

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation

Degree Program B.A. in Education Date Submitted February 1, 2026

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. Identification of the program for further development and/or expansion due to demand (e.g., providing additional institution commitment), with or without action.
- 2. Continuation of the program at the current level of activity; with or without action.
- 3. Continuation of program at a reduced level of activity (e.g., restructuring curriculum, reduce credit hours, merge programs, share courses, share faculty, develop a joint program with another institution) or other corrective actions.
- 4. Discontinuation of the Program (review for potential sunset)

Rationale for Recommendation: Review committee recommendations are on point--review these points and create an action plan for each. Develop strategic goals for addressing and improving recruitment and connection with employers and graduates. Address the two CAEP AFIs. In collaboration with academic administration and the Enrollment Management Division, develop an enrollment plan that identifies student enrollment segments and market measures and targets for each segment. In collaboration with CMCS, develop a program marketing plan. Identify strategies to address the increasing labor market challenges in public education with clearly defined and measurable goals. Address fluctuations in external financial support.

Toni M. Poling
Signature of person preparing report:

February 1, 2026
Date

Amanda Metcalf
Signature of Dean

February 1, 2026
Date

Alvin Jordan
Signature of Provost and Vice President for Academic Affairs:

5/18/2026
Date

[Signature]
Signature of President:

6/10/26
Date

[Signature]
Signature of Chair, Board of Governors:

6/28/2026
Date



Fairmont State University
Board of Governors

Board Action Item Approval

Date: 6/25/2026

Action Item: Approval of the Program Review for BA in Education with Special Accreditation

1. Approve above action item as presented.

2. Approve above action with the following stipulation:

3. Table the above action item until _____
(next Board of Governors' meeting)

mlt
FSU President

6/25/26
Date

[Signature]
FSU Board of Governors' Chair

6/25/2026
Date

Executive Summary for Accredited Programs

(not to be more than 2-3 pages)

Degree Program:	B.A. in Education
College:	College of Education, Health & Human Performance
Department:	Education
Department Chair:	Toni Poling
Name of Person Completing Self-Study	Toni Poling
Accrediting Agency:	Council for the Accreditation of Educator Preparation (CAEP)
Agency Website:	https://caepnet.org/
Date of Most Recent Accreditation Visit:	November 12-14, 2025
Review Outcome:	Accredited
Date of Next Accreditation Review:	November 2032

Part 1 - Accreditation Review Documentation

- Accreditation Reports & Letters** – Attach the most recent accreditation or reaffirmation report, along with the official letter conferring accreditation.

- [CAEP Official Letter of Accreditation Status](#)
- [CAEP Accreditation Action Report](#)
- [CAEP Self-Study Report](#)

- Summary of Findings** – Provide a concise overview of the significant findings from the most recent accreditation review, including accreditation status.

The Education Department and all teacher education programs underwent a Council for the Accreditation of Educator Preparation (CAEP) virtual site visit on November 12–14, 2025. Based on the verbal report provided during the post-site visit debriefing, Fairmont State University received no Areas for Improvement (AFIs) and no stipulations for any initial preparation program within the B.A. in Education major.

At the exit meeting, the site visit team lead expressed the team’s intention to recommend full accreditation for the University’s teacher education programs. Following the submission of the final site visit report, the CAEP Accreditation Council will meet in April 2026 to affirm or deny accreditation based on the institution’s compliance with CAEP standards. Upon receipt of CAEP’s final report, a copy will be forwarded to the Program Review Committee.

- Weaknesses & Corrective Actions** – Identify any weaknesses or deficiencies noted in the accreditation review and explain how these are currently being addressed.

The finalized accreditation report from CAEP will be unavailable until after the CAEP Accreditation Council meets in April 2026 to finalize site visit findings and issue official accreditation status. However, during the post-site visit debriefing, the site visit team lead indicated there were no Areas for Improvement (AFIs) or Stipulations and no corrective actions were required for the B. A. in Education program.

