



**Commission on Teacher Credentialing
Biennial Report
Academic Year 2007-08**

Institution California State University, Fresno

Date report is submitted December 11, 2008

Date of last Site Visit March 2006

Program documented in this report:

Name of Program Single Subject

Credential awarded Agriculture Specialist

Is this program offered at more than one site? Yes **No**

If yes, list all sites at which the program is offered:

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Name: _____

Phone # _____

E-mail _____

California State University, Fresno (07-08)
Section A-1
Contextual Information

Agriculture Specialist

California State University, Fresno is one of 23 universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of education professionals. Fresno State's last joint visit (NCATE/CCTC) was in March 2006. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs.

The Agriculture Specialist Credential Program at California State University, Fresno is provided in conjunction with the Single Subject in Agriculture Program through a cooperative arrangement between the Kremen School of Education and Human Development and the College of Agricultural Sciences and Technology (CAST). At California State University, Fresno, the Agricultural Education Degree Program and the Agriculture Specialist Credential Program are components of the Animal Sciences and Agricultural Education Department. This department is part of the CAST.

The Agriculture Specialist Credential Program at California State University, Fresno is a five-year program. Students must first obtain the Bachelor of Science Degree with a major in Agricultural Education. To complete the degree, students must complete 39 semester units of agriculture core subject matter. In addition they must also complete a specialization area comprised of 15 semester units from one of the following areas:

Agricultural Business
Agricultural Engineering Technology
Animal Sciences
Plant Science

In addition to the specialization area, candidates for admission to the credential program must also complete 12 semester units of Agricultural Education courses and three units of early field experience prior to admission to the Agriculture Specialist Credential Program. These courses include an introductory course, organization, administration, and supervision of agricultural education programs, education in agricultural mechanics, and agricultural resources and computer applications.

The post-baccalaureate (fifth-year) program for agricultural education teacher preparation is structured so candidates, with a combination of undergraduate and graduate professional education coursework, will concurrently fulfill the requirements for the Single Subject in Agriculture and Agriculture Specialist Credentials by taking a sequence of 39 semester units of post-baccalaureate courses.

Subject matter competence and knowledge are documented through completion of the undergraduate preparation program and verification of 3,000 clock hours of occupational

experience. Candidates complete a form, (T-14), listing their education and leadership records along with their occupational experience. They also complete a personal interview with a member of the California State Department of Education Agricultural Education Staff and provide this individual with a copy of their completed form. The form and interview must be completed prior to enrolling in the final field experience course.

At the post-baccalaureate level, candidates are enrolled in foundations, content instruction, psychology, and methods and materials courses. In addition, candidates are enrolled in a field experience course (EHD 155A, 4 units) during the first semester of their graduate program. Second semester candidates are enrolled in an additional field experience course (EHD 155B, 10 units) and spend one high school semester student teaching at an approved site. Interns are required to complete two semesters of EHD 155B (5 units each semester). During their final semester candidates are also enrolled in two graduate courses that require them to research and/or apply specific knowledge and skills to problems and issues arising during their final field experience.

The teaching methods course (CI 161) is taught by an agricultural education faculty member and is part of both the Single Subject in Agriculture and Agriculture Specialist Credential Programs. The same is true of the field experience classes. The preferred sequence of courses and activities in the Agriculture Specialist Credential Program are outlined on the “Agriculture Specialist Checklist”. This sequence document outlines the design and content of the specialist program and is provided to all students in the “Introduction to Agricultural Education” course.

From the spring 2006 semester through the fall 2008 semester 35 candidates were enrolled in the Agriculture Specialist Credential Program and 34 completed the program during this time period. One candidate dropped from the program during final student teaching and chose not to pursue the agriculture specialist credential. Table 1 below indicates the number of candidates by semester.

Table 1. Agriculture Specialist Enrollment and Completers by Semester 2006-2008

Semester	Initial Student Teachers	Final Student Teachers	Interns*	Completers
Spring 2006	4	8	2	8
Fall 2006	8	0	5	1
Spring 2007	4	5	4	9
Fall 2007	10	5	1	4
Spring 2008	2	11	1	12
Fall 2008	7	2	0	--
Totals	35	26	13	34

* Interns complete two semesters of final student teaching.

Changes Since Commission Approval of Current Program Document

Date

- An exit survey was adopted by the unit to be implemented for advanced credential programs 2008

- Employer survey was reviewed and a unit-wide survey recommended 2008
- A proposal for an Agricultural Education Early Field Experience Course was developed and submitted to College and University Curriculum Committees. 2008
- Graduate survey was reviewed and is under revision for collecting additional data during 2009. 2008

California State University, Fresno (07-08)

Section A-2

Candidate Assessment/Performance & Program Effectiveness Information

Agriculture Specialist

A. Candidate Key Assessments:

1. Portfolio – During the final semester of the credential program each candidate prepares a professional portfolio that includes a letter of introduction, philosophy statement, resume, reference letters, sample lesson plan, PowerPoint handout, and photos documenting candidate accomplishments. Portfolios are evaluated and scored by the Agriculture Specialist Program Coordinator and if weaknesses are noted candidates are assisted in strengthening their portfolio. Candidates are scored by the university supervisor and must score a two or higher on a four point scale to document competency for the portfolio requirement.
2. Occupational Experience (T-14 Form) – During the semester the candidate is enrolled in the initial field experience course they complete this form listing their education, leadership, and occupational experience. Candidates self-rate their level of knowledge in various agricultural areas on a three point scale and conduct a personal interview with the California Department of Education Regional Supervisor. The regional supervisor verifies each candidate's occupational experience and signs the form which is placed in the candidate's file. Candidates are informed of this requirement when they first enroll in the undergraduate program and those needing additional experience are advised about agricultural positions available including those on the University Agricultural Laboratory. Candidates must meet this requirement prior to enrolling in the final field experience course.
3. Agriculture Specialist Exit Evaluation of Objectives – At the completion of the final field experience course candidates submit a document to the university supervisor that is verified by the cooperating master teacher indicating the number of Agriculture Specialist Professional Objectives met by the candidate. This document was developed by a panel of experts consisting of university supervisors and cooperating master teachers. The panel identified eleven areas in which candidates are to document professional competency. Candidates indicate the date the activities for

each competency are met and the cooperating master teacher signs the document to verify the activities were completed. These eleven areas are consolidated into six broad categories for data reporting purposes.

