



## AAQEP Annual Report for 2025

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| Provider/Program Name:                                                            | California State University, Fresno / Fresno State |
| End Date of Current AAQEP Accreditation Term<br>(or "n/a" if not yet accredited): | June 2030                                          |

### PART I: Publicly Available Program Performance and Candidate Achievement Data

#### 1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

##### **Land Acknowledgement:**

The Fresno State campus sits in the midst of the San Joaquin Valley, a valley rich in the traditions and representation of Native American peoples and cultures. We are grateful to be in the traditional homelands of the Yokuts and Mono peoples, whose diverse tribal communities share stewardship over this land.

##### **Overview: Fresno State**

California State University, Fresno (Fresno State), now a public, comprehensive university, was founded as Fresno Normal School in 1911 with the goal of developing teachers. It joined the California State University system in 1961 and was granted university status in 1972. Its 1,410-acre campus, including the university farm, is located several miles northeast of downtown Fresno. Fresno is located in California's Central Valley, an agricultural region that produces many of the fruits, vegetables, nuts, and other food eaten across the globe. The area's strengths are evident in its world famous national parks, fertile literary landscape (including two former poet laureates of the United States), linguistic diversity, and rich cultural traditions and history.

With an enrollment of over 24,000 students (89% of whom are from the Central Valley), Fresno State offers 59 undergraduate degree programs, 44 master's degree programs, three doctoral programs, 12 certificates of advanced study, and various credentials. Our alumni become successful teachers, writers, politicians, entertainers, academics, and even the chancellor of the California State University (CSU) system. Fresno State is one of 23 California State University (CSU) campuses. It is designated as a Hispanic Serving Institution (HSI) and as an Asian American Native American Pacific Islander-Serving Institution (AANAPISI). We are proud to support our large population of first-generation students: Fresno State now boasts more than 14,000 undergraduates (nearly 2 out of 3 undergraduates) who are first-generation college students, drawing from a local demographic where less than 21% of the citizens hold college degrees of any kind.

Within the CSU system, Fresno State continues to be among the universities graduating the largest cohort of K-12 educators each year. More than 60% of school leaders in our region have roots in Kremen School of Education and Human Development programs.

#### **Educator Preparation Programs at Fresno State**

Educator preparation programs are housed in several colleges at the university, though all programs are affiliated with the Kremen School of Education and Human Development (Kremen). Kremen's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. We foster the candidate dispositions of collaboration, valuing diversity, critical thinking, ethical judgments, reflection, and life-long learning. The Kremen School theme, "Leadership for Diverse Communities," places considerable emphasis on developing educators who can function effectively as leaders in a culturally and linguistically diverse society. With more than 100 languages spoken in the region, our programs offer diverse field experiences, and our students learn strategies to optimize the education of emergent bilinguals while valuing what all students bring to their educational experiences. Additionally, integration of educational technology and performance assessment is essential to all programs.

#### **Programs Included in this Annual Report:**

This Annual Report is one of two we are submitting and focuses on programs that are considered to be Advanced (as opposed to basic/initial) Credentials by the California Commission on Teacher Credentialing. While Basic Credential programs prepare teacher candidates, the Advanced Credentials prepare personnel for work in administrative and support roles. The programs included within this Annual Report are the Preliminary Administrative Services Credential, the Reading/Literacy Specialist Credential, the School Counseling Credential, and the School Nursing Credential.

## Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://kremen.fresnostate.edu/about/aaqep/index.html>

## 2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025**

| Degree or Program offered by the institution/organization                                           | Certificate, License, Endorsement, or Other Credential granted by the state | Number of Candidates Enrolled in most recently completed academic year (12 months ending 06/25) | Number of Completers in most recently completed academic year (12 months ending 06/25) |
|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Programs that lead to initial teaching credentials</b>                                           |                                                                             |                                                                                                 |                                                                                        |
|                                                                                                     |                                                                             | N/A                                                                                             | N/A                                                                                    |
| Total for programs that lead to initial credentials                                                 |                                                                             | N/A                                                                                             | N/A                                                                                    |
| <b>Programs that lead to additional or advanced credentials for already-licensed educators</b>      |                                                                             |                                                                                                 |                                                                                        |
| Reading/Literacy Leadership Specialist Credential                                                   | Reading/Literacy Leadership Specialist Credential                           | 14                                                                                              | 13                                                                                     |
| Total for programs that lead to additional/advanced credentials                                     |                                                                             | 14                                                                                              | 13                                                                                     |
| <b>Programs that lead to P-12 leader credentials</b>                                                |                                                                             |                                                                                                 |                                                                                        |
|                                                                                                     | Preliminary Administrative Service                                          | 78                                                                                              | 37                                                                                     |
| Total for programs that lead to P-12 leader credentials                                             |                                                                             | 78                                                                                              | 37                                                                                     |
| <b>Programs that lead to credentials for specialized professionals or to no specific credential</b> |                                                                             |                                                                                                 |                                                                                        |

|                                                                                     |                          |     |     |
|-------------------------------------------------------------------------------------|--------------------------|-----|-----|
|                                                                                     | Pupil Personnel Services | 58  | 32  |
|                                                                                     | School Nursing           | 43  | 43  |
| Total for programs that lead to specialized professional or no specific credentials |                          | 101 | 75  |
| TOTAL enrollment and productivity for all programs                                  |                          | 193 | 125 |
| Unduplicated total of all program candidates and completers                         |                          | 193 | 125 |

### Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Please note that we have not had students enrolled in the Reading/Language Arts Added Authorization (RLAA) for the past two years. The numbers reported above reflect enrollment in the Reading/Literacy Leadership Specialist Credential (RLLSC). We are currently discussing the possibility of discontinuing the RLAA to focus on the RLLSC, as the state has emphasized the RLLSC as the preferred pathway. The RLLSC requires only one additional course beyond the RLAA but provides completers with broader opportunities, including both teaching and leadership roles, whereas the RLAA does not include the leadership component.

## 3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

|                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.         |
| 193                                                                                                                                                                                                                                               |
| B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here. |
| 125                                                                                                                                                                                                                                               |
| C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.                                                                                                                                                 |
| 125                                                                                                                                                                                                                                               |

D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

**Preliminary Administrative Services (3-semester program)**

| <b>Admitted Semesters</b> | <b>Enrolled Cohort</b> | <b>Graduated 100% (2 years time)</b> | <b>Graduation Rate % (2 years)</b> |
|---------------------------|------------------------|--------------------------------------|------------------------------------|
| Fall 2021-Spring 2022     | 50                     | 48                                   | 96.0%                              |
| Fall 2022-Spring 2023     | 62                     | 56                                   | 90.3%                              |
| Fall 2023-Spring 2024     | 41                     | 37                                   | 90.2%                              |
| Fall 2024-Spring 2025     | 37                     | IP                                   | IP                                 |

**Reading/Language Arts Added Authorization & Reading/Literacy Leadership Specialist Credential (5-semester program)\***

|           | <b>Enrolled Cohort</b> | <b>Graduated 100% (5 semesters)</b> | <b>Graduation Rate (5 years)</b> |
|-----------|------------------------|-------------------------------------|----------------------------------|
| Fall 2021 | 16                     | 16                                  | 100%                             |
| Fall 2022 | 18                     | 13                                  | 72%                              |

