

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted: December 15, 2020

Degree Program EDUCATION

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

1. Continuation of the program at the current level of activity;
2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);
3. Identification of the program for further development (for example, providing additional institutional commitment);
4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;
5. Discontinuation of the Program

Rationale for Recommendation:

Sharon L. Smith
Signature of person preparing report:

December 10, 2020
Date

Amanda McTeal
Signature of Dean

12/15/20
Date

[Signature]
Signature of Provost and Vice President for Academic Affairs:

01/06/2021
Date

[Signature]
Signature of President:

5/20/2021
Date

[Signature]
Signature of Chair, Board of Governors:

5/18/21
Date

Executive Summary for Accredited Programs
(not to be more than 2-3 pages)

Degree Program:	Bachelor of Arts in Education
College or School/Department:	School of Education, Health & Human Performance/Education
Chair/Program Coordinator	Sharon L. Smith
Accrediting Agency:	Council for the Accreditation of Educator Preparation (CAEP)
Agency Website:	www.caepnet.org
Date of Last Accreditation Visit:	October 14-15, 2018
Review Outcome:	Full National Accreditation
Date of Next Accreditation Review:	Fall 2025

- A. Provide a brief summary of significant findings from the most recent accreditation review. Include official letter of accreditation status.

The Council for the Accreditation of Educator Preparation (CAEP) national accreditation review found the Education program to be in full-compliance with all aspects examined. In addition, 11 of 14 teaching specializations received full national accreditation from their specialized professional associations.

Official letter of accreditation status is attached.

- B. Identify weaknesses or deficiencies from the most recent accreditation review and describe how these are being addressed.

No areas of weaknesses or deficiencies (Areas for Improvement or Stipulations) were cited by the reviewers.

- C. Provide five-year trend data on graduates and majors enrolled (Data will be provided by the Director of Institutional Research and Effectiveness).

			HEPC Series 10		
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.		
2019-20	222	42			
2018-19	228	45			
2017-18	222	48	Average of Five Most Recent Years		
2016-17	226	37	Degree Level	*Enrollment	**Degree Awarded
2015-16	170	44	Baccalaureate	213.60	43.20
5-YR AVG	213.60	43.20	Masters	N/A	N/A
* Official fall end of term headcount					
** IPEDS Graduation data (July 1 - June 30)					

D. Summary of assessment model and how results are used for program improvement (A full Assessment Report is in TaskStream and can be downloaded or viewed by academic year for summation).

The assessment model is based on the CAEP National Standards for Teacher Certification. According to these standards, teacher candidates must demonstrate proficient knowledge, skills, and dispositions appropriate to their professional field of specialization. Throughout the Education program, candidate progress is monitored through five key assessments: 30-hr field experience assessment, 75-hr field experience assessment, student teaching assessment, Action Research Project, and candidate dispositions (monitored in both selected courses and field experiences). To provide data on candidates' content knowledge, grade point averages (GPA) are calculated three separate ways: overall GPA, field of study GPA, and Education GPA. All assessments noted above are recorded in TaskStream, then analyzed and interpreted during dedicated assessment days each semester. Based on the findings, any needed program improvements are identified and implemented the following semester.

The Education program maintains a quality assurance system comprised of valid data evaluated from multiple assessments, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The Education program follows a continuous improvement cycle which includes collecting and evaluating candidate and completer data each semester and using the data to improve/enhance program components where appropriate. For example: based upon the low number of candidates being able to pass the Praxis Core Reading and Writing tests, support courses were implemented for both of these subject areas.

E. Provide data on student placement (e.g., number of students employed in positions related to the field of study or pursuing advanced degrees).

Semester	# Grads	% Employed in Education	Employed Fulltime Educator		Employed Substitute Educator		Full Time Grad Student	Full Time Outside Education	Other	Unknown
			WV	Other	WV	Other	WV			
F 2015	28	75%	20		1			1		6
S 2016	22	55%	12					2		8
F 2016	19	68%	11	1	1			2		4
S 2017	25	80%	18		2					5
F 2017	22	86%	15	3	1			2		1
S 2018	31	90%	22	1	3		2	2		1
F 2018	12	100%	11		1					
S 2019	38	95%	27	2	4		3		2	
F 2019	14	79%	4		6		1		1	2
S 2020	32	69%	19	1	1	1		3	1	6

F. Attach the most recent accreditation or reaffirmation report and a copy of the letter containing the conferral of accreditation to the executive summary.

May 29, 2019

Dr. Mirra M. Martin
President
Fairmont State University
222 Hardway Bldg.
1201 Locust Avenue
Fairmont, WV 26554

Dear Dr. Martin:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met on April 29, 2019, and I am pleased to inform you that the following accreditation status has been granted:

The Teacher Education at Fairmont State University is granted **Accreditation** at the initial-licensure level and the advanced-level as described in the Accreditation Action Report.

Included with this letter are two subsequent documents:

- 1) The Accreditation Action Report provides details of the accreditation status.
- 2) Information for EPPs Granted Accreditation provides further information on the Council's decision process and provider responsibilities during the accreditation term.

Congratulations on your accreditation achievement. I appreciate your commitment to excellence in educator preparation accreditation.

Sincerely yours,



Christopher A. Koch, Ed.D.
President

Enclosures: Accreditation Action Report, Certificate of Accreditation (sent to provider leadership), and Information on CAEP Accreditation

cc: Dr. Amanda Metcalf, Teacher Education
Dr. G. H. Budd Sapp, Teacher Education
Dr. Robert Hagerman;
Dr. Corley Dennison III, Higher Education Policy Commission;
Dr. Keri L. Ferro, West Virginia Department of Education;
Dr. Ronald B. Childress, Marshall University;

ACCREDITATION ACTION REPORT

Fairmont State University
Fairmont, West Virginia

April 2019

*This is the official record of the Educator Preparation Provider's accreditation status.
The Educator Preparation Provider should retain this document for at least two accreditation cycles.*

ACCREDITATION DECISION

Accreditation is granted at the initial-licensure level. This Accreditation status is effective between Spring 2019 and Spring 2026. The next site visit will take place in Fall 2025.

Accreditation is granted at the advanced-level. This Accreditation status is effective between Spring 2019 and Spring 2026. The next site visit will take place in Fall 2025.

SUMMARY OF STANDARDS

CAEP STANDARDS	INITIAL LEVEL	ADVANCED LEVEL
STANDARD 1/A.1: Content and Pedagogical Knowledge	Met	Met
STANDARD 2/A.2: Clinical Partnerships and Practice	Met	Met
STANDARD 3/A.3: Candidate Quality, Recruitment, And Selectivity	Met	Met
STANDARD 4/A.4: Program Impact	Met	Met
STANDARD 5/A.5: Provider Quality Assurance and Continuous Improvement	Met	Met

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: None

Stipulations: None

AREA(S) FOR IMPROVEMENT OR WEAKNESS(ES) from previous legacy accreditor review (NCATE or TEAC)

Removed:

Area for Improvement or Weakness	Rationale
1. [NCATE STD 4] Candidates have limited opportunities to interact with diverse peers. [Both]	1. Does not align with CAEP standards.
2. [NCATE STD 4] Candidates have limited opportunities to interact with diverse faculty. [Both]	2. Does not align with CAEP standards.