

# CAEP Annual Reporting Measures

[Home](#)  [College of Education, Health & Human Performance](#)  [About](#)  [CAEP Annual Reporting Measures](#)

Links in This Section 

## CAEP Accountability Measures

### Measure 1: Completer Effectiveness (R4.1)

#### Measure 1: Initial Programs

The EPP has collected benchmarking data from a sample of completers in two counties, selected for the high number of completers employed, who taught in a school in the PDS Partnership.

Data found 45% of students in grades 3-5 in West Virginia scored at or above mastery in reading; 46% of students instructed by the EPP's sample of completers scored at or above mastery. State average scores in elementary math for the 2023-2024 school year was 35% compared to the math scores collected and taught by the sample of completers at 44. The data collected in 2023-2024 provided evidence that elementary students taught by completers exceeded the state average in reading and mathematics.

In Spring 2024, the EPP conducted a focus group study with a sample of completers from each initial program in their 2nd or 3rd year of teaching to broaden the understanding of completer impact. There were 5 participants in the focus group. The participants represented the following initial preparation programs: n=2 Elementary Education, n=1 Elementary Education with a

specialization in Special Education, n=1 Secondary Education, and n= 1 MAT. The completers participated in an discussion and submitted evidence and responded to questions to explain how they addressed the learning need. Of the 5 completers in the focus group, 4 completed the cycle of data and submitted 1 of their goals for student learning and evidence their students met this learning goal. The team compiled these data into a chart linked below to analyze.

According to a Qualtrics survey of completers who graduated 3 to 5 years prior and are currently working in their respective fields, program completers perceive their preparation as relevant to their job responsibilities and view it as effective (n=9). Questions consisted of selected response for demographic information, constructed responses for general feedback, and a 4-point Likert scale: (4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree). Responses ranged from an average of 2.56 to 3.00 in all areas concerning Curriculum and Planning, 2.44 to 3.00 in all areas concerning The Learning and Learning Environment, 2.67 to 3.11 in Teaching, and 2.56 to 3.11 in Professional Responsibilities.

[Focus Group Results: Data on Student Learning](#)

[Completer Survey Results](#)

---

## Measure 2: Satisfaction of Employers and Stakeholder Involvement (R4.2|R5.3|RA4.1)

---



### Measure 2: Initial Programs

In Spring 2024, an EPP developed survey was used to collect information on Employer evaluations of new teacher performance through Qualtrics.

Six employers responded, some employing more than one graduate, to prompts concerning how well the Fairmont State University Teacher Education Program prepares completers with the knowledge, skills, and dispositions they would need to be effective in the classroom. Graduates were asked to rate each question as either "1 = strongly agree", "2 = agree", "3 = disagree", or "4 = strongly disagree". The survey has 8-10 statements starting with "The recent Fairmont State University Graduates in my building are well prepared to:" on the following themes: Curriculum

and Planning, The Learner and Learning Environment, Teaching, and Professional Responsibilities for Self-Renewal, School, and Community. 100% of respondents either strongly agreed or agreed completers from Fairmont State University were prepared on all tasks.

Stakeholder involvement remains an important aspect of the work of the EPP. Through our Professional Development School Advisory Network, stakeholders assist in creating goals and decision making. Attached are meeting minutes from our EPP Advisory Council which occurs each semester. Providing one piece of evidence of this important work.

[Employer Satisfaction Survey Results - Spring 2024](#)

[EPP Advisory Council Meeting Minutes](#)

---

## **Measure 2: Advanced Programs**

The EPP provides two advanced programs: (1) Educational Leadership, with options for certification and (2) M.Ed in Reading Specialist. Advisory Boards for each program consists of current students, recent graduates, employers, and those connected to the field in local educational settings. Surveys for employers are developed for each program and have been sent to employers, however, response rates remain low. Feedback from advisory boards on both programs is positive.

[Educational Leadership Advisory Board Minutes](#)

[Reading Specialist Advisory Board Minutes](#)

---

## **Measure 3: Candidate Competency at Completion (R3.3)**

### **Measure 3: Initial Programs**

The EPP tracks the number of completers of Initial programs as defined by CAEP through our

Certification Officer and the Office of Institutional Effectiveness and Strategic Operations. Initial certification numbers represent all candidates completing the undergraduate Education programs, MAT graduate programs, and the M.Ed. in Multi-categorical Special Education with Autism graduate program.

At the completion of the program, the EPP documents candidates achieve a high standard for content knowledge and can teach effectively to promote student learning and development. The EPP demonstrates candidates meet the standard for high academic achievement and ability through the WV Teacher Performance Assessment and Praxis II Content Area exams.