Part 2 – Program Assessment, Outcomes, and Trend Analysis

- **Assessment Model & Program Improvement:** Provide a summary of the program’s assessment model, including evidence of the current assessment cycle(s) as outlined in the program’s assessment plan. Describe how assessment results are analyzed and used for continuous program improvement (e.g., curriculum adjustments, resource allocation, faculty development, or student learning outcomes) OR point to where this is in the program’s self-study report

The Education Department’s CAEP accreditation cycle is a seven-year process centered on continuous improvement. The process includes developing a comprehensive Self-Study Report (SSR) that documents evidence of meeting CAEP quality standards, followed by an external peer review through a virtual or on-site visit. The cycle concludes with a CAEP Council decision and ongoing monitoring through Annual Accreditation Reports, which address any deficiencies or stipulations prior to the next review cycle.

The key phases of the CAEP accreditation cycle include:

1. **Preparation and Self-Study (Ongoing):** The Educator Preparation Provider (EPP) continuously collects and analyzes data over multiple years to inform its SSR, aligning its practices with CAEP Standards and incorporating three cycles of data analysis.
2. **SSR Submission:** The completed SSR, documenting program quality and continuous improvement efforts, is submitted for formal review.
3. **Accreditation Review:**
 - **Peer Review:** A team of trained reviewers evaluates the SSR.
 - **Site Visit:** An on-site or virtual visit is conducted to verify evidence and engage with stakeholders, including faculty and candidates.
4. **Council Review and Decision:** The CAEP Accreditation Council reviews the SSR and site visit report and renders a decision of full accreditation, accreditation with stipulations (two years), or probationary accreditation.
5. **Annual Reporting and Monitoring:** The EPP submits Annual Accreditation Reports demonstrating continued compliance and progress on any identified AFIs.
6. **Next Cycle:** The process repeats every seven years, reinforcing ongoing quality assurance and preparation for the next SSR.

This cycle ensures that educator candidates are well prepared, with a strong emphasis on P12 student learning and data-driven program improvement. Following the Council’s final decision in April 2026, a copy of the accreditation report, including detailed analyses of the three required data cycles, will be provided.

In addition to CAEP requirements, the Education Department conducts ongoing assessment activities on an annual or biannual basis to support continuous programmatic improvement. These measures include:

- Dispositional data collected at program admission and subsequent programmatic gateways;
- Student Teaching Assessments evaluating candidate performance during capstone clinical experiences;
- GPA, Praxis scores, and additional clinical experience data collected by the Coordinator of Teacher Certification and Data Management; and
- West Virginia Teacher Performance Assessment (WVTPA) data.

These data are systematically collected, analyzed by program faculty, and shared with internal and external stakeholders in accordance with West Virginia Department of Education (WVDE) policy. Faculty use the results to inform curricular revisions, update clinical experience documentation, and plan professional development for faculty and P-12 partners.

Content-area faculty from outside the College of Education, Health and Human Performance are engaged in the review of assessment data through two primary venues: monthly Co-Construction, Continuous Improvement, and Collaboration (C3) meetings and biannual Educator Preparation Program Advisory Council (EPPAC) meetings.

C3 meetings provide a collaborative forum for education faculty and content-area faculty across campus to identify areas for improvement based on assessment data. For example, WVTPA results indicated that candidates were experiencing challenges with questioning strategies during P12 clinical experiences. In response, the C3 group collaboratively developed instructional adjustments, including explicit modeling, revised lesson plan expectations, and enhanced feedback, to strengthen candidate performance in this area.

EPPAC meetings, mandated by WVDE policy and held each semester, include internal stakeholders (education and content-area faculty) and external stakeholders (WVDE representatives, community members, and P12 faculty and administrators from Professional Development School partners). Assessment data are reviewed and discussed to promote transparency and collaboratively strengthen teacher preparation programs aligned with stakeholder needs.

