



AAQEP Annual Report for 2025

Provider/Program Name:	California State University, Fresno
End Date of Current AAQEP Accreditation Term (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 75% of teachers 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 multilinguals while valuing what all students bring to their educational experiences. Additionally, integration of educational technology and performance assessment is essential to all programs.

Research Foundation of our Programs

First and foremost, our programs seek to model an asset-based approach (Moll, et al., 1992) to prepare our future educators, recognizing the wealth of resources all students bring with them to the classroom. We utilize culturally sustaining pedagogy (Hammond, 2015; Ladson-Billings, 2009; Paris & Alim, 2014) in order to nurture the cultural resources of our candidates. Our goal is to model using asset-based approaches while educating our candidates about how to use these pedagogies within their own contexts.

In order to guarantee that all of our candidates have access to and can participate in meaningful and challenging learning opportunities, we also utilize Universal Design for Learning (CAST, 2021). We recognize that our students need opportunities to

demonstrate their developing knowledge and understanding in ways that are appropriate and meaningful to them—and that their students need opportunities to do the same.

Our program also recognizes that education does not happen in a vacuum and that, to truly understand the link between the theories they are learning in their coursework and the application of those theories in practice, candidates benefit from opportunities to apply their new learning in authentic contexts. For this reason, our programs rely heavily on field-based experiences, where candidates are supported by both mentors in the field and university-based coaches. This emphasis on field experience has also led us to develop residency programs in our Basic Credential programs. Our Teacher Residency programs include 1) field-based experiences that emphasize competency-based assessments aligned to district and/or state measures, 2) include theory-to-practice connections in coursework with opportunities for simulations and rehearsals of skills, and 3) authentic and substantive collaborations built on mutual trust with local schools and school districts (National Center for Teacher Residencies, 2015).

At the heart of everything we do is a culture of inquiry (Darling-Hammond, Hammerness, Grossman, Rust, & Shulman, 2005), in which we encourage candidates to collect data on their practice, analyze that data in meaningful ways, and use the findings to inform the work they do. Ultimately, our goal is to prepare educators who are reflective practitioners, committed to improving their practice in order to improve the educational opportunities for all students in our region.

Programs Included in Preliminary Programs Annual Report

This Annual Report is one of two we are submitting, focusing on programs that are considered to be Basic/Initial Credentials by the California Commission on Teacher Credentialing. While the Advanced Credentials prepare personnel for work in administrative and support roles, Basic Credential programs prepare teacher candidates seeking entrance into the profession. The programs included within this Annual Report are the Multiple Subject Credential, the Single Subject Credential, the PK-3 Early Childhood Education Specialist Instruction Credential and the Education Specialist Credential. Additionally, we include the Agriculture Specialist Credential, which is a specialist credential earned by Single Subject Agriculture candidates, and the Bilingual Authorization, which is an added authorization Multiple Subject and Education Specialist candidates have the option of completing.

Within the Multiple Subject and Education Specialist programs, candidates have the option of applying to a residency pathway. For Multiple Subject candidates, we offer four residency options. For the Education Specialist candidates, we offer two residency pathways. For Single Subject candidates, we offer two residency options. Additionally, candidates in all programs have the option of being employed as teacher interns. This means that they are hired by a district and serve as the teacher of record for a course while simultaneously completing the credential program. Finally, within the Multiple Subject and Education Specialist Credentials, we also offer an Integrated Teacher Education Program, which provides candidates with the opportunity to earn both a Bachelor's degree and a teaching credential within four years.

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)
<i>Programs that lead to initial teaching credentials</i>			
Multiple Subject Credential	Traditional Pathway	168	95
	Integrated Teacher Education Program Pathway	85	44
	Intern Pathway	4	3
	Residency Pathway	98	94
Single Subject Credential	Agriculture Education	78	32
	Art	8	8
	Art-Intern	2	2
	English	29	22

	English-Intern	2	1
	Industrial Technology-Intern	1	1
	Math	12	5
	Math-Intern	2	2
	Math-ITEP	18	10
	Music	9	5
	Physical Education	8	8
	Physical Education-Intern	1	1
	Science - Biology	12	11
	Science – Biology-Intern	1	1
	Science - Chemistry	3	3
	Science – Geoscience	1	1
	Science- Physics	1	0
	Science-Physics-Intern	1	1
	Social Science	8	7
	Theatre	1	1
	Theatre-Intern	1	1
	World Language-French	1	0
	World Language-Spanish	23	21
PK-3 Early Childhood Education Specialists Instruction Credential	Traditional Pathway	24	0