WV Teacher Performance Assessment data from Fall 2023 Student Teaching/Residency (n= 20) and Spring 2024 Student Teaching/Residency (n= 22) indicate candidates performed well across all standards, with average scores on standards ranging from 2.2 out of 4.00 on Differentiated Instruction in Fall 2023 to 3.25 out of 4.00 on Clarity of Evidence in Spring 2024. The EPP placed a focus on working with differentiated instruction in multiple courses and experiences and in Spring 2024 saw an improvement of scores and average of 2.64.

An analysis of tests taken by candidates in Initial level programs from Fall 2023-Spring 2024 reveals 14 out of 20 Praxis tests or subtests had a pass rate of 87% or higher on first time pass rate. In many cases for secondary education content tests, the lower pass rate was due to repeated tests by a small number of test-takers and a small number of test-takers who did not pass.

[West Virginia Teacher Performance Assessment Data](#)

[West Virginia Teacher Performance Assessment Rubric and Directions](#)

[Praxis Test Pass Rates](#)



### Measure 3: Advanced Programs

Advanced programs include candidates completing the M.Ed. in Reading Specialist and the M.Ed. in Educational Leadership. At the completion of the program, the EPP documents candidates in the Reading Specialist program achieve a high standard for content knowledge and

can teach literacy skills effectively to promote student learning and development. The EPP documents candidates in the Education Leadership program obtain the professional knowledge and skills needed to promote the success and well-being of students and adults in K-12 schools. The EPP demonstrates candidates meet the standard for high academic achievement through program assessments and Praxis II Content Area exams.

Reading Specialist candidates complete a practicum during the final semester of the program. Activities and assignments in the practicum are designed to help candidates meet the qualifications of a Reading Specialist/Literacy Coach as defined by the International Literacy Association (ILA) standards. During the semester candidates assess, plan, and implement instruction for students who struggle with literacy. Candidates are evaluated twice per semester by their supervisors. Review of data indicates candidates performed well above the proficient level of 3.00 out of 4.00 with scores ranging from 3.4 to 3.8 on each criterion (n=5).

Educational Leadership completed an Internship beginning Summer 2024 to demonstrate a positive impact on the school setting. Scores in each area assessed averaged 2.0/3.0 or higher.

Praxis test data from Fall 2023 and Spring 2024 indicates candidates in the Education Leadership program are meeting EPP expectations. 98% of Education Leadership candidates passed the Educational Leadership: Administration and Supervision exam on their first attempt. 100% of candidates in the Reading Specialist Program passed the PRAXIS 5302: Reading Specialist.

Due to a small n, data is not provided in detail.

---

## Measure 4: Ability of Completers to be Hired (in positions for which they have prepared)

---

### Measure 4: Initial Programs

The EPP Professional Development School (PDS) Office systematically tracks the number of completers hired after they complete their respective program. The PDS office regularly checks

the PDS County Board of Education meeting agendas and personnel directories to identify the location of hired completers, and communicates with completers who provided the EPP with contact information. Current data reflect completers from Fall 2019 to Summer 2024.

### Initial Programs Employed Completers

---

## Measure 4: Advanced Programs

All candidates accepted into the M.Ed. Reading Specialist Advanced program are certified teachers. 5 of 6 2023-2024 graduates are employed as a teacher in a WV public school, with one graduate having unknown employment.

The EPP has employment information for 36/39 completers from the Educational Leadership Advanced programs. All 36 completes are employed in West Virginia schools, except for one who is employed in a school system outside the state. As in previous years, discussions with candidates indicate many teachers add the Education Leadership certifications with plans to apply for administrative positions in the future. 9 of 39 graduates are employed in leadership roles.Advanced Program Completer Employment

---

## Additional Information

### CAEP Annual Report

[2025](#) [2024](#) [2023](#) [2022](#) [2021](#)

### CAEP Annual Reporting Measures

[2024](#) [2023](#)



FAIRMONT STATE  
UNIVERSITY™

1201 Locust Avenue, Fairmont, WV 26554

Tel: 304-367-4000

Toll Free: 1-800-641-5678



## QUICK LINKS

[Apply](#)

[Ask Us](#)

[Accreditation](#)

[Directories](#)

[Maps & Directions](#)

[Give Now](#)

[United Way](#)

## RESOURCES

[University Police](#)

[Emergency Guide](#)

[Title IX Information](#)

[Student Complaint Form](#)

[Equal Opportunity/ Affirmative Action Institution](#)

[Employment](#)

[Campus Directories](#)

---

Fairmont State University© | Please read [The Fine Print](#)