**Reading/Language Arts Added Authorization & Reading/Literacy Leadership Specialist Credential (2-semester program)\***

|                               |    |    |     |
|-------------------------------|----|----|-----|
| Fall 2023(2 semester program) | 14 | 10 | 71% |
| Fall 2024(2 semester program) | 14 | 13 | 92% |

**School Counseling (5-semester program)**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Enrolled Cohort | Graduated 100% (2 years time) | Graduated 150% (3 years time) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------|-------------------------------|
| Fall 2023 Masters Cohort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 23              | 22                            | 1                             |
| Fall 2023 PPS-only cohort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4               | 4                             | 0                             |
| Fall 2024 Masters Cohort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 25              | In progress                   | In progress                   |
| Fall 2024 PPS-only cohort                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 6               | 6                             | 0                             |
| <b>School Nursing Services (Before 2024, 3 semester program; 2024-2025, 4 semester program)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                 |                               |                               |
| Summer-Fall-Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Enrolled Cohort | Graduated 100% (1 year time)  | Graduated 150% (2 years time) |
| 2022-2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 52              | 48                            | 2                             |
| 2023-2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 48              | 45                            | 1                             |
| 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 42              | 40                            | 2 (in progress)               |
| <b>E. Summary of state license examination results</b> , including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |                               |                               |
| <p>The only advanced credential that requires a state license exam is the Preliminary Administrative Services credential, which requires candidates to pass the California Administrator Performance Assessment, which consists of three cycles. All candidates but one who attempted one or more cycles in 2024-2025 have passed, resulting in a pass rate of 98.7%. The one who has not yet passed has a condition code that is currently under review with the Commission on Teacher Credentialing.</p>                                                                                                                                                                                                                                                                                               |                 |                               |                               |
| <b>F. Explanation of evidence available from program completers</b> , with a characterization of findings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |                               |                               |
| <p>Two survey results from completers are presented here: our <b>unit-wide exit survey</b> and the <b>CCTC completers' survey</b>. Across all advanced credential programs, the <b>unit-wide exit survey</b> (July 2024–July 2025) reflected strong candidate preparation and professional growth. Completers reported high readiness to engage with others, manage professional responsibilities, and address justice, equity, diversity, and inclusion, with mean ratings above 5.5 on a 6-point scale. Over 97% planned to apply for credentials and expressed confidence in their knowledge, skills, and ethical practice. Program strengths (qualitative responses) included supportive faculty, quality mentorship, integrated fieldwork, and clear communication, while areas for improvement</p> |                 |                               |                               |

focused on enhancing program coordination, instructor engagement, and hybrid learning options. Overall, findings confirm that Fresno State’s advanced credential programs are well-aligned, high-quality, and effective in preparing candidates for professional practice.

Program-specific data from the **CCTC 2024-2025 completer survey** further support these outcomes. **Preliminary Administrative Services** completers (N=160) demonstrated high leadership readiness, with mean scores above 4.6 on a 5-point scale across AAQEP and CAPE standards in their program completer survey; the 2024–25 CCTC survey (n=34) also reflected strong preparation (M=3.8–4.7) and high overall readiness (M=2.85/3), exceeding state averages. The CCTC survey results also found other programs to be of high quality. **Reading Literacy Leadership Specialist** completers (n=17) rated their preparation exceptionally high, averaging 5.75 on a 6-point scale. **School Counseling** completers (n=42) reported strong satisfaction with program clarity, faculty quality, and meaningful fieldwork (M≈4.3/5). **School Nurse Services** completers (n=33) also expressed high satisfaction with faculty, coursework relevance, and field experiences. Collectively, these findings affirm that Fresno State’s advanced credential programs consistently foster professional competence, ethical practice, and readiness for leadership roles in education and allied fields.

**G. Explanation of evidence available from employers of program completers, with a characterization of findings.**

An employer survey (from us) distributed to 19 employers yielded only three responses; therefore, additional data from the CCTC Employer Survey (teacher education completers only) and program specific surveys and interviews were reviewed. Program ratings for teaching credentials aligned with state averages, scoring between adequate (3) and well (4) on a 5-point scale, and exceeded state means in meeting the needs of English learners (85% vs. 73%) and overall preparedness (70% vs. 64%). Employer feedback from the Reading & Literacy Leadership Specialist Credential program also reflected strong confidence in completer readiness, with nearly all items rated at the highest levels. Interviews with two Fresno County Superintendent of Schools leaders confirmed that Fresno State produces most of the region’s new administrators—who are viewed as well prepared—but highlighted the need for clearer communication channels and structured partnerships, particularly to support rural recruitment and ongoing program–employer collaboration. While the Pupil Personnel Services and Nursing credential programs do not have employer surveys, site supervisors who also employ our graduates consistently report through field practice evaluations that completers are well prepared for professional practice. Although completer preparation remains strong, the unit will continue improving employer survey distribution to capture feedback across all advanced credential programs.

**H. Explanation of how the program investigates employment rates for program completers, with a characterization of findings.**  
This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

As a unit, to investigate employment outcomes for program completers, we utilized the *Embark 2024 Report* (prepared by Lightcast, which tracks graduate alumni outcomes and career readiness needs for Fresno State programs). Note that the Embark 2025 report won’t be published until next Spring, which we will utilize for the next annual report. We are reporting on the Embark 2024 report, which is the most recent report:

- *Graduate Students (which includes PPS, Preliminary Administrative Services, RLLSC, and related programs):* 88% employed, 3% continuing their education, 9% seeking employment or further education.
- *Salary Findings:* Average reported full-time salary across all programs is \$74,000.
- *Employment and Continuing Education:* Completers are employed by more than 90 organizations, primarily Central California K–12 school districts, community colleges, and Fresno State. Those continuing their education are enrolled in 13 distinct institutions/programs, most commonly in education-related fields at Fresno State.

Due to the uniqueness of each field, the program specific assessments for employment rates and plans are provided below:

|                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Preliminary Administrative Services</b>                                                                | Fresno State PASC completers demonstrate strong employment outcomes, with 29.7% of 2024–2025 graduates already serving in administrative roles by the 2025–2026 school year and an additional 15.9% of current candidates employed under Internship Administrative Services Credentials. Data from the Fresno County Superintendent of Schools further affirms program impact: over the past five years, Fresno State prepared the largest share of newly hired administrators in the county (29.8%), including 51.1% of the current 2025 CASC cohort. These results highlight the program’s effectiveness in preparing and advancing educational leaders to meet regional workforce needs. |
| <b>Reading &amp; Literacy Added Authorization/Reading &amp; Literacy Leadership Specialist Credential</b> | All candidates in the RLLSC are full time teachers. In the past, we have not sought information on how many teachers transitioned to Reading Specialist positions after completing the program. This may be an area for future investigation.                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>School Counseling</b>                                                                                  | The School Counseling program does not currently collect systematic employment outcome data. Exit surveys capture immediate post-graduation plans, but most candidates are still interviewing, making employment rates unreliable. No employment data are reported for 2024–2025 completers. The program plans to implement follow-up surveys (6–12 months post-graduation) and employer feedback tools to strengthen future reporting.                                                                                                                                                                                                                                                     |
| <b>School Nurse</b>                                                                                       | All candidates are employed as school nurses, working full or part time with a Preliminary School Nurse Credential, which is a prerequisite for program admission. As a result, formal collection of employment rates has not been conducted. The program will explore developing and administering an outreach survey to graduates to assess continuing education plans and salary.                                                                                                                                                                                                                                                                                                        |