- **Attach Trend Data** – Include the five-year program trend data (provided by the Office of Institutional Effectiveness) as an appendix or supporting documentation in your program review materials.

- [Five-Year Program Trend Data \(Office of Institutional Effectiveness\)](#)
- [Education Program Financial Health Data Sheets](#)
- [EAB Market Trends](#)
- [EAB Assessment of the B.A. in Elementary Education](#)

- **Contextual Narrative** – Provide a concise narrative summary that explains and contextualizes the trend data, addressing the following areas (2-3 pages maximum):

- **External Demand** – Analyze trends in student recruitment, on-time graduation rates, and job placement outcomes, with emphasis on employment providing a living wage.

During the 2024–2025 academic year, the EPP updated its recruitment goals to include the following commitments:

- Actively recruiting students from historically underrepresented groups, including Pell Grant recipients, veterans, first-generation college students, and individuals from diverse racial, ethnic, and socioeconomic backgrounds;
- Ensuring knowledgeable faculty and staff representation at campus-wide recruiting events, with particular attention to high-need licensure areas;
- Engaging in outreach opportunities, such as county administrator meetings, PDS coordinator meetings, advisory board meetings, and cooperating teacher trainings, to communicate program offerings to key stakeholders;
- Collaborating with cross-campus partners to support content-area faculty in promoting secondary education programs and sustaining low-enrollment programs in high-need areas; and
- Recruiting candidates who demonstrate the capacity for success by meeting established program gateway criteria.

Evidence supporting progress toward these goals, including faculty participation in recruitment activities and diverse candidate engagement, was documented in the CAEP SSR and during the site visit.

The EAB Market Pulse Check ([EAB Assessment of the B.A. in Elementary Education](#)) identifies several strategies to increase enrollment, including:

- Streamlining program websites to improve access to decision-supporting information;
- Highlighting career pathways and outcomes for program graduates;
- Refining communication strategies to enhance prospective student engagement with faculty and staff;
- Promoting programs through alumni networks and current student testimonials; and
- Identifying opportunities to align program structures with the needs of adult and nontraditional learners.

Five-year trend data indicate fluctuations in graduation rates from 2020–2021 through 2024–2025, with the largest increase (20%) occurring between 2022–2023 and 2023–2024, followed by the largest decrease (26%) between 2023–2024 and 2024–2025. EAB’s labor market analysis characterizes public education as a challenging labor market with limited regional growth, despite increasing student interest.

It is also important to note that while other educator preparation programs statewide have reduced licensure offerings, Fairmont State University has remained committed to preparing candidates in specialty content and high-need areas, even when enrollment is limited. The WVDE estimates that approximately 1,500 classrooms in West Virginia currently lack a certified teacher; each graduate of the University’s teacher education programs represents a qualified professional prepared to serve in one of these classrooms.

- **Financial Health** – Review program-related financial indicators, including enrollment revenue, cost and revenue trends (course, tuition, program-level), and contribution margins (revenue minus cost).

Financial health data for the program, provided by the Office of Institutional Effectiveness, are included in Appendix B. The Financial Health Program Model indicates net program revenue of \$756,620, with \$646,907 in direct expenses, resulting in a program margin of \$109,714 (13%). The model reflects 74 course sections offered, with an average course fill of 13.08 students.

Founded as a Normal School, Fairmont State University has a longstanding mission centered on educator preparation. Preparing West Virginia teachers for West Virginia classrooms remains central to the University's identity and the work of the Education Department. While enrollment growth would further strengthen program margins, the Education Department remains steadfast in its commitment to preparing high-quality teachers in high-needs areas, even in low-enrollment programs. Each teacher candidate who completes a Fairmont State University education program represents an investment in West Virginia's future.

- **Supplemental Support** – Summarize any additional support the program receives, such as grant funding, in-kind contributions, or financial support from foundations.

