SPA reports for initial and advanced licensure areas, the implementation of a plan for meeting all facets of Standard Four in regard to program completers at both the initial and advanced levels, and a broadening of stakeholders involved in the EPP's quality assurance system. The EPP began this review in the Spring 2018 semester and will continue to work toward ongoing achievement of the CAEP standards moving forward.

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  
1.4 All P-12 students afforded access to college- and career-ready standards.  
1.5 Model and apply technology standards  
4.1 Completer impact on student growth and learning  
4.2 Completer effectiveness via observations and/or student surveys  
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.1.1 Candidate Knowledge, Skills, and Professional Dispositions  
A.1.2 Professional Responsibilities  
A.4.1 Satisfaction of Employers  
A.4.2 Satisfaction of Completers  
A.5.1 Quality and Strategic Evaluation  
A.5.2 Quality and Strategic 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.

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## 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 2018 EPP Annual Report.*

I am authorized to complete this report.

### Report Preparer's Information

Name: **Dr. Dianna Vargo**

Position: **Director of Graduate Education and Accelerated Certification for Teaching Programs**

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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.

### 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 visits.
2. Review and analyze stipulations and any AFIs submitted with evidence that they were addressed.
3. Monitor reports of substantive changes.
4. Collect headcount complete 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 visit 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