4. AGRI 281 Project – During the semester the candidate is enrolled in the final field experience course they are required to identify and research and/or apply specific knowledge and skills to an agricultural education problem or issue. This project is to be designed to benefit the school and/or community in which they are student teaching. Candidates submit a proposal to the university supervisor and cooperating master teacher for approval. Once approval is received, the candidate conducts the project and submits a written report that describes the project including objectives, methods and procedures, project requirements, outcomes, and benefit to the school/community. Scores on the project are assigned by the university supervisor and are documented on a database.

Summary of Data:

Table 2 provides information on candidates' scores on the Portfolio requirement for the Agriculture Specialist Program from 2006 through spring 2008. Portfolios are scored at the completion of the candidates' final semester in the credential program.

Table 2. Summary of Candidates' Portfolio Mean Scores and Pass Rate by Semester

Semester	Number Candidates	Mean Score*	Percent Passed
Spring 2006	9	3.33	89
Fall 2006	1	4.00	100
Spring 2007	9	3.50	100
Fall 2007	5	3.75	100
Spring 2008	11	4.00	100

* Scores are based on a four point scale, with 2.0 or higher required for proficiency.

Table 3 contains information on the number of clock hours of occupational experience attained by Agriculture Specialist Candidates. Occupational experience is verified by a State Department of Education Regional Supervisor prior to admission to the final field experience.

Table 3. Summary of Candidates' Hours of Occupational Experience by Semester

Semester	Number Candidates	Clock Hours Range*	Clock Hours Mean
Spring 2006	9	3,150 – 35,000	9, 814
Fall 2006	1	5,525 – 5,525	5,525
Spring 2007	9	4,222 – 11,280	7,833
Fall 2007	5	3,626 – 32,150	12,087
Spring 2008	11	3,000 – 11,875	6,134
Fall 2008	2	4,801 – 5,799	5,300

* A minimum of 3,000 clock hours required for proficiency.

Table 4 provides summary data on candidates' professional competence as assessed on the Agriculture Specialist Exit Evaluation of Objectives Instrument. Professional competencies are verified by the cooperating master teacher during the candidate's final field experience. To successfully complete all activities, the candidate would have completed 14 activities for Curriculum, 8 for Management, 5 for Guidance, 6 for Public Relations, 3 for FFA, and 5 for Coordination. The only candidate (an intern) in the fall semester of 2006 successfully completed all activities.

Table 4. Summary of Mean Number of Professional Objectives Completed by Semester

Semester	Curriculum/ Instruction	Management	Guidance	Public Relations	FFA	Coordination
Spring 2006	13.4	6.3	4.1	4.5	2.7	3.4
Fall 2006	14.0	8.0	5.0	6.0	3.0	5.0
Spring 2007	13.5	7.8	4.6	5.4	2.8	4.0
Fall 2007	14.0	7.6	5.0	5.7	2.0	4.3
Spring 2008	13.2	7.3	4.2	5.5	2.6	4.1

Table 5 lists mean scores by semester for student projects completed during the final semester of the credential program. Projects are scored at the completion of the candidates' final semester in the credential program.

Table 5. Summary of Candidates' AGRI 281 Mean Scores and Pass Rate by Semester

Semester	Number Candidates	Mean Score*	Percent Passed
Spring 2006	9	3.22	89
Fall 2006	1	4.00	100
Spring 2007	9	3.50	100
Fall 2007	5	3.25	100
Spring 2008	11	4.00	100

* Scores based on a four point scale, with 2.0 or higher required for proficiency.

B. Addition information collected on completer performance and program effectiveness:

1. Employer Survey – Every three to five years employers are surveyed to determine their perceptions of the level of preparedness of new teachers from the Agriculture Teacher Preparation Program. This data is summarized and presented to the Agricultural Education Program Advisory Committee to assist the committee in making recommendations for program improvement.

2. Graduate Survey – Every three to five years program completers are surveyed to determine their perceptions of the level of preparedness for teaching agriculture. This data is also summarized and presented to the Agricultural Education Program Advisory Committee to assist the committee in making recommendations for program improvement.
3. Fresno Assessment of Student Teachers (FAST) – Information is also reviewed from the FAST projects that Agriculture Specialist Candidates are also completing. For example, the Holistic Proficiency Project, which assesses the candidate's ability to perform, document, and reflect upon teaching responsibilities over an entire semester, often indicates performance in some of the areas unique to the agriculture specialist program. Examples include making supervised agricultural experience visits and teaching leadership components of the agricultural education program. These areas match up with student engagement, learning about students (TPE 5 & 8), and specific pedagogical skills for teaching lessons that meet the California Agriculture Standards (TPE 1). Scores on this assessment are assigned using rubrics and are recorded electronically, currently on TaskStream by the university supervisor. Additional documentation for the agriculture specialist program is provided by weekly reports each candidate submits to the university supervisor.

Summary of Data:

Agriculture Specialist Graduate Employer Follow-up Survey Spring 2006:

Preparation Scale (Table 6)

The purpose of this scale was to measure administrators' perceptions of the level of preparation possessed by "New Teachers" from the Agriculture Teacher Preparation Program at California State University, Fresno. Based on the administrators experience and evaluation of their recently hired (1-5 years) teacher they were asked to indicate the level of preparation they possess in the following categories by selecting the appropriate number using a 1 to 5 Likert-type scale ranging from 1 = Not Prepared to 5 = Well Prepared.