Education Specialist Credential	Mild/Moderate Support Needs - Traditional	3	0
	Mild/Moderate Support Needs - Intern	3	2
	Extensive-Support Needs-Traditional	3	0
	Extensive-Support Needs-Intern	3	2
	Mild-Moderate + Extensive Support Needs - Traditional	24	8
	Mild-Moderate + Extensive Support Needs - Residency	8	8
	Mild-Moderate + Extensive Support Needs – Intern	9	8
Multiple Subject and Education Specialist Credential	Traditional Pathway	29	14
	Residency Pathway	37	15
	Intern Pathway	0	1
Total for programs that lead to initial credentials		720	438
	Bilingual Authorization Program-Spanish	94	63
	Bilingual Authorization Program-Hmong	7	4
	Agriculture Specialist	79	32
Total for programs that lead to additional/advanced credentials		180	99
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
	N/A		
Total for additional programs		180	99
TOTAL enrollment and productivity for all programs		901	537

Unduplicated total of all program candidates and completers	721	438
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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.)

The PK3 Early Childhood Specialist Instruction credential program started May 2025 after receiving approval from the California Commission on Teacher Credentialing

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. Total enrollment 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.
721
B. Total number of unique completers (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.
438
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
438
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.
The expected time frame varies by credential and pathway. Multiple Subject: The expected timeline for candidates in the Multiple Subject Traditional Pathway and Residency is two semesters. The Integrated Teacher Education Program (ITEP) pathway combines an undergraduate degree in Liberal Studies with a Multiple Subject Teaching Credential. Candidates are expected to complete the program within four years, which includes one summer. Single Subject: The expected timeline for all candidates in a Single Subject program is two semesters. Education Specialist:

The expected timeline for candidates in the Education Specialist Traditional Pathway is three semesters and the Residency Pathway is two semesters.

Multiple Subject + Education Specialist:

The expected timeline for all candidates in the Multiple Subject + Education Specialist Traditional Pathway is four semesters. The expected timeline for all candidates in the Multiple Subject + Education Specialist Residency Pathway is one calendar year (three semesters): one summer plus two semesters.

PK-3 Early Childhood Education Specialist Instructional Credential:

The expected timeline for all candidates in the PK-3 pathway is three semesters.

Multiple Subject Credential (Traditional 3-Semester Program)			
Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2023	52	48	2
Spring 2024	49	45	0
Multiple Subject Credential Integrated (ITEP)			
Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Summer 2024	46	44	0
Multiple Subject Credential (Residency 2-Semester Program)			
Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2023	55	49	2
Spring 2024	44	42	1
Single Subject Credential (2-Semester Program)			
Admit Term	# Admitted	Completed (2 Semesters)	Completed (2+ Semesters)

Fall 2023	103	80	20
Spring 2024	50	20	20
Fall 2024	105	77	n/a

PK-3 Early Childhood Education Specialist Instructional Credential (3-Semester Program)

Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Summer 2025	24		

**Education Specialist (Mild-to-Moderate + Extensive Support Needs) Credential
(3-Semester Program)**

Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2023	13	8	2
Spring 2024	5	3	0

**Education Specialist (Mild-to-Moderate + Extensive Support Needs) Credential
(2-Semester Program)**

Admit Term	# Admitted	Completed (2 Semesters)	Completed (3+ Semesters)
Fall2024	8	7	0

Multiple Subject and Education Specialist Credential (3 or 4-Semester Program)

Admit Term	# Admitted	Completed (3 Semesters)	Completed (3+ Semesters)
Fall 2023	6	4	0

Spring 2024	9	6	2
Summer 2024	15	15	0

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Fresno Assessment of Student Teachers (Teaching Performance Assessment):

Academic Year	Total Attempted	N Passed 1st Attempt	Percentage Passed 1st Attempt	N Passed 2nd Attempt	Percentage Passed 2nd Attempt	N Passed 1st or 2nd Attempt	Percentage Passed 1st & 2nd Attempt
Fall 24-TSP	110	92	83.6%	9	8.2%	101	91.8%
Fall 24-SVP	342	330	96.5%	4	1.2%	334	97.7%
Sp 25-TSP	339	290	85.5%	39	11.5%	329	97.0%
Sp 25-SVP	87	74	85.1%	6	6.9%	80	92.0%

F. Explanation of evidence available from program completers, with a characterization of findings.

Exit Survey:

A unit-wide exit survey administered to all preliminary and advanced credential candidates completing programs between July 2024 and July 2025 showed strong levels of preparation and professional growth. Candidates reported high readiness to engage with students and clients, manage 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, expressing confidence in their knowledge, ethical practice, and readiness for professional roles. Key strengths included supportive faculty, effective mentoring, practical field experiences, and clear communication, while suggestions for improvement focused on enhancing program coordination, instructor engagement, and hybrid course options.

