Table 4.2: Table of Data Sources Used in our Continuous Improvement Efforts

Unit Data Sources	
Accreditation Data System	Annual reporting of key program details to CTC, including demographic data of candidates enrolled within each initial and advanced credential program and program specific details regarding enrollment.
CSU Educator Quality Center Completer Surveys	The CSU Educator Quality Center administers surveys annually to completers of the Multiple Subject, Single Subject, and Education Specialist Programs to gather data about graduates' perceptions of the program. Results can be disaggregated by various measures including campus, year of completion, respondent race/ethnicity, and type of credential.
CTC Program Completer Surveys	The CTC administers surveys annually to candidates from the following programs: Multiple Subject, Single Subject, Education Specialist, Preliminary Administrative Services Credential, and Other Educator. Results provide aggregate data for CSU, UC, and Private Institutions as a whole about graduates perceptions of program effectiveness.
CTC Master Teacher Surveys	The CTC administers surveys annually, beginning in Spring 2019, to individuals who served as Master Teachers for Program Candidates. Results provide aggregate data for CSU, UC, and Private Institutions as a whole about Master Teachers' perceptions of program effectiveness and candidate preparation.
CTC Employer Surveys	The CTC administers surveys annually, beginning in Fall 2019, to administrators who employ recent program graduates. Results provide aggregate data for CSU, UC, and Private Institutions as a whole about employers' perceptions of program effectiveness and candidate preparation.
Accreditation Information Management System (AIMS)	Accreditation Information Management System (AIMS), an integrated system that provides tools for institutions to collaborate with Council for the Accreditation of Educator Preparation (CAEP) and to facilitate the accreditation process CAEP, our current national accreditation body (through 2022), requests an annual report of the number of program completers for the previous year along with a narrative of how the Educator Preparation Program continues to meet accreditation requirements. Note: we are in the process of seeking accreditation through Association for Advancing Quality in Educator Preparation (AAQEP).

Title II	CTC annual reporting. Data provided include: • demographics of initial credential completers and those currently enrolled; • past, current, and future goals regarding special education, science, math, and English learners. • admission requirements and School attributes of technology use and teacher training.
Student Outcomes Assessment Plan (SOAP)	Each program and department at the university develops a Student Outcomes Assessment Plan, a 5-year plan to assess program effectiveness related to outcomes, and an annual report/analysis of collected data related to the SOAPs. These are examined at the department, school, and university levels.
Tableau Visualizations	Our Office of Institutional Effectiveness generates data visualizations that focus on student demographics, student DFW rates in courses, graduation/completion rates, and other information about student success.
Course/Instructor Evaluations	The Fresno State Student Rating of Instruction (FSSRI) system allows instructors to choose from a bank of questions and is an opt-out system, meaning that there is a default evaluation distributed to students unless an instructor opts for a different set of questions or to opt out altogether. Campus leaders with expertise in assessment have tested the reliability and validity of each item. Results of these evaluations are placed in faculty personnel files and are part of our university-wide personnel review system.
Peer Observations	Faculty at Fresno State are required to be observed by peers on a regular basis, as per our academic policy manual (APM 322). Observations should address course design and delivery. These observations may be narrative or they may use an adaptation of a form developed by the Academic Senate. Observations are considered as part of the personnel review process. Kremen has also developed its own form used for peer observations.
PeopleSoft	Our Information Technology colleagues built a system within PeopleSoft that allows us to pull data into reports that shape our understanding of admissions, student demographics, course grades, and other pertinent items related to our enrolled students.
TK20 (Fresno State)	We use TK20 to collect a variety of data from preliminary credential candidates, including clinical practice hours, coaching observations, FAST scores, interim and final evaluations, lesson plans, class profile, self evaluation, and disposition survey.