Table 6. Summary of administrators' perceptions of new teachers' level of preparedness.

Agriculture Specialist Competency	n	Mean	SD
Teaching about FFA	18	4.06	.87
Utilize technology as a resource/teaching aid	18	4.00	.97
Working effectively with the local community	17	4.00	1.06
Planning the objectives and curriculum of the Ag. Education program	18	3.89	1.08
Supervising students outside the classroom	18	3.83	.92
Communicating and working effectively with school administrators	18	3.83	1.25
Following established school policies and procedures	18	3.83	1.25
Supervising FFA activities	17	3.82	1.02
Teaching about supervised agricultural experience projects (SAE)	17	3.82	.81
Participation in professional associations	16	3.81	.91
Working effectively with other teachers	18	3.78	1.35
Working effectively with the agricultural education advisory committee	17	3.76	1.20
Preparing lesson plans	18	3.72	1.18
Working with students of diverse cultures	18	3.72	1.13
Supervising SAE projects	17	3.71	.85
Maintaining discipline in the classroom	18	3.61	1.24
Managing school farm facilities	15	3.60	1.18
Utilizing the school farm for instruction	18	3.56	1.10
Teaching agricultural mechanics	16	3.44	1.26
Completion of required reports, plans, budgets, etc. (i.e. incentive grant, R-2 report)	15	3.27	.96

Agriculture Specialist Graduate Follow-up Survey Spring 2006:

Technical Competency Scale (Table 7)

The purpose of this scale was to measure the effectiveness of the agricultural coursework in preparing graduates to teach the core areas of agriculture. Based on the courses completed at Fresno State, participants indicated their perceived level of preparation by selecting the appropriate number using a 1 to 5 Likert-type scale ranging from 1 = Not Prepared to 5 = Well Prepared. Respondents were also asked to indicate N/A if they completed coursework at another

institution or if their catalog did not require coursework in a given area, such as Natural Resources which was not required until 2003-2004.

Table 7. Summary of participants preparedness level on the Technical Competency Scale

Core Agriculture Area	n	Mean	SD
Animal Science	32	4.09	1.03
Agriculture Mechanics	32	3.66	.97
Ornamental Horticulture	32	3.47	1.05
Plant Science	32	3.31	1.12
Agricultural Economics/Business	32	2.97	.97
Natural Resources/Forestry	23	1.83	.83

Professional Competency Scale (Table 8)

The purpose of this scale was to measure the effectiveness of the Agricultural Education coursework in preparing graduates to teach and perform the responsibilities of an agriculture teacher. Based on the Agricultural Education courses completed at Fresno State, participants indicate their perceived level of preparation to perform or teach by selecting the appropriate number using a 1 to 5 Likert-type scale ranging from 1 = Not Prepared to 5 = Well Prepared.

Table 8. Summary of participants preparedness level on the Professional Competency Scale

Agriculture Specialist Competency	n	Mean	SD
Utilize technology as a resource/teaching aid	32	4.44	.88
Teaching agriculture subjects	32	4.25	.76
Teaching about FFA	32	4.25	.88
Participation in professional associations	32	4.19	1.09
Preparing lesson plans	32	4.09	1.06
Supervising FFA activities	31	4.03	1.02
Supervising students outside the classroom	32	3.97	1.03
Planning the objectives and curriculum of the Ag. Education program	32	3.91	1.03
Teaching about supervised agricultural experience programs (SAE)	32	3.84	.99
Working effectively with other teachers	32	3.78	1.04
Following established school policies and procedures	31	3.74	1.21
Supervising SAE programs	32	3.72	1.14
Working effectively with the local community	32	3.63	1.10
Working with students of diverse cultures	32	3.59	1.10
Utilizing the school farm for instruction	32	3.53	.95
Teaching agricultural mechanics	32	3.50	1.19
Communicating and working effectively with school administrators	32	3.50	1.16
Maintaining discipline in the classroom	32	3.34	1.23
Managing school farm facilities	32	3.13	1.04
Completion of required reports, plans, budgets, etc. (i.e. incentive grant, R-2 report)	32	2.94	1.19
Working effectively with the agricultural education advisory committee	32	2.88	1.18

California State University, Fresno (07-08)
Section A-3
Analysis of Candidate Assessment Data

Agriculture Specialist

ANALYSIS OF INFORMATION IN SECTION A-2

- Ninety seven percent of the candidates enrolled in the Agriculture Specialist Credential Program from 2006 – 2008 successfully completed the program.
- Ninety seven percent of the enrolled candidates successfully completed the Portfolio Project.
- All candidates met the occupational experience requirement of 3,000 clock hours of occupational experience.
- Ninety seven percent of the enrolled candidates successfully met the Agriculture Specialist Professional Competency Activities requirement during their final field experience.
- Ninety seven percent of the enrolled candidates successfully completed the AGRI 281 Project requirement.
- Employers rated candidates above average in all areas; however, the lowest ratings were for completion of required reports (mean score 3.27) and teaching agricultural mechanics (mean score 3.44). The highest ratings were for teaching FFA (mean score 4.06), using technology (mean score 4.0), and working effectively with the local community (mean score 4.0).
- Program completers rated their technical competence above average for all areas except Agricultural Business (mean score 2.97) and Forestry and Natural Resources (mean score 1.83). While these data are most important for the subject matter competence, implications exist for the field experience components of the program.
- Program completers rated their professional competence above average except for working with advisory committees (mean score 2.88) and completion of required reports (mean score 2.94). Completers rated their competence highest in using technology (mean score 4.44), teaching FFA (mean score 4.25) and teaching agriculture subjects (mean score 4.25). Completers and employers agreed that completion of reports was an area of weakness for new teachers. Employers rated new teachers above average in working with advisory committees, while the new teachers viewed this as an area of weakness. Both employers and completers rated teaching FFA and using technology as strength areas of new teachers.