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| I. Explanation of how the <b>staffing capacity</b> for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| During the 2024–2025 academic year, the Director of Educator Preparation Programs and Accreditation, Dr. Juliet Wahleithner, took professional leave in Spring 2025 and subsequently resigned to join the state accrediting body, California Commission on Teacher Credentialing (CCTC). Accreditation responsibilities have since transitioned to the Associate Dean as part of her role in overseeing accreditation. The Dean (Director of Education) and Associate Dean will continue to oversee program delivery, administration, and system-level quality assurance. Over the past year, we also refilled two department assistant positions, hired a new Educational Specialist faculty member, and saw two tenure-track faculty members retire and enter the FERP program. To support the current size of our programs until new faculty hires are made, we may need to bring on additional adjunct faculty. |

#### 4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

Note that each program uses different measures.

| Preliminary Administrative Services Credential (PASC) Program                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Provider-selected measures<br>(name and description)                                                                                                                                                                                                                                                                                                               | Criteria for success                                                                                                                                                                                                                                                                                                                        | Level or extent of success in meeting the expectation                                                                                                                                                                                                                                    |
| <a href="#">CalAPA Leadership Cycle 2 (Rubric 2.3)</a><br><b>Rubric 2.3</b> assesses candidate performance on AAQEP Standard 1—including vision-guided leadership, professional growth, knowledge of P–12 standards, equitable instructional practices, and professional influence in building trust and ethical decision-making. It measures candidates’ content, | Candidate success would be measured at Level 2 or Level 3, as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria. | <b>Goal Met:</b> Candidates performance exceeded the benchmark (2.0).<br><br><u>Submission year: 2024-2025</u><br>(Academic year)<br>Program: 2.1 (>2 = yes)<br>State-wide: 2.3<br>Program Comparison: -.2 (above state = no)<br>n=37 (State n=2262)<br><u>Submission year: 2019-YTD</u> |

|                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| pedagogical, and professional knowledge essential for aspiring school leaders.                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                            | Program: 2.2 (>2 = yes)<br>State-wide: 2.3<br>Program Comparison: -.1 (above state = no)<br>n=237 (State n=11021)                                                                                                                                                                                                                                                                                                                                               |
| <p><b><u>CalAPA Leadership Cycle 1 (Rubric 1.1)</u></b></p> <p><b>Rubric 1.1</b> assesses candidates' ability to analyze and use multiple data sources to develop, monitor, and advance a site-specific school vision, providing a measure of their content, pedagogical, and professional knowledge as aspiring school leaders.</p> | Candidate success would be measured at Level 2 or Level 3 as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria. | <p><b>Goal met:</b> Program met or exceeded the benchmark and performed evenly with statewide averages.<br/><u>Submission year: 2024-2025</u><br/>(Academic year)<br/>Program: 2.9 (&gt;2 = yes)<br/>State-wide: 2.9<br/>Program Comparison: +/-0 (even w/ state)<br/>n=38 (State n=2271)</p> <p><u>Submission year: 2019-YTD</u><br/>Program: 3.0 (&gt;3 = yes)<br/>State-wide: 3.0<br/>Program Comparison: +/-0 (even w/ state)<br/>n=274 (State n=11794)</p> |
| <p><b><u>CalAPA Leadership Cycle 3 (Rubric 3.4)</u></b></p> <p><b>Rubric 3.4</b> measures candidates' content, pedagogical, and professional knowledge and skills in using instructional coaching tools during post-observation meetings. These meetings draw on CSTPs, lesson videos, and</p>                                       | Candidate success would be measured at Level 2 or Level 3 as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria. | <p><b>Goal met:</b> Program met or exceeded the benchmark and performed evenly with statewide averages.<br/><u>Submission year: 2024-2025</u><br/>(Academic year)<br/>Program: 2.9 (&gt;2 = yes)<br/>State-wide: 2.5<br/>Program Comparison: +.4 (above state = yes)</p>                                                                                                                                                                                        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| student work to identify teaching strengths and growth areas expected of aspiring school leaders.                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>n=37 (State n=2287)</p> <p><u>Submission year: 2019-YTD</u><br/> Program: 2.7 (&gt;2 = yes)<br/> State-wide: 2.6<br/> Program Comparison: +.1 (above state = yes)<br/> <b>n=251 (State n=11075)</b></p>                                                                                                                                                                                                       |
| <p><b><u>P12 PASC Program AAQEP Candidate Self-Assessment</u></b></p> <p>This assessment is administered at the end of each semester and captures candidate reflection and growth each semester in alignment with AAQEP aspects for reflection and continuous improvement.</p>                                                                                                                                                  | <p>Candidate success would be measured by 1) average of 3 or higher for each semester and 2) evidence of mean growth from semester 1 to semester 3.</p>                                                                                                                                                                                                                                                                       | <p><b>Goal Met:</b> Candidates demonstrated steady growth across semesters, with mean scores increasing from 4.29 to 4.64 (+0.35), exceeding the program benchmark for AAQEP Standard 1.</p> <p><u>Through academic year: 2024-2025</u><br/> Semester 1: Overall M=4.29 (n=218)<br/> Semester 2: Overall M=4.35 (n=197)<br/> Semester 3: Overall M=4.64 (n=159)<br/> <b>Mean growth SEM 1 - SEM 3 = +.35</b></p> |
| <b>Reading &amp; Literacy Added Authorization/Reading and Literacy Leadership Specialist Credential (RLAA/RLLSC) Program</b>                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Provider-selected measures (name and description)                                                                                                                                                                                                                                                                                                                                                                               | Criteria for success                                                                                                                                                                                                                                                                                                                                                                                                          | Level or extent of success in meeting the expectation                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>LEE 224-Case Study Rubric:</b></p> <p>Students administer a variety of literacy assessments to an individual struggling reader in K-12, analyze the assessment results, and use the results to develop an individualized instructional plan. The students prepare a case study report that details the assessment tools and results, provides an analysis of the results, and provides instructional recommendations.</p> | <p>Reports are evaluated and scored using a rubric (Case Study Rubric) ranging Exemplary (90-100), Accomplished (80-89), Developing (70-79), and Beginning (below 70) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers. A score of <math>\geq 80</math> is considered</p> | <p><b>Goal Met:</b> 100% of candidates achieve the standard, scoring above 80, having accomplished the ability to assess tools and use assessment results and literacy research to guide the design of instruction for struggling readers. .</p>                                                                                                                                                                 |