CCTC Completer Surveys (2023–24):

Across all credential areas, findings indicated strong program effectiveness and candidate preparedness. Education Specialist (n=61), Multiple Subject (n=239), and Single Subject (n=162) completers reported mean scores between 3.8 and 4.4 on a 1–5 scale, reflecting confidence in instructional planning, classroom management, and meeting diverse learner needs. Agriculture Specialist completers (n=21) rated most areas between 4.1 and 4.5, emphasizing relevant coursework, strong faculty support, and meaningful fieldwork. Similarly, the Spring 2025 Agricultural Education Graduate Follow-Up Survey showed graduates felt well prepared in technical and professional areas, particularly in agriculture mechanics, animal science, and FFA instruction, while recommending more applied training in agriscience, curriculum design, and program management.

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

An employer survey distributed to 19 employers yielded only three responses; therefore, additional data from the latest CCTC Employer Survey were reviewed. Findings from the **2023–24 Employer Survey (latest CCTC report)** at California State University, Fresno (**n = 22**) indicate that employers view Fresno State program completers as well prepared for professional roles. Most respondents were principals or district administrators (86%) working primarily in public schools (68%). On a **1–5 scale** (1 = Not at all, 5 = Very well), employer ratings ranged from **3.4 to 3.9** across the California Standards for the Teaching Profession (CSTP), reflecting strong confidence in completers' ability to manage classrooms, differentiate instruction, and collaborate effectively with colleagues. Overall, employers rated Fresno State completers as **well prepared (M = 3.8, SD = 0.77)**—comparable to or slightly above state averages—affirming that graduates demonstrate the knowledge, skills, and professional dispositions expected of beginning teachers. We will continue to strengthen our efforts to engage and gather feedback from a broader range of employers.

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.

The Kremen School investigates employment outcomes for program completers using **multiple data sources** to ensure a comprehensive understanding of career readiness, workforce entry, and continued professional growth. These sources include the **Embark 2024 Report** (Lightcast), the **CSU Chancellor's Office Labor Market Dashboard**, and the **CSU Educator Quality (EdQ) Survey** of first-year teachers. Because statewide data tools do not disaggregate credential completers specifically, EdQ survey data provide the most direct measure of employment outcomes for Fresno State's credential programs. See below for summary of findings.

Data Source	Findings
Labor Market Dashboard (Liberal Studies, n > 31,000)	Alumni show strong long-term earning potential, with median salaries increasing from \$47,000 (2 years) to \$91,000 (15 years) after graduation.
Embark 2024	Among undergraduates (ITEP/Liberal Studies), 48% are employed, 32% are pursuing further education, and 20% are seeking employment or study opportunities . Among graduate-level completers (PPS, Administrative Services, RLLSC, etc.), 88% are employed ,

	with an average salary of \$74,000 . Most completers are employed in Central California K–12 schools , community colleges, or at Fresno State .
EdQ Survey of Year 1 Teachers	Within one year of program completion, 69.9% are employed as PK–12 teachers . Among the 30% not yet teaching, the main reasons include limited available positions, pending credential requirements (e.g., RICA completion), or ongoing graduate enrollment.

Characterization of Employment and Ongoing Education Trends

Employment outcomes for Fresno State completers remain **strong and regionally focused**, demonstrating alignment with Central California’s educational workforce needs. The majority of completers find positions within one year of graduation, and those pursuing advanced education often remain in **education-related graduate programs**.