**California State University, Fresno (07-08)
Section A-4**

Use of Assessment Results to Improve Candidate & Program Performance

Agriculture Specialist

Data Source	Data Focus	Action(s)	Contact Person	Timeline
Completer survey	Forestry/Natural Resources	First Step: Worked with instructor for the Range Management course to revise course syllabus.	Dr. Vaughn Dr. Roberts	2007-2009
Employer & completer surveys,	Advisory committees	First Step: Review course outcomes and strengthen outcomes for advisory committees in AG ED 135, AG ED 187, and EHD 155B.	Dr. Vaughn Dr. Rocca Cooperating Master Teachers	2007-2009
Exit evaluation of objectives for Agriculture Specialist Candidates	Professional Agricultural Education Competencies	Review and revise the exit competency activities form to a project similar to the FAST Holistic Project including a rubric for scoring.	Dr. Parham Dr. Rocca Dr. Vaughn Advisory Committee	2008-2010



**Commission on Teacher Credentialing
Biennial Report
Academic Year 2007-08**

Institution California State University, Fresno

Date report is submitted December 11, 2008

Date of last Site Visit March 2006

Program documented in this report:

Name of Program School Counseling

Credential awarded Pupil Personnel Services

Is this program offered at more than one site? Yes No

If yes, list all sites at which the program is offered:

Program Contact: Albert Valencia

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If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name: _____

Phone # _____

E-mail _____

California State University, Fresno (07-08)
Section A-1
Contextual Information

Pupil Personnel Services Credential Program in School Counseling

California State University, Fresno is one of twenty-three universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of education professionals. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs. Our last joint accreditation (NCATE/CCTC) visit was in March 2006.

The Pupil Personnel Services Credential Program in School Counseling consists of 40 units in core and specialization courses and eight (8) units of fieldwork. All courses are designed to equip future counselors with foundational knowledge and skills that are essential for beginning school counselors. Both the knowledge base and skills development across all courses are based on the CCTC Standards and professional standards on best practices for counseling in general and school counseling in particular. A list of mandatory field practice activities and guided reflection on field experiences are infused in the eight (8) units of field practice. Candidates are required to practice school counseling in at least two different grade levels (elementary, middle, or high school).

<u>Changes Since Commission Approval of Current Program Document</u>	<u>Date</u>
Developed Memorandum of Understanding with specific school districts for students' field practice	2008
Formed syllabi committee to review existing curriculum and drafted CACREP standards 2009 to pursue CACREP accreditation for the School Counseling program	2007-present
Appointment of New Program Coordinator	2008

California State University, Fresno (07-08)
Section A-2
Candidate Assessment/Performance & Program Effectiveness Information
Pupil Personnel Services Credential Program in School Counseling

SUMMARY OF INFORMATION ON HOW CANDIDATE AND PROGRAM COMPLETERS
PERFORMANCE ARE ASSESSED AND A SUMMARY OF THE DATA.

A. Candidate Assessments the program used to and through recommending credential

List of Instruments

1. Clinical Review
2. Graduate Writing Requirements
3. Field Placement Evaluation Form
4. Professional Disposition Evaluation
5. Employer's Evaluation
6. Program Completion Form

Description of Instruments

1. Clinical Review
Candidates take Coun 208, Practicum in Counseling, during the second or third semester. The clinical review committee reviews each student at mid-term to evaluate whether the student demonstrates a satisfactory level of competence and qualities to become a counselor.
2. Graduate Writing Requirements
Candidates are required to submit a term paper that demonstrates the writing competence at graduate level when they take Coun 220, Career Counseling in the mid phase of their program.
3. Field Placement Evaluation Form
When a student completes a field practice, the district supervisor completes the Supervisor's Evaluation of Field Study Student Form. The supervisor then discusses the form with the student. When the review is complete, the district supervisor and the student both sign the document. The student then meets with the university supervisor to go over the results of the evaluation and the university supervisor signs it off at that time.
4. Professional Disposition Evaluation
Candidates are evaluated on their professional disposition toward Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning twice during their program. The initial evaluation was conducted by their instructors for

Practicum in Counseling. The purpose of this evaluation was to provide candidates with a feedback on how their behaviors reflect the level of their valuing of the above qualities. The second evaluation was conducted by their onsite supervisors during their field placement. Candidates must meet a minimum of satisfaction to get credit for their field placement course.

5. Employer’s Evaluation

Candidates are evaluated by administrators at their field placement sites on their level of satisfaction with those candidates in the capacity of employers’ perspectives.

6. Program Completion Form

The candidate is asked to fill out a Program Completion Form at the end of the course of study. The courses are all listed with an entry for the semester and year of completion, the units taken and the grade received; if there is an equivalent course used to complete the program, it is written in by the course being covered. The student must also show he/she holds a teaching credential or has a Certificate of Clearance from the State of California and has documented evidence of passing the CBEST.

When all of the entries on the form are completed, it is signed by the student. At that time, the PPS program coordinator will review, approve, and sign the form which will authorize the clearance of the credential. The final review is completed by the Credential Analyst who then obtains the endorsement of the Director of Teacher Education.