|                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
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|                                                                                                                                                                                                                                                                                                                                 | to have met the learning outcome. The expectation is that 75% of students will meet this standard on their first attempt, while all candidates are required to revise their work until it meets the criteria.                                                                                                                                                       |                                                                                                                                                                                                    |
| <b>LEE 254- Coaching Videos Rubric:</b><br>Students conduct a coaching session with a colleague that includes a pre-coaching discussion to focus the coaching, the coaching event, and a debriefing to assess the outcome. The student then created a coaching video that highlights their use of effective coaching practices. | As a program, our goal is for candidates to holistically score a minimum of 12 out of a total of 15 while scoring 3 or above in each category (video content, presentation, reflective Analysis). This demonstrates that candidates exhibit an ability to provide effective coaching. All candidates are required to revise their work until it meets the criteria. | <b>Goal Met:</b> 100% of candidates ultimately meet the standard.                                                                                                                                  |
| <b>LEE 213-Asset Based Description of Learner</b><br>Students collect information about their focal learner and present it with an asset based description which allows them to build on student strengths and interests without a deficit lens toward the learner. This is submitted in a field memo that is worth 10 points.  | The program goal is for students to earn at least 8 out of 10 points, with 80% meeting this benchmark. At least 75% are expected to do so on their first attempt, and all candidates must revise their work until it meets the criteria.                                                                                                                            | <b>Goal Met:</b> 100% of candidates meet the criteria.                                                                                                                                             |
| <b>School Counseling (SC) Program</b>                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
| Provider-selected measures (name and description)                                                                                                                                                                                                                                                                               | Criteria for success                                                                                                                                                                                                                                                                                                                                                | Level or extent of success in meeting the expectation                                                                                                                                              |
| <b>Site Supervisor Program Evaluation Survey (SSPES)</b><br><br>The instrument assesses candidates' knowledge, skills, and professional                                                                                                                                                                                         | Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 =                                                                                                                                                                                                        | <b>Goal Met:</b> Overall, completers met all standards. Overall results (M = 3.0) indicate site supervisors (n = 48) perceived students as demonstrating adequate knowledge, skills, and abilities |

| dispositions, including in crisis response, trauma intervention, ethical and legal obligations, mandated reporting, and professional conduct within school counseling practice.                                                                                                                                                                                                                               | <p>Exceeds Expectations). Success is defined as an average score of 3.0 or higher.</p> <p>Items marked “Not Observed” were excluded from the analysis, as this designation indicates the supervisor did not have the opportunity to observe the student’s performance in that area.</p>                                                                                                                                                              | <p>in these areas. Examples of Survey items:</p> <table><tr><th>Survey Item</th><th>Mean</th></tr><tr><td>Understand and use appropriate measures about students with suicide and homicide risks.</td><td>3.43</td></tr><tr><td>Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings.</td><td>3.45</td></tr><tr><td>Maintaining professional and ethical boundaries in school counseling relationships...per ACA.</td><td>3.61</td></tr></table>                                                                                                                                                                     | Survey Item | Mean | Understand and use appropriate measures about students with suicide and homicide risks.                                                                                                                                    | 3.43 | Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings. | 3.45 | Maintaining professional and ethical boundaries in school counseling relationships...per ACA. | 3.61 |
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| Survey Item                                                                                                                                                                                                                                                                                                                                                                                                   | Mean                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |      |                                                                                                                                                                                                                            |      |                                                                                                                                                                                |      |                                                                                               |      |
| Understand and use appropriate measures about students with suicide and homicide risks.                                                                                                                                                                                                                                                                                                                       | 3.43                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |      |                                                                                                                                                                                                                            |      |                                                                                                                                                                                |      |                                                                                               |      |
| Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings.                                                                                                                                                                                                                                | 3.45                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |      |                                                                                                                                                                                                                            |      |                                                                                                                                                                                |      |                                                                                               |      |
| Maintaining professional and ethical boundaries in school counseling relationships...per ACA.                                                                                                                                                                                                                                                                                                                 | 3.61                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |      |                                                                                                                                                                                                                            |      |                                                                                                                                                                                |      |                                                                                               |      |
| <p><b>Site Supervisor Program Evaluation Survey (SSPES)</b></p> <p>The instrument assesses candidates’ knowledge, skills, and professional dispositions. The items selected for this expectation (1c &amp; 1e) measures candidates’ knowledge and ability to support students from diverse backgrounds and with disabilities, as well as their understanding of policies that shape educational practice.</p> | <p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn’t Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success is defined as an average score of 3.0 or higher.</p> <p>Items marked “Not Observed” were excluded from the analysis, as this designation indicates the supervisor did not have the opportunity to observe the student’s performance in that area.</p> | <p><b>Goal Met:</b> The expectation focused here relates to 1c &amp; 1e, examining the relevant items within the SSPES. Results with a mean of 3.0 (meets expectation) suggest that site supervisors generally perceived students (n=48) as demonstrating adequate knowledge, skills, and abilities related to knowledge supporting diverse learners from various backgrounds and abilities. Examples of Survey items:</p> <table><tr><th>Survey Item</th><th>Mean</th></tr><tr><td>Have knowledge and ability to work with students of diverse backgrounds, including socioeconomic disadvantages, English learners, homeless youth, foster youths, sexual minority youths, and racial and ethnic minorities.</td><td>3.79</td></tr></table> | Survey Item | Mean | Have knowledge and ability to work with students of diverse backgrounds, including socioeconomic disadvantages, English learners, homeless youth, foster youths, sexual minority youths, and racial and ethnic minorities. | 3.79 |                                                                                                                                                                                |      |                                                                                               |      |
| Survey Item                                                                                                                                                                                                                                                                                                                                                                                                   | Mean                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |      |                                                                                                                                                                                                                            |      |                                                                                                                                                                                |      |                                                                                               |      |
| Have knowledge and ability to work with students of diverse backgrounds, including socioeconomic disadvantages, English learners, homeless youth, foster youths, sexual minority youths, and racial and ethnic minorities.                                                                                                                                                                                    | 3.79                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |             |      |                                                                                                                                                                                                                            |      |                                                                                                                                                                                |      |                                                                                               |      |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                          | Have knowledge and ability to work with students with disabilities and other educational/socioemotional needs that impact learning (including knowledge of IEP and Section 504 plans).                                                 | 3.51 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                          | Understand information on school, district, State, and Federal policies and the impact of resulting practices.                                                                                                                         | 3.37 |
| <b>Comprehensive Examination</b><br>As a culminating experience, MS in School Counseling students complete either a Comprehensive Exam, research project, or thesis. Most choose the exam, which includes multiple-choice and essay components, with items drawn from both core counseling and school counseling specialization courses. Multiple-choice scores are used as a data source for Standard 1, as they directly assess students' pedagogical and professional knowledge. | Departmental minimum: Students must earn at least 70 points to pass the comprehensive exam.<br><br>Program benchmark: At least 90% of students should score 80 points or above on the multiple-choice section each year. | <b>Goal Met:</b> 100% of students passed, exceeding the departmental benchmark of 70 points and meeting the program goal of at least 90% scoring 80 or above.<br><br><b>Results:</b> n = 20   Average Score = 80.89   Pass Rate = 100% |      |

