

A.3.3.ADD ADV Candidate Progress

Description

The EPP tracks candidate progress and works with candidates directly to remediate instances of incompleteness. Four cycles of data are provided, which shows the total number of students who were in the ADV program, passed the licensure test, finished the program coursework but had not passed the licensure test, placed or been placed on hold in the program, withdrew from the program, or were dismissed from the program.

Data on those who completed the program coursework but not passed (or even have not taken) the licensure test should not be viewed through the assumption that all candidates in the program intend to become a principal or assistant principal. While many do, the program does have many candidates who want to utilize the skills taught in the program in other leadership roles in their schools that do not require licensure such as a dean, grade-level chair, director of teacher development, etc. Information on test pass rates is provided in exhibit A.1.1.a Licensure Exam Data.

Marian University - Klipsch Educators College
Advanced Level Program: MAEL with Building Level Administrator Licensure

	Cohort 6 (2015-2017)	Cohort 7 (2016-2018)	Cohort 8 (2017-2019)	Cohort 9 (2018-2020)
Completers (passed licensure test)*	7	11	6	0
Finishers (finished ATLL program)	5	3	4	2
In Process - Current Candidates	0	0	1	2
Hold-Delayed (candidate choice)	5	0	0	1
Withdrawn (candidate choice)	1	0	1	1
Dismissed (institution decision)	0	0	0	1
TOTAL	18	14	12	7

*Licensure
test data as of
Jan 31, 2020

Analysis

- Enrollment in the ADV program has been steadily declining over the four cycles of data
- The outcomes for Cohort 6 were not strong in comparison to Cohorts 7 and 8 regarding percent passing the licensure test, not having passed the test, and being on hold
- At the time of this data collection, Cohort 9 was not yet eligible to sit for the licensure test
- Candidate withdrawals have been relatively consistent across the four cycles

Interpretation

The most noticeable trend in the data is the decline in enrollment in the ADV leadership program. Fewer candidates have been completing the ADV program, which may be a product of the competitive nature of educational leadership programs and the increasing number of candidates who come into the program already holding a master's degree. These candidates only take coursework required by the state to sit for the licensing exam.

The outcomes for Cohort 6 were also significantly different than those from the other cohorts with 6 candidates either on hold or withdrawn. Numbers from the other cohorts are more positive. Interestingly this is also the largest cohort of the four included here, which may account for some of the variance, but certainly not all. This is especially true considering that there were only 4 fewer candidates in Cohort 7, which has the best outcomes of all cohorts included in the data.

Withdrawals were mostly consistent across the cycles and in the case of "in process" candidates, some of those are candidates that came into a cohort late (say after the first semester) and are now still completing required coursework after their fellow cohort members were already finished.

Action

When the program administrators reviewed the data for Cohort 6 at the end of their program it was evident that something needed to change. After discussing the struggles the group encountered the decision was made to replace the thesis requirement with a capstone or thesis option. Faculty and candidates alike agreed that the burden of trying to complete the program evaluation course (which is research heavy), the internship (which includes a lot of work and writing), and a thesis was just too much for candidates over that last year. The capstone option, which still required candidates to intervene in their school and evaluate the effects of that intervention, was much easier to align with their internship activities. This meant that they have been able to utilize their internship work as an opportunity to intervene and evaluate rather than take on an entirely different study for a thesis. This programmatic change, as evidenced by the completion rates, has made a tremendous difference both in completion and students' ability to get more applicable practice in research methods.