Summary of Data

STATISTICAL DATA RE STUDENT ENROLLMENT STATUS

Total applicants	75
Total admitted	63
Total enrollment	179
Total with classified standing	99
Total advanced to candidacy	41
Total completed the program	66

Enrollment by Ethnicity

Amer Ind	Black	Asian	Hispanic	White	Other	Not Avail	Total
3 (2%)	7 (4%)	19 (11%)	94 (53%)	37 (21%)	4 (2%)	12 (7%)	176 (100%)

Enrollment by Gender

Female	Male	Total
147 (84%)	29 (16%)	176 (100%)

STATISTICAL DATA RE ASSESSMENT OF STUDENTS IN THE SCHOOL COUNSELING PROGRAM

Professional Dispositions (Coun 208)

Semester	Number of students	# of students at or exceed Satisfaction Level	# of students below Satisfaction Level
Fall 2007-Spring 2008	51	51 (100%)	0

Clinical Review (Coun 208):

Semester	# of students	# of students who scored an average of 3 points or above	# of students who scored below an average of 3 points
Fall 2007-Spring 2008	80	80 (100%)	0

Graduate Writing Assessment (Coun 220):

Semester	# of students	# of students who passed	# of students awaiting revisions
Fall 2007-Spring 2008	69	63 (91%)	6 (9%)

Field Placement Onsite Supervisor's Evaluation

A. Professional Dispositions

Semester	Number of students	# of students at or exceed Satisfaction Level	# of students below Satisfaction Level
Fall 2007-Spring 2008	41	41(100%)	0 (0%)

B. Knowledge/skills

Semester	Number of students	# of students at or exceed Satisfaction Level	# of students below Satisfaction Level
Fall 2007-Spring 2008	41	40 (98%)	1(2%)

Employer's Evaluation

Semester	Number of students	# of students at 3 or above on the 1-5 scale of satisfaction	# of students below 3 on the 1-5 scale of satisfaction
Fall 2007-Spring 2008	43	43 (100%)	0 (0%)

Program Completion Form

During 2007-2008, sixty-six (66) candidates successfully completed all requirements to be recommended for the PPS credential.

B. Addition information collected on completer performance and program effectiveness

1. CSU Fresno Evaluation – Exit Survey

California State University, Fresno (07-08)

Section A-3 Analysis of Candidate Assessment Data

Pupil Personnel Services Credential Program in School Counseling

ANALYSIS OF INFORMATION IN SECTION A-2

Analysis of data for candidate competence and program effectiveness:

- 1. Maintenance of candidate competence as a whole:** Candidates are required to maintain an average Grade Point Average of 3.0 throughout their courses. They are evaluated on their counseling skills, writing skills, and professional dispositions early on in the program. Evaluations from their field placement onsite supervisors and administrators reflect that these candidates are equipped with the knowledge and skills to practice satisfactorily as school counselors toward the end of their program.
- 2. Need to strengthen candidates' writing skills:** About nine (9) percent of candidates are required to work on their writing proficiency in order to pass our Graduate Writing Assessment. Generally, students who have not met the requirement have the opportunity to rewrite the paper before sending to the GWR committee for further review. Students are strongly encouraged to use the Writing Center, the Learning Resource Center and participate in other courses offered throughout the campus, to improve their writing skills. More recently, the Counseling program instituted a 1-unit writing course specifically to assist students with their writing skills. This course was offered in Fall 2007 and Spring 2008.
- 3. Actions taken when candidates face difficulties with performance:** During 2007-2008, one (1) candidate received an "Unsatisfactory" evaluation from one of his onsite supervisors. As soon as the university instructor became aware of this, the following actions were taken: 1) attending the meeting with the candidate and his supervisor to go over areas for improvement; 2) meeting the candidate one-on-one to discuss concerns; 3) consulting other supervisors of the candidate at different school sites; 4) calling a conference with other university instructors for field placement to review the scenario and brainstorm remedial options; 5) meeting with the candidate to develop a mutual agreement on remedial plan; 6) reviewing progress and learning with the candidate after remedial plan was successfully implemented. All these actions seem to facilitate candidate's career development and at the same time ensuring candidate's competence to serve as a school counselor.
- 4. Suggestions for improvements:** A hundred percent of the 43 Employer's Evaluation Forms rated our candidates' educational training and clinical expertise at 3 or above on the 1-5 scale of satisfaction and most comments on our program were positive. Few

made comments for program improvement. However, the few comments for program improvement should be addressed:

Four supervisors suggested that onsite supervisors and university instructors should meet more frequently to address situations with candidates.

Eight supervisors suggested specific areas that our candidates may benefit from further training as follows:

1. Candidates can benefit from more observation of educational settings and challenges.
2. More experience in one-on-one counseling regarding academics and social development.
3. Institutionalize mediation theory and practice opportunity.
4. Content knowledge of requirements to enter four year institution.
5. Use of case studies, student transcripts, testing knowledge, and graduation requirements
6. Use of software programs at the school district
7. More experience to evaluate programs being used in the field
8. Mock interview for candidates in job search

While the above suggestions are beneficial for the PPS program to consider necessary changes to better prepare our candidates, those suggestions do not form a pattern of area of weakness but reflect more on different expectations from onsite supervisors. It appears that field placement supervisors might expect that our candidates to come with hands-on skills that university instructors expect our candidates to acquire during their field placement. This also underscores the importance of more contacts between the university instructors and onsite supervisors to clarify expectations and concerns.

5. Student Enrollment

California Department of Education's Educational Demographics Unit reports the distribution of student population in K-12 schools in Fresno County in 2007-2008 according to ethnic background as follows: American Indian (0.8%), Black (7.4%), Asian (8.2%), Hispanics (49%), White (28.3%) and Other (6.3%). As regards gender distribution, 48.6% of school age children are female and 51.4% are male. Comparing this distribution with the distribution of our counseling students in 2007-2008, Black students and male students are under-represented.