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| <p><b>Counseling Disposition Assessment</b></p> <p>This instrument assesses counseling students' professional dispositions and applied competencies by their site supervisors. Each disposition includes descriptive guidelines and sample behavioral indicators to guide evaluators in rating student performance relative to program expectations. Evaluators select the appropriate rating for each disposition, with the expectation that students will meet or exceed standards by the completion of their field experience.</p> | <p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.</p> <p>Items indicated as "Not Observed" were not included as part of the analysis. (Note: "Not Observed" signifies that the site supervisor did not have the chance to witness students' capabilities in the specified area.)</p> | <p><b>Goal Met:</b> A total of 98 counselor dispositions were assessed during the Fall 2024 and Spring 2025 semesters, with evaluations conducted once per semester for 48 students. The means for six relevant survey items were computed and analyzed. The range was from 2.95-3.11. This means were above or close the 3.0 threshold. This suggests a perception among site supervisors that interns during the 2024-2025 academic year consistently demonstrated the knowledge, skills, and abilities essential for fostering positive learning and work environments.<b>Please see below for the means of items relevant to Standard 1</b></p> <p>(a) Demonstrates the ability to work creatively and collaboratively with colleagues, clients, families, and the community;<br/>3.11</p> <p>(b) Values clients as full partners in the counseling/educational process;<br/>2.95</p> <p>(c) Collaborates with community partners and agencies in all phases of intervention when possible;<br/>3.06</p> <p>(d) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.<br/><br/>2.98</p> <p>(e) Works well with others to develop opportunities for peer and student learning</p> |
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|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                               | 3.11<br>(f) Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.                                                                                                                                                                                                                                                           |
| <b>School Nurse Services (SNS) Program</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                       |
| Provider-selected measures<br>(name and description)                                                                                                                                                                                                                               | Criteria for success                                                                                                                                                                                                                                          | Level or extent of success in meeting the expectation                                                                                                                                                                                                                                                                                                                 |
| <b>Site Supervisor's (Perceptor) evaluation</b> of students' skills and knowledge essential to perform as successful school nurses.                                                                                                                                                | Likert rating scales measuring students' knowledge of essential components are completed by Site Supervisors (Preceptors). The rating scale is as follows: 5 = Excellent; 4= Very Good; 3= Good; 2 = Fair; 1 = Poor. <b>Success is defined as 3 or above.</b> | <b>Goal met:</b> 100% of students achieved at or above expectations, with most rated at 5 (Excellent skills and knowledge). <ul style="list-style-type: none"> <li>Fall (N = 40): 36 (90%) scored 5, 2 (5%) scored 4, 1 (3%) no data.</li> <li>Spring (N = 41): 26 (63%) scored 5, 3 (7%) scored 4, 12 (29%) no data.</li> </ul>                                      |
| <b>Professional Dispositions and Behaviors</b><br><br>Preceptors evaluated students' knowledge, skills, and abilities. Six dispositions and behaviors were measured. Likert rating scales measuring students' professional dispositions and behaviors were completed via a survey. | The rating scale is as follows: 5 = Excellent; 4=Very Good; 3= Good; 2 = Fair; 1 = Poor. <b>Success is defined as 3 or above</b>                                                                                                                              | <b>Goal Met:</b> No valid scores fell below 3 across either semester. The goal was met, with most candidates consistently rated at the highest level (5).<br><br><b>Fall (N = 40)</b> <ul style="list-style-type: none"> <li><b>Disposition 1:</b> Candidates demonstrated the ability to REFLECT. 33 (83%) = 5; 5 (13%) = 4; 1 (3%) = 3; 1 (3%) = No data</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• <b>Disposition 2:</b> Candidates demonstrated CRITICAL THINKING SKILLS. 37 (93%) = 5; 1 (3%) = 4; 1 (3%) = 3; 1 (3%) = No data</li> <li>• <b>Disposition 3:</b> Candidates demonstrated ability to make ETHICAL JUDGEMENTS. 35 (88%) = 5; 2 (5%) = 4; 1 (3%) = 3; 2 (5%) = No data</li> <li>• <b>Disposition 4:</b> Candidates demonstrated the disposition tendency to VALUE DIVERSITY. 24 (60%) = 5; 2 (5%) = 4; 14 (35%) = No data</li> <li>• <b>Disposition 5:</b> Candidates demonstrated a COLLABORATIVE disposition. 37 (93%) = 5; 1 (3%) = 4; 1 (3%) = 3; 1 (3%) = No data</li> <li>• <b>Disposition 6:</b> Candidates demonstrated their enthusiasm for LIFE LONG LEARNING. 36 (88%) = 5; 3 (8%) = 4; 1 (3%) = 3</li> </ul> <p><b>Spring (N = 41)</b></p> <ul style="list-style-type: none"> <li>• <b>Disposition 1:</b> Candidates demonstrated the ability to REFLECT. 30 (73%) = 5; 8 (20%) = 4; 3 (7%) = No data</li> </ul> |
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|                                                                                                                                                                                                                                 |                                                                                                                                           | <ul style="list-style-type: none"> <li>• <b>Disposition 2:</b> Candidates demonstrated CRITICAL THINKING SKILLS. 33 (80%) = 5; 4 (10%) = 4; 1 (2%) = 1*; 3 (7%) = No data</li> <li>• <b>Disposition 3:</b> Candidates demonstrated CRITICAL THINKING SKILLS. 34 (83%) = 5; 4 (10%) = 4; 3 (7%) = No data</li> <li>• <b>Disposition 4:</b> Candidates demonstrated the disposition tendency to VALUE DIVERSITY. 35 (85%) = 5; 3 (7%) = 4; 3 (7%) = No data</li> <li>• <b>Disposition 5:</b> Candidates demonstrated a COLLABORATIVE disposition. 37 (90%) = 5; 1 (2%) = 4; 3 (7%) = No data</li> <li>• <b>Disposition 6:</b> Candidates demonstrated their enthusiasm for LIFE LONG LEARNING. 33 (80%) = 5; 5 (12%) = 4; 3 (7%) = No data</li> </ul> |
| <p><b>Preceptor Evaluation of Students' Professional Management:</b></p> <p>Students demonstrate the ability to model evidenced based health care practices in the delivery of school nursing services (research) and use a</p> | <p>The rating scale is as follows: 5 = Excellent; 4= Very Good; 3= Good; 2 = Fair; 1 = Poor. <b>Success is defined as 3 or above.</b></p> | <p><b>Goal Met: Scores are at 3 or above.</b></p> <p><b>Fall:</b> N= 40<br/>5=32 (80%); 4=5 (13%)</p> <p><b>Spring:</b> N= 41<br/>5=41 (100%)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| theoretical base to guide practice. This is done at school sites under the guidance of a preceptor. Fall semester focuses on the pre K-elementary school level and Spring focuses on all upper grade levels |  |  |
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**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

Note that each program uses different measures.

| <b>Preliminary Administrative Services Credential</b>                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Provider-selected measures<br>(name and description)                                                                                                                                                                                                                                                                                                                                                                                                                   | Criteria for success                                                                                                                                                                                                                                                                                                                               | Level or extent of success in meeting the expectation                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><a href="#"><u>CalAPA Leadership Cycle 2 (Rubric 2.2)</u></a></p> <p><b>Rubric 2.2</b> is a summative assessment of candidates completing their first semester, aligned with AAQEP standard2–Example: ability to engage local school and cultural communities and to foster relationships with families, guardians, and caregivers. While used during the program, the rubric is intended to support skills candidates will apply as practicing administrators.</p> | <p>Candidate success would be measured at Level 2 or Level 3, as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria.</p> | <p><b>Goal Met:</b> Candidates exceeded benchmark.<br/> Submission year: 2024-2025 (Academic year)<br/> Program: 2.5 (&gt;2 = yes)<br/> State-wide: 2.7<br/> Program Comparison: -.2 (above state = no)<br/> n=37 (State n=2262)</p> <p><b>Submission year: 2019-YTD</b><br/> <b>Program: 2.8</b> (&gt;2 = yes)<br/> <b>State-wide: 2.7</b><br/> <b>Program Comparison: +.1</b> (above state = yes)<br/> <b>n=237 (State n=11021)</b></p> |