To support continuous improvement, the Kremen School will:

- Continue monitoring **multiple data sources**, including the forthcoming **Embark 2025 Report**;
- **Collaborate with district partners** to strengthen hiring pipelines and increase employer feedback

I. Explanation of how the **staffing capacity** 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 guiding program coordinators in accreditations. 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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Exit Survey: Administered to all credential candidates in their final semester to assess their perceived foundational knowledge and skills upon program completion. Using a six-point Likert scale aligned with AAQEP Standard 1 and the California TPEs, the survey measures readiness in areas such as student engagement, equity, theory-to-practice application, and assessment of learning.	Above a 4 (somewhat agree) but preferably above a 5 (agree).	Result: Mean scores surpass expectations, 5.3 on a 6-point scale. Examples competency items relating to standard1: (Link to Exit Survey Table)
The Fresno Assessment of Student Teachers (FAST) is Fresno State's Teaching Performance Assessment (TPA) required for Multiple Subject, Single Subject, Education Specialist, and the PK3 Early Childhood Education Specialist candidates. It consists of two tasks, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP), that evaluate candidates' ability to plan, teach, assess, and reflect on instruction in alignment with the California Teaching Performance Expectations (TPEs) and AAQEP standards. Aligning with AAQEP Standard 1 (Foundational Knowledge and Skills), FAST assesses: Proficiency in content and pedagogical knowledge relevant to the credential (Aspect 1a) through comprehensive lesson planning and instructional delivery tasks.	Above a rubric score of 2.	Result: Surpass expectations Fall 2024 FAST TSP Overall: 2.63 Spring 2025 FAST TSP Overall: 2.71 Link to Table: (Link to FAST scores)

• Application of learning theory to meet diverse learner needs, including social, emotional, and academic dimensions (Aspect 1b). • Use of assessment data to inform instruction and effectively support student learning (Aspect 1d/e).		
The Field Experience Final Evaluation assesses candidate performance during clinical practice, measuring competencies aligning with the California Teaching Performance Expectations (TPEs) and AAQEP standards. For Multiple Subject and Education Specialist programs, candidates are evaluated with the Fresno Observation Rubric for Educators (FORed), which includes 14 areas rated from <i>Unobserved</i> to <i>Developing: Consistently attempting; somewhat effective</i>. Four areas aligned with AAQEP Standard 1 were analyzed, with the program goal that all candidates achieve at least a Developing rating by the final evaluation. For Single Subject programs, candidates are evaluated on five areas using a rubric rated from <i>Does Not Meet Expectations (1)</i> to <i>Exceeds Expectations (4)</i>, with the goal that all candidates meet or exceed a “2 – Meets Expectations” rating by program completion. Note on changes to instrument: <i>The Fall 2024 data reflect the previous version of the field evaluation tool, while Spring 2025 data use the revised instrument to better assess completers’ knowledge and skills.</i>	Rated “Developing” (5/5) by Final Evaluation on the 2024 instrument and above a 2 on the 2025 version.	Result: Mean scores above 4 (5-point scale) for Fall 2024 and above 3 (4-point scale) for Spring 2025 Examples competency items: (Link to Final Evaluation Table) According to the Fall2024 survey, most students met expectations. For the Spring2025 evaluation, everyone surpassed expectations. Note: Effective after Spring 2025, we revised the rating scale to more finely differentiate candidate performance, replacing the 2024 instrument’s pass/no-pass orientation (which often resulted in 5/5 scores).
Agriculture: T-14 Occupational Experience in the Agriculture Industry form. This form requires candidates to document their agricultural occupational experiences and amount of time in each area of experiences. Students will have completed at least 3,000	The expected level of success is that 100% of students will meet the minimum requirement of 3,000 hours of	Summary of Hours, at or above 3000 SP 24 Mean (8691) Range 3260-27600 FA 24 Mean (8103) Range 3019-71772 SP 25 Mean (4113) Range 3000-7550