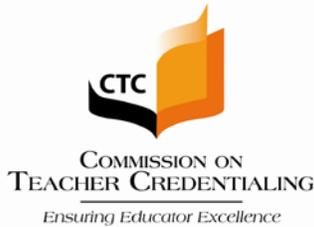
California State University, Fresno (07-08)

Section A-4

Use of Assessment Results to Improve Candidate & Program Performance

Pupil Personnel Services Credential Program in School Counseling

Data Source	Data Focus	Action(s)	Contact Person	Timeline
Graduate Writing Assessment	Candidate's writing proficiency	The counseling program instituted a 1-unit writing course for candidates who have difficulties in writing	Counselor Education Program Coordinator	2007-2009
Onsite supervisor's evaluation	Candidates' Knowledge and skills	To develop a protocol in addressing candidates who have difficulties to practice satisfactorily in field placement	PPS Coordinator	2008-2009
Employers' Evaluation	Candidates' knowledge and skills and program	To provide university instructors for field placement the list of suggestions from employers for necessary changes in curriculum design	PPS Coordinator	2008-2009
Student Enrollment	Representation of students from different ethnic background and gender	This Counselor Education faculty have taken actions to promote the visibility of the counseling profession to Black students through making presentation at our school's yearly African American Future Teacher Fair and made conscious effort to involve our male students in presentations about our counseling program. Ongoing discussion on further ways to engage under-represented students to enroll in our program has been made during our faculty meetings.	Counselor Education Program Coordinator	Ongoing



**Commission on Teacher Credentialing
Biennial Report
Academic Year 2007-08**

Institution California State University, Fresno

Date report is submitted December 11, 2008 **Date of last Site Visit** March 2006

Program documented in this report:

Name of Program Deaf Education

Credential awarded Education Specialist: Deaf and Hard of Hearing & Speech-Language Pathology Services

Is this program offered at more than one site? Yes No

If yes, list all sites at which the program is offered:

Program Contact: Nan Barker

Phone # (559) 278-6940

E-Mail nanb@csufresno.edu

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name: _____

Phone # _____

E-mail _____

California State University, Fresno (07-08)
Section A-1
Contextual Information

Advanced Programs – Deaf Education

California State University, Fresno (CSU Fresno), also known as Fresno State, is one of the 23 campuses of the California State University system. The university's mission is to offer high quality educational opportunities to qualified students at the bachelor's and master's levels, as well as in joint doctoral programs in selected areas. Fresno State includes a total of eight colleges and divisions which house 82 departments or programs and has a current enrollment of approximately 21,000 culturally rich and diverse students. The university primarily serves the San Joaquin valley while interacting with the state, nation, and the world. Through applied research, technical assistance, training, and other related public service opportunities, the university anticipates continuing and expanding partnerships and linkage with business, education, industry, and government.

The Department of Communicative Disorders and Deaf Studies (CDDS), housed in the College of Health and Human Services, offers undergraduate degrees in audiology, speech language pathology, deaf education, and interpreting, in addition to graduate degrees in speech pathology and deaf education. Deaf Studies encompass deaf education, American Sign Language (ASL), Deaf culture and interpreting courses. CDDS faculty work closely with the Kremen School of Education and Human Development faculty and staff to coordinate credential requirements for the Education Specialist: Deaf and Hard of Hearing credential as well as the Speech-Language Pathology Services credential.

The deaf education program began in the fall of 1969 and, by 1972, had a program director and two additional full time tenure track faculty. Currently in Deaf Studies, deaf education and interpreting combined, there are 4 full time faculty and 9 part time faculty members. There are approximately 45 undergraduate, 8 graduate and 21 Level II credential students in deaf education programs; and 60 undergraduate students in the interpreting program.

For most students, the deaf education program requires an average of four years of full time study. Ideally, this begins when the student is a junior and concludes after two years of graduate study. These four years prepare the candidates for the California Education Specialist: Deaf and Hard of Hearing Level I teaching credential and Council on Education of the Deaf (CED) certification. Depending on the student's individual program of study, Master's Degree requirements typically require one additional semester to complete.

Deaf Education credential students take 46 undergraduate units in the CDDS department, 22 units of teacher preparation coursework from the Kremen School of Education, and 35 units of CDDS graduate coursework for a total of 103 units. With one additional semester of coursework and a culminating experience, students can satisfy the requirements for a Master's Degree in Deaf Education. Students who choose to complete the Phase III of the Multiple Subject credential program are eligible for a Multiple Subject Preliminary credential.

Changes since Commission Approval of Current Program Document

Recognizing the need for attracting more students to the Deaf Education program, Dr. David Smith applied for and received the United States Department of Education CFDA 84:325 K grant (Training Personnel in Minority Institutions to Serve Infants, Toddlers, and Children with Disabilities) to provide tuition and other financial support for 20 students per year for 4 years. Grant funds will be dispersed beginning January 1, 2009.

Dr. Paul Ogden and Nan Barker will create a one-unit course for grant participants each semester with a goal of increasing outreach recruiting and retention of students in the CDDS Deaf Education program.

CANDIDATE/ASSESSMENT

Candidates for the DHH credential are assessed at various points in the program. In order to apply for the graduate program, candidates must have passed all undergraduate coursework in deaf education. CDDS 164 School Subjects for the Deaf, an undergraduate course, has a practicum component where students work one on one with a DHH student, under the supervision of university faculty. Candidates must demonstrate preliminary skills in writing lesson plans and interacting with DHH students. In the 2007-2008 academic school year, all students who took CDDS 164 successfully completed the course and four students applied for and were accepted into the deaf education graduate program for the Fall 2008 semester.