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| <p><b><u>CalAPA Leadership Cycle 1 (Rubric 1.7)</u></b><br/> <b>Rubric 1.7</b> is a summative assessment administered at the end of the second semester to evaluate candidate performance. It is aligned with AAQEP 2 relating to data use (e), positive behavior supports (c), restorative practices, stakeholder engagement (a), equity, and policy alignment. The rubric measures candidates' ability to engage local school and cultural communities and foster effective communication and relationships with families, guardians, and caregivers.</p> | <p>Candidate success would be measured at Level 2 or Level 3, as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria.</p> | <p><b>Goal Met:</b> Candidates scored above benchmark.<br/> <u>Submission year: 2024-2025</u><br/> Program: 2.3 (&gt;2 = yes)<br/> State-wide: 2.4<br/> Program Comparison: -.1 (above state = no)<br/> n=38 (State n=2271)</p> <p><u>Submission year: 2019-YTD</u><br/> Program: 2.4 (&gt;3 = yes)<br/> State-wide: 2.4<br/> Program Comparison: +/-0 (even w/ state)<br/> n=274 (State n=11794)</p> |
| <p><b><u>CCTC Completer Survey (Q4)</u></b><br/> The <b>CCTC Completer Survey</b> is a 35-item self-report survey administered by the California Commission on Teacher Credentialing (CCTC) to all PASC program completers within 3–6 months of graduation. Question 4 asks completers to rate, on a 1–5 scale, how well their program prepared them to share leadership with others in the school community (aspect 2a).</p>                                                                                                                               | <p>Success is defined as an average rating of <b>3.0 or higher</b> on this item. The program also expects at least <b>80% of completers</b> to rate their preparation at 3 or above, demonstrating adequate preparation in CAPEs-aligned leadership practices.</p>                                                                                 | <p><b>Goal Met:</b> Scores remain above benchmark.<br/> 2023–2024: Program = 4.52 (&gt;3 = Yes);<br/> Statewide = 4.56; Difference = –0.04 (near even), n = 46 (State n = 1,433)<br/> 2024–2025: Data not yet available at the time of this report.</p>                                                                                                                                               |
| <p><b>The P12 PASC Program CAPEs Candidate Self-Assessment – Overall Visionary Leadership (Q1–3)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Candidate success would be measured by 1) average of 3 or higher for each semester and 2) evidence of mean growth from semester 1 to semester 3 in</p>                                                                                                                                                                                          | <p><b>Goals met, exceeding benchmark.</b><br/> Through academic year: 2024-2025<br/> Semester 1: Overall M=3.76 (n=215)<br/> Semester 2: Overall M=4.04 (n=194)</p>                                                                                                                                                                                                                                   |

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| Measures candidates' self-assessed ability to develop, articulate, and implement a shared school vision using data, engaging stakeholders, and aligning goals with the vision.                                                             | Overall Visionary Leadership (CAPEs A, B, C)                                                                                                                                                                                                                                                | Semester 3: Overall M=4.46 (n=159)<br><b>Mean growth SEM 1 - SEM 3 = +.70 (G)</b>                                                                                          |
| <b>Reading and Literacy Added Authorization / Reading and Literacy Leadership Specialist Credential (RLAA/RLLSC)</b>                                                                                                                       |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                            |
| Provider-selected measures (name and description)                                                                                                                                                                                          | Criteria for success                                                                                                                                                                                                                                                                        | Level or extent of success in meeting the expectation                                                                                                                      |
| <b>Reading/Literacy Program Master's Exit Survey – Item 5</b><br>Completers evaluate how well the program prepared them to implement culturally responsive practices.                                                                      | <b>Goal:</b> At least <b>80% of candidates</b> will rate the item a <b>5 (Agree) or 6 (Strongly Agree)</b> on the 6-point scale.                                                                                                                                                            | <b>Goal met:</b> Overall, 94% of respondents rated Agree or Strongly Agree.<br><br><b>Results (N = 16):</b> 10 Strongly Agree (63%), 5 Agree (31%), 1 Somewhat Agree (6%). |
| <b>Reading/Literacy Program Master's Exit Survey – Item 14</b><br>This item asks completers to rate how well the program prepared them to establish professional growth goals and engage in self-assessment, goal setting, and reflection. | <b>Program Goal:</b> Candidates are expected to score <b>5 (Agree) or 6 (Strongly Agree)</b> on the item, with at least <b>80% meeting this benchmark</b> .<br><b>Scale:</b> 6 = Strongly Agree; 5 = Agree; 4 = Somewhat Agree; 3 = Somewhat Disagree; 2 = Disagree; 1 = Strongly Disagree. | <b>Goal met:</b> 100% of respondents rated Agree or Strongly Agree.<br><br><b>Results (N = 16):</b> 10 Strongly Agree (63%), 6 Agree (37%).                                |
| <b>LEE 254 Program Evaluation Report Rubric – Item: Professional Development</b><br>This item evaluates how well candidates identify areas of need for future professional development. Strong performance is demonstrated                 | <b>Program Goal:</b> Candidates are expected to score at least <b>8 out of 10</b> , demonstrating the ability to identify areas of need for future professional development based on program evaluation findings. At least <b>75% of students</b> are expected to meet this                 | <b>Goal met:</b> 100% of candidates achieved the benchmark.                                                                                                                |

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| when PD content is supported by evidence in the report and formats are justified with at least two research references from professional development and adult learning theory literature.                                                                                                                                                                                                                                                                                                                       | outcome.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>School Counseling (SC) Program</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Provider-selected measures (name and description)                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Criteria for success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Level or extent of success in meeting the expectation                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Evaluation of Field Placement Student</b><br>Six items relevant to Standard 2 were selected. These items below ask for knowledge and abilities to work in local schools and cultural communities.<br><b>Survey Items</b><br>a) Use tests/measures to assess learning and develop school, family, and community partnerships<br>b) Work with students from diverse backgrounds<br>c) Learn counselor duties and adapt to conditions<br>d) Apply knowledge of resources and connect students to needed supports | Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.<br><br>Items indicated as "Not Observed" were not included as part of the analysis. (Note: "Not Observed" signifies that the site supervisor did not have the chance to witness students' capabilities in the specified area.) | <b>Goal Met:</b> All mean scores were $\geq 3.0$ , showing students met or exceeded expectations.<br><br><b>Sample of Survey Item Means (N = 48)</b> <ul style="list-style-type: none"> <li>• (a) Use tests/measures for learning &amp; partnerships – <b>3.26</b></li> <li>• (b) Work with students of diverse backgrounds – <b>3.79</b></li> <li>• (c) Learn counselor duties; adapt to conditions – <b>3.64</b></li> <li>• (d) Knowledge of resources; connect students to support – <b>3.75</b></li> </ul> |
| <b>Counselor Disposition Assessment</b><br>Completers are assessed at the end of their field practice experience. Assessment includes 6 sections: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration,                                                                                                                                                                                                                                                                          | Field placement supervisors rated student dispositions on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). The program goal is a                                                                                                                                                                                                                                                                                | <b>Goal:</b> Candidates are expected to achieve a mean score of <b>3.0 or higher</b> on all disposition items related to culturally responsive educational practices. In 2024–2025, three items (a–c) fell slightly below the benchmark                                                                                                                                                                                                                                                                        |