The Education program receives several forms of support beyond institutional funding to help strengthen day-to-day operations. Over the past five years, the program has received funding from grants and financial support tied to state and institutional initiatives focused on educator preparation and clinical partnerships. These resources have supported staffing, program coordination, professional development, and student-focused activities.

The program also benefits from significant in-kind support through partnerships with P12 school districts. These contributions include clinical placement opportunities, mentoring and supervision provided by cooperating teachers and school leaders, shared professional development, and access to school-based resources that support field and clinical experiences. These partnerships are essential to the program's PDS model and provide benefits that go beyond direct funding.

Compliance with WV HEPC Series 10 Policy Regarding Program Review (§ 5.2)

Title	FY 25/26	FY 24/25	FY 23/24	FY 22/23	FY 21/22	TOTAL
TEP County Partnerships	\$ 10,000.00	\$ 17,500.00	\$ 35,050.00	\$ 22,500.00	\$ 37,500.00	\$ 122,550.00
TIR/CTR Partnerships	\$ 9,551.08	\$ 61,434.67	\$ 38,863.31	\$ 65,368.03	\$ 27,587.69	\$ 202,804.78
WVDE Teacher Prep Grant	\$ 18,600.00					\$ 18,600.00
WVDE Educator Prep Partnership		\$ 22,825.00				\$ 22,825.00
WVDE Residency Grant		\$ 28,000.00			\$ 12,000.00	\$ 40,000.00
WVDE Competitive Grant FY24			\$ 25,844.68			\$ 25,844.68
WVDE Competitive Grant FY22					\$ 22,206.00	\$ 22,206.00
OER Travel Grant	\$ 2,000.00					\$ 2,000.00
Global WV grant		\$ 7,000.00				\$ 7,000.00
WVHEPCV-STaR Instrumentation					\$ 15,000.73	\$ 15,000.73
	\$ 40,151.08	\$136,759.67	\$ 99,757.99	\$ 87,868.03	\$114,294.42	\$ 478,831.19
	FY 25/26	FY 24/25	FY 23/24	FY 22/23	FY 21/22	5-YEAR TOTAL
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	

CoEHHP Foundation Funds

Title	FY 25/26	FY 24/25	FY 23/24	FY 22/23	FY 21/22	TOTAL
CoEHHP Fund	\$ 25,253.00	\$ 4,564.18	\$ 15,312.28	\$ 5,913.13	\$ 3,540.06	\$ 54,582.65
Praxis Test Support Fund		\$ 3,868.68	\$ 7,000.00	\$ 25,000.00		\$ 35,868.68
	\$ 25,253.00	\$ 8,432.86	\$ 22,312.28	\$ 30,913.13	\$ 3,540.06	\$ 90,451.33
	FY 25/26	FY 24/25	FY 23/24	FY 22/23	FY 21/22	5-YEAR TOTAL
	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	



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May 8, 2026

Dr. Amanda Metcalf
Dean
Fairmont State University
352 Education Building 1201 Locust Avenue
Fairmont, West Virginia 26554

Dear Dr. Metcalf:

The Accreditation Council of the Council for the Accreditation of Educator Preparation (CAEP) met in April 2026, and I am pleased to inform you that the following accreditation status has been granted:

The educator preparation provider 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,

A handwritten signature in black ink that reads 'Christopher A. Koch'. The signature is written in a cursive, slightly slanted style.

Christopher A. Koch, Ed.D. President

Enclosures: Accreditation Action Report, Certificate of Accreditation (emailed to provider leadership), and Information for EPPs Granted Accreditation

cc:
Marcie Raol, CAEP Coordinator- Assistant Professor of Education, Fairmont State University;
Toni Poling, Education Department Chair; Assistant Professor of Education, Fairmont State University;
Jodi Oliveto, West Virginia Department of Education;
Teresa Bailey, West Virginia Department of Education;
Traci Gregory, West Virginia Department of Education