CDDS 164 Students Fall 2007

Applied and admitted to deaf education grad program and continuing in DE program Fall 08	Pursuing DHH credential at other university	Pursuing Multiple Subject Credential only	Pursuing other advanced degree options. No credentials	BA degree only. Not pursuing credential or advanced degree at this time
4	1	2	2	2

Student applying for the graduate credential program in Deaf Education must have a 3.0 GPA in the last 60 units and a 3.0 GPA in all CDDS coursework, provide three letters of recommendation, submit a letter of intent, and GRE scores to the Communicative Disorders and Deaf Studies Department. All complete applications are evaluated and reviewed by the CDDS Department Graduate Committee and recommendations for acceptance must be approved by the faculty.

In the Spring 2007 application period for the CDDS graduate programs, there were 5 applicants to the deaf education master's degree program. Three students were accepted as post bac students to complete necessary prerequisite coursework. One student accepted for the deaf education MA program chose to postpone her deaf education graduate work while she completed credential courses.

CDDS Department Graduate Applicant Summary 2007-2008

Students accepted in Spring 2006 to begin courses in Fall 2007

Number of applicants 67

Deaf Education

1	Number accepted by Department
(postponed)	0 Number attending Graduate program
3	Number of students accepted as post bac
1	Number rejected by Department
0	Number of incomplete applications

Speech Language Pathology

28	Number accepted by Department
	21 Number attending Graduate program
12	Number of students accepted as post bac
4	Number rejected by Dept. (did not meet min. qualifications)
7	Number rejected by Dept. (other candidates more qualified)
11	Number of incomplete applications

Students accepted in Fall 2007 to begin courses in Spring 2008

Number of applicants 36

Speech Language Pathology

15	Number accepted by Department
	12 Number attending Graduate program
1	Number of students accepted as preprofessional
13	Number rejected by Dept.
6	Number of incomplete applications

Deaf Education

No deaf education graduate applications are accepted in the fall semester, as per request of the Dean of the College of Health and Human Services

1	Number of students accepted as post bac
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Final student teaching evaluations for Education Specialist: DHH candidates were collected and evaluated after the first 8 week placement, CDDS 258. Results indicate students were adequately prepared to begin their student teaching experience and demonstrated improvement during the 8 week placement.

Summary of Student Teaching Evaluations Spring 2008

Average rating by Master Teacher on a 4.0 scale
(1=does not meet standard 2=basic 3=proficient
4=exemplary)

	Eval	Student #1	Student #2	Student #3	Student #4	Student #5	Student #6	Student #7	Student #8	Average all St. teachers
Communication	Mid	3.0	3.5	3.2	3.5	3.4	2.7	4.0	3.3	3.3
	Final	3.8	3.8	3.5	4.0	3.7	3.7	4.0	3.8	3.8
Planning and Preparation	Mid	3.0	3.0	3.0	3.2	3.2	2.5	3.5	3.6	3.1
	Final	3.7	3.7	3.7	4.0	3.7	3.7	4.0	3.8	3.8
Formal Assessment	Mid	3.4	3.3	3.3	2.8	3.7	2.2	3.4	3.2	3.2
	Final	3.8	4.0	3.8	4.0	3.7	3.8	3.8	3.6	3.8
Creates & Maintains . Learning Environ	Mid	3.6	3.6	3.4	3.6	3.4	2.8	4.0	3.4	3.5
	Final	4.0	4.0	4.0	4.0	3.4	4.0	4.0	3.8	3.9
Teaching for Student Learning	Mid	3.4	3.6	3.5	3.2	4.0	2.6	4.0	3.4	3.5
	Final	3.8	4.0	4.0	4.0	3.6	3.6	4.0	4.0	3.9
Teacher Professionalism	Mid	4.0	3.8	3.8	4.0	3.5	3.5	4.0	3.7	3.8
	Final	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9

Eleven graduate students took deaf education comprehensive exams January 2008. Students demonstrated content knowledge specific to deaf and hard of hearing students with written exams, receptive and expressive sign language video, and oral exams as needed.

Deaf Ed Comprehensive Exams

January 2008

	Area I Sign Language	Area II Speech	Area III Aural Rehab	Area IV School Subjects	Area V Language	Area VI Assessment	Action taken	Result
Student #1	pass	pass	pass	pass	pass	pass	No orals needed	PASSED
Student #2	pass	pass	pass	pass	pass	pass	No orals needed	PASSED
Student #3	marginal p	marginal p	marginal p	pass	pass	pass	orals in all areas	passed orals
Student #4	pass	marginal p	pass	pass	pass	pass	orals in area II	passed orals
Student #5	pass	pass	marginal p	pass	pass	pass	orals in area III	passed orals
Student #6	pass	pass	pass	pass	marginal p	pass	orals in area IV orals in area III	passed orals
Student #7	pass	pass	marginal p	marginal p	pass	pass	& IV	passed orals
Student #8	marginal p	marginal p	marginal p	pass	pass	pass	orals in all areas	passed orals
Student #9	pass	pass	marginal p	pass	pass	pass	orals in area III	passed orals
Student #10	pass	pass	marginal p	pass	pass	pass	orals in area III	passed orals
Student #11	pass	pass	pass	pass	pass	marginal p	orals in area VI	passed orals

Student teaching evaluations and comprehensive exams demonstrate students are prepared to teach deaf and hard of hearing students upon completion of the deaf education credential program.

ANALYSIS OF CANDIDATE DATA

Review of candidate data indicates students are progressing through the program of study. Students who do not maintain the necessary 3.0 GPA for graduate program entrance, but meet the GPA requirements for other credentials have the option of completing a Multiple Subject credential only.

Prior to graduation ceremonies, students are asked to participate in exit interviews. Responses are collected in a group setting where participants are given the opportunity to agree with responses provided by other group members. Not all deaf education graduates participated in the same interview session. Responses from all sessions are compiled and presented to the Department Chair annually.

Summary of Outcome Assessment Program Results: 2007-2008

The outcome measures specified for the 2007-2008 academic year in the Student Outcome Assessment Plan included: (1) the PRAXIS results for Speech Language Pathology, and (2) graduate student exit interviews.

