



Fairmont State University
Board of Governors

Board Action Item Approval

Date: 05/05/2022

Action Item: Approval of Master of Arts in Teaching Program Review

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)



FSU President

5/5/2022

Date



FSU Board of Governors' Chair

5/4/22

Date

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

Date Submitted: November 14, 2021

Degree Program: Master of Arts in Teaching (MAT)

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:

- X 1. Continuation of the program at the current level of activity, with or without specific action;
- 2. Continuation of program with at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action
- 3. Identification of the program for further development; or
- 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:

Affirm the recommendation of the Graduate Program Review Council. This is an externally accredited program that continues to meet high standards. Enrollment and graduation rates remain steady, and the program is responsive to community needs. We will continue to monitor and invest as opportunities arise.

Keisha Kibler

Signature of person preparing report:

Nov. 14, 2021

Date

Amanda Metcalf

Signature of Dean

11-14-21

Date

Devin Phillipin

Signature of Provost and Vice President for Academic Affairs:

3/10/22

Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

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

Degree Program:	Master of Arts in Teaching
College or School/Department:	College of Education, Health and Human Performance
Chair/Program Coordinator	Toni Poling/Dr. Keisha-Moraé Kibler
Accrediting Agency:	Council for the Accreditation of Educator Preparation (CAEP)
Agency Website:	www.caepnet.org
Date of Last Accreditation Visit:	Oct. 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 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 areas of study received full national accreditation from their specialized professional association.

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.

- 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.		
2020-21	22	3			
2019-20	20	7			
2018-19	18	3			
2017-18	27	7			
2016-17	24	6			
5-YR AVG	22.2	5.2			
			Average of Five Most Recent Years		
			Degree Level	*Enrollment	**Degree Awarded
			Masters	22.2	5.2
* Official fall end of term headcount					
** IPEDS Graduation data (July 1 - June 30)					

***Special Note:** In Fall 2020, Dr. Keisha Kibler, Assistant Professor of Education in the College of Education, Health and Human Performance, was appointed to the position of Program Coordinator of the Master of Arts in Teaching (MAT) graduate program. In Spring 2021, she worked alongside Dr. Amanda Metcalf, Dean of the College of Education, Health and Human Performance, to write a proposal to the West Virginia Board of Education. The purpose of this proposal was to remove some

of the program admission and program completion barriers for the MAT program. Specifically, completing both MAT program admission and degree program requirements as a full-time student could take 3 or more years. With more time needed to complete the required undergraduate coursework prior to entry into the MAT program, certification became less obtainable because it created a financial burden for students. Students were not eligible to receive graduate assistantships and financial aid while they were completing pre-admission undergraduate content coursework. The proposal requested the waiver of undergraduate content area courses currently required for program admission and state certification (as outlined in Policy 5100, 6.6.b.3.A) for those candidates who have a bachelor's degree in one of the MAT content areas AND a passing score on the required Praxis II content area exam (also a teacher certification requirement in West Virginia). On May 12, 2021, the West Virginia Board of Education approved the waiver. This was one step towards removing the barriers that impact admission and completion of the requirements for the MAT program. Since May 12, 2021, 9 students who hold a bachelor's degree in a content area and passed the Praxis II content area exam have been admitted into the MAT program.

- 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).

Candidates must exhibit success in three areas: knowledge, skills, and dispositions. Five key assessments monitor candidate progress in these three areas throughout the program: 30-hr field experience assessment, 75-hr field experience assessment, student teaching assessment, Action Research Project, and candidate dispositions (monitored in all field experiences and student teaching). Each semester data points from these assessments are recorded in TaskStream, then analyzed and interpreted during 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.

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 K-12 Education	# Employed Full-time Educator		# Employed as Substitute Teacher		# Employed in Education Field Outside K-12		Other	Not known
			WV	Other	WV	Other	WV	Other		
F 2016	4	100%	4							
S 2017	2	100%	2							
F 2017	2	100%	1	1						
S 2018	5	60%	3							2
F 2018	1	100%	1							
S 2019	2	50%	1					1		
F 2019	3	75%	1		1					1
S 2020	4	75%	2	1			1			
F 2020	2	100%	2							
S 2021	1	100%	1							

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

Attached documentation:

- Official Letter of Accreditation Status
- CAEP Accreditation Action Report
- CAEP Self-Study Report
- CAEP Self-Study Report Addendum to CAEP Formative Feedback Report
- CAEP Site Visit Report Rejoinder
- WVDE Approval Letter - MAT Waiver