hours of occupational experience in production agriculture. These experiences are necessary for content knowledge & professional development.	agricultural industry experience.	Across these three terms, cohort means ranged above benchmark, documenting experiences beyond expectations. Term minimums indicate 100% compliance in SP 24, FA 24, and SP 25 (all ≥3,000 hours).																										
Agriculture: CI161: Methods & Materials Curriculum Project. The project components demonstrate candidates’ knowledge and skills in developing: ● Course Outline ● Unit Outline ● 3 Lesson Plans	The expected level of success is that 100% of candidates will earn a grade of “C” (70%) or higher.	Fall 2024 Results: The mean score was 194.5 (97%), with a range of 180–200 points. All candidates achieved scores well above the 70% benchmark, demonstrating performance that exceeded the expected level of success.																										
Agriculture Specialist Graduate Survey. This survey assesses completers’ perceptions of how well the program prepared them to teach agriculture.	The expected level of success is defined as an overall mean score of 3.00 or higher, indicating that graduates demonstrate at least an “Adequately Prepared” level of competence in teaching the Core Agriculture Areas and Agricultural Education Professional Competencies, as measured on a 5-point Likert scale (with 5 representing “Well Prepared”).	Overall mean is above 3.0, meeting expectations. Below is a breakdown of each competency. <table><tr><th>Competency</th><th>Means</th></tr><tr><td>1) Teaching FFA Unit:</td><td>3.81</td></tr><tr><td>2) Supervising FFA Activities:</td><td>3.57</td></tr><tr><td>3) Facilitate Labs:</td><td>3.15</td></tr><tr><td>4) Teach SAE Unit:</td><td>3.38</td></tr><tr><td>5) Utilize technology as a resource/teaching aid:</td><td>3.56</td></tr><tr><td>6) Determine appropriate content for Ag. courses you teach:</td><td>3.41</td></tr><tr><td>7) Participation in your professional associations:</td><td>3.56</td></tr><tr><td>8) Manage Shop Facilities:</td><td>3.28</td></tr><tr><td>9) Implement “Program Standards” in the management of an Ag. Program:</td><td>3.25</td></tr><tr><td>10) Supervise school farm facilities:</td><td>3.04</td></tr><tr><td>11) Prepare for an Incentive Grant Review:</td><td>2.56</td></tr><tr><td>12) Utilize and Teach AET:</td><td>2.68</td></tr></table>	Competency	Means	1) Teaching FFA Unit:	3.81	2) Supervising FFA Activities:	3.57	3) Facilitate Labs:	3.15	4) Teach SAE Unit:	3.38	5) Utilize technology as a resource/teaching aid:	3.56	6) Determine appropriate content for Ag. courses you teach:	3.41	7) Participation in your professional associations:	3.56	8) Manage Shop Facilities:	3.28	9) Implement “Program Standards” in the management of an Ag. Program:	3.25	10) Supervise school farm facilities:	3.04	11) Prepare for an Incentive Grant Review:	2.56	12) Utilize and Teach AET:	2.68
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11) Prepare for an Incentive Grant Review:	2.56																											
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		13) Time Management Skills: 3.24 14) Professional Communication: 3.60
AgEd 150 Career Development Project and Presentation. Through this assessment, candidates are expected to demonstrate an understanding of and ability to perform the duties of an FFA Advisor. The assessment measures candidates' proficiency in understanding the advisor's role in supervising Career Development Activities. Specifically, candidates are required to demonstrate their knowledge of CDE events, develop a PowerPoint presentation, and effectively communicate the steps necessary to guide students' participation in CDE events.	The expected level of success is that 100% of candidates will earn an overall score of 80% or higher on the Career Development Event (CDE) presentation assignment.	Spring 2025 Results: The mean score was 131.2 out of 150 possible points, representing an average of 87%, surpassing the expectancy of 80%.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Exit Survey: Administered to all credential candidates in their final semester to assess their perceived professional growth and adaptability upon program completion. Using a six-point Likert scale aligned with AAQEP Standard 1 and the California TPEs, the survey measures readiness in areas such as student engagement, equity, theory-to-practice application, and assessment of learning.	Ratings of 5 or above indicate that completers agreed the programs prepared them for their respective fields, reflecting strong confidence in their collaboration skills, self-assessment, and professional growth practices. These consistently high scores demonstrate that completers feel well-equipped for professional responsibilities after program completion.	Result: Across both key indicators, the mean scores for all completer groups are consistently above 5.4 on the 6-point scale, reflecting strong agreement with program goals. Examples competency items related to standard2: (Link to Exit Survey Table)

The Fresno Assessment of Student Teachers (FAST) is Fresno State’s Teaching Performance Assessment (TPA) required for Multiple Subject, Single Subject, and Education Specialist candidates (beginning July 2022). It consists of two tasks, the Site Visitation Project (SVP) and the Teaching Sample Project (TSP), that evaluate candidates’ ability to plan, teach, assess, and reflect on instruction in alignment with the California Teaching Performance Expectations (TPEs) and AAQEP standards. For Standard 2 (Professional Growth and Adaptability), FAST evaluates: • Candidates’ ability to create inclusive and positive learning environments, demonstrating culturally responsive practices (Aspect 2b/2c). • Reflection on evidence to guide professional learning, goal setting, and instructional adjustments (Aspect 2e/2f). • Communication and collaboration with families and school communities to support student success (Aspect 2a).	Above a rubric score of 2.	Result: Surpass expectations Fall 2024 FAST TSP Overall: 2.63 Spring 2025 FAST TSP Overall: 2.71 Link to Table: (Link to FAST scores)
The Field Experience Final Evaluation assesses candidate performance during clinical practice, measuring competencies aligning with the California Teaching Performance Expectations (TPEs) and AAQEP standards.	Rated “Developing” (5/5) by Final Evaluation on the 2024 instrument and above a 2 on the 2025 version.	The Fall 2024 Field Experience Final Evaluation shows that Multiple Subject candidates scored an average of 4.21 and Education Specialists 4.17 (out of 5) in creating inclusive learning environments (Standard 2c),