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| <p>and Lifelong Learning. Selected items relating to Standard2 were analyzed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>mean score of <math>\geq 3</math>. Items marked “Not Observed” were excluded.</p> <p>The following items reflect candidates’ commitment to culturally responsive educational practices:</p> <ul style="list-style-type: none"> <li>• Diagnose needs using multiple data sources</li> <li>• Develop intervention plans for diverse students</li> <li>• Accommodate all clients, including those from diverse backgrounds</li> <li>• Respect clients as individuals with differing personal backgrounds</li> </ul> | <p>(2.89–2.96), while one item (d) met the goal at 3.04. Continuous program improvement efforts will focus on strengthening candidates’ skills in data use, intervention planning, and accommodating diverse clients to ensure all items meet or exceed the benchmark.</p> <p><b>Survey Item Means</b><br/> (a) Diagnose needs using multiple data sources – <b>2.96</b><br/> (b) Develop intervention plans for diverse students – <b>2.89</b><br/> (c) Accommodate all clients, including diverse backgrounds – <b>2.96</b><br/> (d) Respect clients as individuals with differing personal backgrounds – <b>3.04</b></p> |
| <p><b>Counselor Disposition Assessment</b></p> <p>The following items demonstrate candidates’ ability to work creatively and collaboratively with colleagues, clients, families, and the community.</p> <ol style="list-style-type: none"> <li>Collaborates with community partners and agencies in all phases of intervention when possible.</li> <li>Works well with others to develop opportunities for peer and student learning.</li> <li>Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.</li> </ol> | <p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn’t Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.</p> <p>Items marked “<b>Not Observed</b>” were excluded, as this indicates the supervisor had no opportunity to assess that area.</p>                                                                                               | <p><b>Goals met:</b> Site supervisors evaluated 48 students on collaboration with colleagues, clients, families, and the community. Fall 2024–Spring 2025 disposition assessment means ranged from 3.02 to 3.11, all above the 3.0 threshold, indicating students demonstrated strong collaborative skills.</p> <p><b>Survey Item Means</b><br/> (a) Collaborates with community partners/agencies in interventions – <b>3.06</b><br/> (b) Works with others to develop peer/student learning opportunities – <b>3.11</b><br/> (c) Plans/collaborates to ensure supports for smooth transitions – <b>3.02</b></p>           |

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| <p><b>Comprehensive Examination – Vignette Section</b><br/> As a culminating experience, MS in School Counseling students complete a Comprehensive Exam, research project, or thesis, with most choosing the exam. The vignette section requires case analysis and application of program knowledge, assessed with a rubric measuring conceptualization, ASCA model use, consultation, and attention to multicultural, legal, and ethical issues. This section evaluates readiness to integrate knowledge and practice in school counseling contexts.</p> | <p>Three School Counseling faculty grade the exam. A passing score is <b>≥70% (59.5 points)</b>; students may retake the vignette section up to three times if needed.<br/> <a href="#">Click Here to see Rubric</a></p> | <p><b>Goal Met:</b> 100% of students ultimately passed the vignette section, meeting the program benchmark.</p> <p><b>Data Source:</b> Total scores on the vignette (essay) section of the Comprehensive Exam (max = 85 points).</p> <p><b>Results:</b></p> <ul style="list-style-type: none"> <li>• Most recent administration: 20 students — 17 passed on first attempt, 3 passed on second attempt → <b>100% overall pass rate</b></li> <li>• Fall: 19 students   Mean = 73.95   Pass rate = 83%</li> <li>• Spring 2025: 3 students   Mean = 69.67   Pass rate = 100%</li> </ul> |
| <p><b>School Nursing (SN) Program</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Provider-selected measures (name and description)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Criteria for success</p>                                                                                                                                                                                              | <p>Level or extent of success in meeting the expectation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>The following questions illustrate the candidates’ overall role development, growth and competence at the end of the program.</b></p> <p><b>Practicum I &amp; II Survey of Practicum Preceptors’ Evaluation of Student Skill and Competencies.</b><br/> Q : Taking all practicum activities into consideration, rate the total performance of this student.</p> <p>Review of this question allows us</p>                                                                                                                                            | <p>Preceptors rated students on a 5-point Likert scale (1 = Poor to 5 = Excellent). <b>Program Goal:</b> All students score at least 3 (Good) or higher.</p>                                                             | <p><b>Goal met:</b> All met benchmark with most scoring above benchmark.<br/> <b>Fall:</b> N=40<br/> 5=36 (90%); 4=2 (5%); 3=1 (3%); No data=1 (3%)</p> <p><b>Spring:</b> N=41<br/> 5=24 (59%); 4=3 (7%); No data= 14 (34%)</p>                                                                                                                                                                                                                                                                                                                                                     |

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| to determine if we have met School Nurse Competency 2: Providing Direct Client Care Services (Secondary and Tertiary)                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                  |
| <b>Practicum II Survey of Practicum Preceptors' Evaluation of Clinical Course.</b> Q: How pertinent is course content for current practicum level to the school nurse experience?<br>This question allows us to determine if we have met School Nurse Competency 1, 2 and 3: Providing Health and Wellness Services (Primary, Secondary and Tertiary Intervention) and Professional Management Skills.                                                                                                  | Preceptors rated students on a 5-point Likert scale (1 = Poor to 5 = Excellent). <b>Program Goal:</b> All students score at least 3 (Good) or higher.                                                  | <b>Goal Met:</b> 100% met the benchmark; most performed above benchmark (98% Fall, 95% Spring).<br><br><b>Fall (N = 40):</b> 22 (55%) = 5; 17 (43%) = 4; 1 (3%) = No data<br><br><b>Spring (N = 41):</b> 32 (78%) = 5; 7 (17%) = 4; 1 (2%) = 3; 1 (2%) = No data |
| <b>School Nurse Practicum I &amp; II Survey of Practicum Preceptors' Evaluation of Student Skill and Competencies.</b><br>Q: Candidate demonstrates the dispositional tendency to VALUE DIVERSITY - cultural, linguistic, cognitive, and physiological. (This disposition is critical to differentiating instruction and creating psychologically and physically safe helping/learning environments.) This question determines if we have met School Nurse Competency 3 Professional Management Skills. | Preceptors responded to the survey using the Likert scale (1=Poor, 2=Fair, 3= Good, 4=Very Good, 5= Excellent)<br><br>Programmatically our goal would be for every student to be rated at least a 3-5. | <b>Goal Met:</b> 100% met the benchmark; most performed above benchmark (Fall 65%, Spring 92%).<br><br><b>Fall (N = 40):</b> 24 (60%) = 5; 2 (5%) = 4; 14 (35%) = No data<br><br><b>Spring (N = 41):</b> 35 (85%) = 5; 3 (7%) = 4; 3 (7%) = No data              |

## 5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

As a unit, our major strengths this past year for our advanced credential programs are our faculty (per our candidates/completers via the exit survey). We have diverse faculty members with various areas of expertise and ability to support students where needed. We also created an accreditation Canvas to house accreditation materials for better access and onboarding. Program-specific details on progress and improvements.