Exit Interviews

A total of 18 students participated in the exit interview process. Five of them were from Deaf Education and 13 of them were from speech-language pathology.

Deaf Education

Question	Responses	# of students
1. Which undergraduate experiences most prepared you for graduate school?	<ul style="list-style-type: none"> • exposure & info on different models of communication • “hands on” undergrad experience • 114 re: laws, IEP process, etc. • 164 re: lesson plans 162 re: preparation for 262 	<p>1</p> <p>1</p> <p>1</p> <p>3</p> <p>3</p>
2. Which graduate area of study prepared you most for your student teaching?	<ul style="list-style-type: none"> • 255, assessment class • 260 (30 hours of practicum) • 264 (differentiating instruction) • 262 (speech practicum) • 263 	<p>2</p> <p>2</p> <p>4</p> <p>3</p> <p>3</p>
3. For which areas of your field do you feel most prepared?	<ul style="list-style-type: none"> • elementary and preschool classroom settings • ASL environment • SDC setting • report writing • IEP goals & lesson plans • behavior management • troubleshooting equipment 	<p>4</p> <p>1</p> <p>1</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>
4. In what areas do you feel you are lacking skills?	<ul style="list-style-type: none"> • oral-aural environments • IEP forms & paperwork issues • cochlear implants • assessment • more creative ideas for lesson plans 	<p>1</p> <p>1</p> <p>4</p> <p>2</p> <p>4</p>
5. What was your most valuable learning experience overall (undergrad and grad)?	<ul style="list-style-type: none"> • placement in a variety of classrooms – all student teaching experiences • all classes that involved field work • networking with a variety of professionals in the field • writing research papers increased my knowledge about what I was doing in the classroom and helped me evaluate what others are saying 	<p>4</p> <p>1</p> <p>3</p> <p>3</p>
6. Which areas of study best prepared you to communicate with parents, professionals and pupils?	<ul style="list-style-type: none"> • ASL classes • encouragement and requirements to be involved in the deaf community (eg., Celebration of Diversity) • 201 (counseling class) 	<p>1</p> <p>4</p> <p>3</p> <p>3</p>

	<ul style="list-style-type: none"> • student teaching experiences • interacting with professors 	3
7. What setting do you plan to work in?	<ul style="list-style-type: none"> • early intervention & DIS • DIS or elementary setting • classroom setting with young DHH students • itinerant teaching • ASL classroom 	1 1 1 1 1
8. Which culminating experience did you select? Why? Would you do the same again?	<p>All students selected comprehensive exams, and all reported that they would make the same choice again. The reasons given were:</p> <ul style="list-style-type: none"> • quicker • didn't know I had an option • I hate writing • I had a good study group • they helped increase my confidence and tie all my knowledge together • gave me a stronger overall knowledge of the field 	3 1 5 4 5 1
9. Are you planning to pursue a doctoral degree?	All 5 students said "No".	
10. Other comments:	<ul style="list-style-type: none"> • I think the program was great, but one comment I would like to make is that I would like to see SLP, Deaf Ed, Aud, and Interpreting students work more closely together. We need to know how much we need each other. Possible, a social meeting each semester – away from campus. • Encourage SLP and AUD students to take the "Deaf Culture" class as an elective. 	

Exit interviews indicate students feel well prepared to work in classrooms that utilize sign language more than in oral based classrooms. The CDDS department added an undergraduate course, CDDS 121 Cochlear Implants and Deaf Children in the Spring 2007 semester. Students who took that course will be completing the graduate program in Spring 2009.

Students expressed a need for more preparation in assessment. Graduate faculty will analyze course content in graduate courses to ensure adequate learning experiences in applying knowledge of assessments is provided in course of study.

Candidate performance in student teaching and first years of employment continue to be a strength of the Fresno State DHH credential program. Student teaching evaluations and exit interviews indicate students and master teachers feel students are well prepared by the end of their student teaching experiences. Deaf education faculty receives phone calls and email requests each year from school administrators seeking DHH teachers from Fresno State. All eight students who completed Education Specialist: DHH credentials were employed for the 2008-2009 school year. The need for DHH teachers continues to be greater than the number of students completing the DHH credential requirements.

**California State University, Fresno (07-08)
Section A-4**

Use of Assessment Results to Improve Candidate & Program Performance

Deaf – Education Specialist

Data Source	Data Focus	Action(s)	Contact Person	Timeline
Exit Interview	Preparation for CI	To better prepare candidates to work in all communication environments of DHH classrooms, students who were not required to take the CDDS 121 Cochlear Implants class will be advised to take the course as an elective.	Dr. Ogden Dr. Smith N. Barker	2007-2009
Candidate Data	Recruitment	Intensive efforts will be made in recruiting more students to the deaf education graduate programs. High schools in the Central Valley region with ASL courses will be targeted for recruitment of students for sign language interpreting and deaf education majors.		2008-2010
Grant	Recruitment and Retention	An advisory board will be established to provide input regarding the United States Department of Education CFDA 84:325 K grant (Training Personnel in Minority Institutions to Serve Infants, Toddlers, and Children with Disabilities) that will provide tuition and other financial support for deaf education students. Input will be gathered from alumni currently working in the field, parents of deaf and hard of hearing children, administrators, and local DHH teachers. Recruitment		2008-2010

<p>Grant</p>	<p>Underserved populations</p>	<p>and retention of deaf education students will be emphasized.</p> <p>As a component of the course for grant participants, Community Information nights for parents of underserved populations will provide opportunities for Fresno State faculty, local school district DHH staff, alumni, and current students to interact with families who have children with hearing loss in rural area.</p>		<p>2009 - 2010</p>
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