Teacher Candidate Commitment	Prior to beginning the program, Preliminary Credential Candidates submit a signed 9-item Teacher Candidate Commitment Form, which is aligned with the dispositions articulated within the CSTPs.
FAST II (Fresno Assessment of Student Teachers) Results	Although most of the California State University campuses use the CalTPA (administered by Pearson) to assess student teacher's proficiency in California's Teacher Performance Expectations (TPEs), Fresno State developed its own in-house system, FAST II, which is now in its second iteration. Fresno State is the only campus within California to use this two-part system: • Site Visitation Project • Teaching Sample Project We collect, report, and analyze the data associated with this assessment.
Individual Development Plans (IDPs)	Our Credential Analyst keeps the Individual Development Plans (IDPs) on file (in addition to each coach giving a copy to individual candidates). Coaches identify areas for growth which helps us reflect on how we can build teacher candidate knowledge in specific areas.
Graduate Writing Requirement Results (Advanced Credentials only)	As graduate students, candidates in the Advanced Credential Programs are required to complete Fresno State's Graduate Level Writing Requirement. We track the number and percent of students who pass annually by program, noting major problem areas. Programs then use the information to inform future instruction.
Individual Credential Program Data Sources	
Coach Observation Feedback Rubrics	Although at present we use an observation form for Multiple Subject, Single Subject, Education Specialist, and Bilingual Authorization programs available in TK20, we are transitioning to the TNTP Core as adapted by Chico State to reflect the California TPEs. This rubric will allow us to collect data across our basic credential programs in key areas: culture of learning, essential content, academic ownership, and demonstration of learning.
Advanced Credentials: Field Placement Evaluations	Each Advanced Credential Program uses a Field Placement Evaluation tool that is aligned with its specific program foci. In this way, the tool allows the program to collect data specific to the program goals, data the programs then use to engage in continuous improvement.
Bilingual Authorization Program	Local language assessments in Spanish and Hmong are being created in Spring 2021 for administration in Fall 2021 and recommended to all candidates to assist in the proper course

	placement. For example, based on Candidate Exit Survey assessment results, it may be recommended that students take a preliminary language course prior to taking the advanced BAP courses. A District Partner Survey is being developed in Spring 2021, this survey will collect the following data: how many Fresno State BAP graduates are employed, how many bilingual/dual immersion schools and classrooms they have, how many languages are taught, and anticipated growing need of teachers.

Deaf and Hard of Hearing Education Specialist	• Program SOAP
	• Fieldwork Evaluation Rubric: The Master Teacher or University Supervisor uses a rubric which assesses candidates in four areas:
	  • Engaging and supporting all students in learning
	  • Creating and maintaining an effective environment for students
	  • Understanding and organizing subject matter for student learning
	  • Planning instruction and designing learning experiences for all students

Education Administration Services Credential	• Program SOAP
	• Candidate performance on CalAPA (California Administrator Performance Assessment): Aligned with the California Administrator Performance Expectations, the CalAPA includes three specific assessment cycles:
	  • Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity
	  • Leadership Cycle 2: Facilitating Communities of Practice
	  • Leadership Cycle 3: Supporting Teacher Growth
	• Survey of District Partners

Early Childhood Education Specialist Credential	• Program SOAP • Fieldwork Portfolio Instructions and Rubric
Education Specialist	In Fall 2020, the Education Specialist Program faculty developed a needs-assessment survey with items based on the Education Specialist Program Standards. The survey was distributed to both current students and recent alumni to inform program improvement.
Reading/Literacy Leadership Specialist Credential	• Program SOAP • Candidate Exit Survey (Sample Data Summary):

	• Program completers rank how prepared they are in various types of literacy instructional approaches, assessments, and site literacy needs.
School Counseling Credential	• Program SOAP • Field Placement Assessment: The On-Site Supervisor completes an evaluation form which gives an overall assessment and also rates the student's performance in 15 areas using a four point scale. • PPS: School Counseling Alumni Survey: When students graduate from the program they are asked to voluntarily complete the alumni survey
School Nurse Services	• Program SOAP • Pre- and Post-Knowledge Based Questionnaire (Candidates) rating themselves in 26 areas and setting goals for the practicum experience • Preceptor Evaluation of Student Performance • District School Nurse Supervisor Survey of Program Effectiveness
School Psychologist Credential	• Program SOAP • Field Evaluations of practicum and internship field experiences by field supervisors • PRAXIS: Data are collected each year on PRAXIS scores for the National Certification in School Psychology exam
School Social Work and Child Welfare & Attendance Credential	• Program SOAP • Social Work Education PPS Credential Candidate Dispositions Evaluation: Completed every semester by Field Instructor in consultation with the Social Work candidate; focuses on 7 different areas of preparation. • Social Work Education Evaluation of Student Performance: Includes information about the number of hours completed in developmental, diversity, and area of specialization settings in addition to evaluating candidates in the following areas: Professional development; Professional values and identity; Multi systems practice; Evaluation of social work practice
Speech/Language Pathology Credential	• Program SOAP • Graduate Exit Survey • Speech Pathology Performance Evaluation: Using CALIPSO, the supervisor fills out this evaluation which includes demographic information students in the clinical setting. It also breaks down the candidates skills in several areas in terms of speech sound production, fluency, voice, language, hearing, swallowing, cognition, social aspects, and AAC.

	[Knowledge and Skills Acquisition (KASA)](#) used to provide feedback and evaluate students throughout the program [Employer Survey sent to school districts, residential schools, private companies, and other entities known to employ graduates](#) [Alumni Survey](#) [PRAXIS Results of program graduates](#) [Cumulative Evaluation](#)