### Preliminary Administrative Services

#### **Standard 1–Candidate and Completer Performance**

Goal 1 2024-2025 (from last annual report): Decrease the number of candidate non-pass reports on the CalAPA.

Outcomes: Overall, our 2024-2025 program candidates had a **100% pass rate on the CalAPA assessments by the second attempt**. The number of first time non-pass (condition code/fail) percentages on each assessment were as follows:

- Cycle 1 increase in 1st time non-pass by 13% (23-24, 0%; 24-25, 13%) with 100% pass on by the second attempt.
- Cycle 2 **decrease in 1st time non-pass by 2%** (23-24 24%; 24-25 22%) with 100% pass on by the second attempt.
- Cycle 3 **decrease in 1st time non-pass by 3%** (23-24 3%; 24-25 0% ) with 100% pass on the first attempt.

#### **Standard 2–Completer Professional Competence and Growth**

Goal 1 2024-2025: Uplift concepts and practice of equity-driven leadership into culminating program experiences.

Outcomes: Self-reporting through 2024-2025 on overall candidate perception **increased by .43** [Sem 1, M=4.19, n=218; Sem 3, M=4.62 (n=160)] based on self-assessment in the areas of AAQEP Standard 2 and aligned CAPEs related to their capacity to work alongside diverse communities, foster inclusive school environments, and ensure equitable policy and practice to advance social justice for students and families across the Central Valley.

***Our program/course modifications were approved by April 2025*** for the core syllabi in 271, 272, 273 related to signature assignments, and an updated MA comprehensive exam with 2-unit aligned topics course on equitable leadership practices for family/community engagement with opportunity for

6 units of electives in leadership specialty topics (i.e., Special Education Law, Leading Literacy Initiatives, Managing Sports Programs, Student privacy/health/wellbeing law).

### **Standard 3–Quality Program Practices**

Goal 1 2024-2025: Revise program course sequence related to MA components and update course catalog.

Outcome: Updated culminating experience now includes a comprehensive exam following a professional growth pathway adjusting MA additional units to allow for 6 units of electives, including the new application of administration internship coursework/supervision. Research pathway allows for project or thesis options. ***All revised and approved following university curricular/program change policy by April 2025 and published for the 2025-2026 catalog. All candidates shifted to the revised program sequence.***

Goal 2 2024-2025: Increase field mentor engagement with candidates and program.

Outcomes: Superintendent/designee program-district mentor agreements were revised to include updated program information and branding. Additionally, the superintendent/designee contact spreadsheet was updated to reflect current superintendents and their executive assistants and Adobe sign utilized to streamline the agreement process. While not yet at 100% response rate, we experienced a ***16.7% increase in the district partnership acknowledgement and mentor agreement process*** from Fall 2024 (61.1%, 11/18 districts) and Spring 2025 (77.8%, 14/18 districts).

Based on mentor feedback and lack of attendance, the virtual mentor workshop transitioned from a synchronous zoom to a one-on-one overview discussion between the candidate and their mentor using the program handbook. In addition, the program coordinator follows up with the email delivery of the bi-semester *Mentor Matters Newsletter* using Smore. The newsletter provides mentors with directions, templates, and resources to support their candidate through their fieldwork experiences. The platform allows the program to maintain the mentor email distribution list and monitor mentor interaction using the built in Smore analytics. Based on last year's analytics, we had an ***email interaction rate of 82.3% along with a 100% one-on-one candidate-mentor orientation discussions*** which exceeded our aim of 80% "attendance" and but just shy of our 100% documented interaction rate with digital materials.

Based on our 2024-2025 candidate self-assessment, our ***program candidates overall reported having agreement/strong agreement (M=4.57, n=61) on receiving helpful and an appropriate amount of supervision to develop as a practitioner from mentors.***

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|                                                                                                                  | <p><b>Standard 4–Program Engagement with System Improvement</b></p> <p><u>Goal 1 2024-2025:</u> Meet enrollment targets of at least 20 candidates per cohort.</p> <p><u>Outcome:</u> While not yet at our program goal of 20 students per cohort, unit enrollment targets were maintained of at least 15 students per cohort to mitigate budgetary constraints; thus, <b><i>no cohorts were collapsed in 2024-2025. Overall average candidates enrollment across the four 2024-2025 enrolled cohorts was 19.25</i></b> (Sanger=24, Central=16, Clovis=18, South Valley=19). This is an <b><i>increase of 2.65 average candidates per cohort from 2023-2024</i></b> (5 cohorts, avg 16.60 per cohort).</p> <p><u>Goal 2 2024-2025:</u> Increase candidate credential/certificate of eligibility applications.</p> <p><u>Outcome:</u> Using social media, Canvas, and email reminders, along with coordinated monitoring efforts between the program coordinator and the unit credential analyst, eligible candidate credential/certificate <b><i>application rates increased 13.9% to 82.9% (29/35, 2024-2025)</i></b> from from 69.0% (2023-2024).</p> |
| <p><b>Reading &amp; Literacy Added Authorization/Reading &amp; Literacy Leadership Specialist Credential</b></p> | <p>The EdPrepLab at Learning Policy Institute published a policy brief about the RLLSC at Fresno State. Between April 1 and June 30 2025, it was the most viewed (70+) and most downloaded (20+) on the LPI website: <a href="https://edpreplab.org/resource-library/preparing-effective-reading-specialists-and-literacy-coaches-fresno-state">https://edpreplab.org/resource-library/preparing-effective-reading-specialists-and-literacy-coaches-fresno-state</a></p> <p>The policy brief's popularity reflects a collective acknowledgement of how Fresno State's RLLSC program is a promising model for addressing educational equity through specialized literacy leadership, accelerating teacher readiness, and supporting student success in a state with urgent literacy needs. Reference: Bennett, Lisa H., Yun, C., and Rushing, J. (2025). <i>Preparing Effective Reading Specialists and Literacy Coaches at Fresno State</i>. [Brief]. EdPrepLab.</p>                                                                                                                                                                                   |
| <p><b>School Counseling</b></p>                                                                                  | <p>This year, the program secured the <b>School Counselor Residency Implementation Grant</b>, providing direct stipends to support counselor residents. Building on this success, we are launching a <b>residency stipend pilot</b> to fund four counselor residents during supervised fieldwork in 2025–26. We have also <b>expanded partnerships with regional districts</b> to strengthen alignment in placements, supervision, and workforce development. Additionally, we are leveraging <b>data-driven insights</b> from residency and placement outcomes to enhance supervision practices, resident supports, and district</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                     | feedback processes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>School Nurse</b> | <p>The School Nurse Services Credential program, in conjunction with the California School Nurses' Organization and 3 other CSUs, applied for and were awarded a High Road Training Partnership. The grant is a 2 year grant and will allow approximately 150 school nurses to obtain their clear credential. This award can be up to \$8,000 and also provides a stipend for preceptors. This grant has significantly increased the number of applicants to the program and will reduce the number of school nurses who allow their preliminary school nurse services credential to lapse due to the financial burden of credential programs. The grant may also attract registered nurses who may wish to explore a new professional option. Continuing and Global Education has also provided grants for students to attend local school nurse conferences for education on topics that are timely for student health. Most data measuring student performance and evaluation of preceptors and the program were digitized. This allowed an easier way to view and analyze performance of the program, identify gaps such as missing data or adding crucial topics to the curriculum and allow for continuous improvement</p> |