For Multiple Subject and Education Specialist programs, candidates are evaluated with the Fresno Observation Rubric for Educators (FORed), which includes 14 areas rated from <i>Unobserved</i> to <i>Developing: Consistently attempting; somewhat effective</i>. Four areas aligned with AAQEP Standard 1 were analyzed, with the program goal that all candidates achieve at least a Developing rating by the final evaluation. For Single Subject programs, candidates are evaluated on five areas using a rubric rated from <i>Does Not Meet Expectations (1)</i> to <i>Exceeds Expectations (4)</i>, with the goal that all candidates meet or exceed a “2 – Meets Expectations” rating by program completion. <i>Note: The Fall 2024 data reflect the previous version of the field evaluation tool, while Spring 2025 data use the revised instrument to better assess completers’ knowledge and skills.</i>		indicating strong effectiveness. For content accessibility and promoting subject matter knowledge (Standard 2b), Multiple Subject candidates averaged 4.12 while Education Specialists scored slightly lower at 3.75, showing room for improvement in adapting instruction to diverse learners. Spring 2025 results reveal consistent growth, meeting standards of 2, with Education Specialists averaging 3.23 and Multiple Subject candidates at 2.88 on a 4-point scale for maintaining effective environments, and Single Subject candidates nearing expected performance in assessment with an overall average of 2.99, reflecting solid proficiency in professional responsiveness and adaptability. (Click on Link to Table)
Agriculture: Exit Evaluations of Professional Objectives	Candidate Academic Performance Indicators (2.a-2.f) Candidates will complete four community relations objectives identified in the EHD 155 B Exit Evaluation of Professional Objectives Form. Completion of all 4 of the community relations professional competencies objectives is required of candidates for the Agriculture Specialist Credential	FA 24 Mean (4) 100% of candidates completed all 4 objectives. SP25 Mean (4) 100% of candidates completed all 4 objectives.

Agriculture: AGR 281-Agriculture Education Project to benefit the local community.	<i>Candidate Academic Performance Indicators (2.a-2.f)</i> Based on the project rubric, candidates are encouraged to strive for a 50-point score out of 55 points possible.	FA 24 Mean (55) SP 25 Mean (55)
Agriculture: Professional Competencies Means Scores. EHD 155A	<i>Candidate Academic Performance Indicators (2.a-2.f)</i> Completing all seven competency areas identified by the Professional Competency form used to track professional experiences in EHD 155A.	FA 24 Mean (7.0) SP 25 Mean (6.69)

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, we continue to implement innovative strategies to enhance student success and respond to community needs. Most of our teacher education credential programs have been redesigned as two-semester pathways, with some beginning in the summer to allow completion in three semesters. These changes ensure candidates graduate at optimal times for district hiring and help address regional teacher shortages.

We have also expanded our Integrated Teacher Education Program (ITEP), now offering one cohort at Fresno State and another at West Hills College Lemoore—totaling four integrated programs (B.A. in Liberal Studies and Multiple Subject Credential) launching in Fall 2025. In addition, the new PK-3 Early Childhood Education Specialist Instruction Credential, approved by the California Commission on Teacher Credentialing (CCTC), begins in Summer 2025 to prepare candidates for employment by the following spring.

Notably, Fresno State remains the only university in California approved by CCTC to offer its own Teaching Performance Assessment (FAST), which is both scored and supported by our faculty—reducing costs and providing additional guidance for candidates. We are also transitioning to the Watermark Student Learning and Licensure platform to strengthen data collection and monitor student progress more effectively. These accomplishments—including CCTC approval for alignment with new state literacy standards, reflect our commitment to continuous improvement, stronger student support, and timely program completion.