



AAQEP Annual Report for 2023

Provider/Program Name:	California State University, Fresno / Fresno State
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	June 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

Land Acknowledgement:

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

Overview: Fresno State

California State University, Fresno (Fresno State), now a public, comprehensive university, was founded as Fresno Normal School in 1911 with the goal of developing teachers. It joined the California State University system in 1961 and was granted university status in 1972. Its 1,410-acre campus, including the university farm, is located several miles northeast of downtown Fresno. Fresno

is located in California's Central Valley, an agricultural region that produces many of the fruits, vegetables, nuts, and other food eaten across the globe. The area's strengths are evident in its world famous national parks, fertile literary landscape (including two former poet laureates of the United States), linguistic diversity, and rich cultural traditions and history.

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

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

Educator Preparation Programs at Fresno State

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

Programs Included in this Annual Report:

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

Public Posting URL

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

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 06/23)	Number of Completers in most recently completed academic year (12 months ending 06/23)
<i>Programs that lead to initial teaching credentials</i>			
	N/A		
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
	Preliminary Administrative Service	117	46
	Reading/Language Arts Added Authorization & Reading/Literacy Leadership Specialist Credential	36	15
	School Counseling	62	36
	School Nursing	58	48
Total for programs that lead to additional/advanced credentials		309	153
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
	N/A		

Total for additional programs		
TOTAL enrollment and productivity for all programs	309	153
Unduplicated total of all program candidates and completers	309	153

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.)

N/A

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.
309
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.
153
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
153
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.

For each of our programs, our expected time frame ranges from 1 to 2.5 years. Course completion rates are shown below. Credential completion rates are impacted by the state required exams for their credential and other life circumstances.

Preparing the data for this Annual Report has highlighted the need for improved data tracking across our programs. While we worked to provide numbers that are as accurate as possible within this section, we know inaccuracies exist in the data that are reported.

Preliminary Administrative Services (3-semester program)

Admitted Semesters	Enrolled Cohort	Graduated 100% (2 years time)	Graduation Rate % (2 years)
Fall 2020-Spring 2021	43	43	100%
Fall 2021-Spring 2022	89	89	100%
Fall 2022	21	In progress	N/A
Spring 2023	25	In progress	N/A

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

	Enrolled Cohort	Graduated 100% (5 semesters)	Graduated 150% (3 years)
Fall 2020	1	1	100%
Fall 2021	18	6	N/A
Fall 2022	17	In progress	N/A

*Prior to Fall 2023, candidates enrolled in the Reading MA program and then chose whether or not to also pursue the RLAA and/or the RLLSC. For our purposes here, we report all who enrolled in the MA program.

School Counseling (5-semester program)			
	Enrolled Cohort	Graduated 100% (2 years time)	Graduated 150% (3 years time)
Fall 2020	28	28	N/A
Fall 2021	21	11	1
Fall 2022	25	In progress	N/A
School Nursing Services (3-semester program; summer-fall-spring)			
Summer-Fall-Spring	Enrolled Cohort	Graduated 100% (1 year time)	Graduated 150% (2 years time)
2020-2021	51	47	4
2021-2022	45	42	3
2022-2023	54	52	N/A
<p>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%.</p> <p>The only advanced credential that requires a state license exam is the Preliminary Administrative Services credential, which requires candidates to pass the California Administrator Performance Assessment. For the 21 candidates who completed the program in Fall 2022, the pass rate was 100%. For the 25 candidates who completed the program in Spring 2023, the pass rate was 100%.</p>			

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

Beginning in Spring 2023, Fresno State's Educator Preparation Programs created a unit-wide survey to administer to completers of all credential programs—preliminary and advanced. The survey includes 15 items related to program preparation, several of which align with aspects of AAQEP Standards 1 and 2, that completers of all programs are asked to indicate the extent to which they agree on a 6-point likert scale. Additionally, the survey includes program-specific items, allowing programs to gather program-specific data. Program completers were required to show evidence that they had completed the survey at the time they applied for their credential from the Commission on Teacher Credentialing.

Across all programs, the majority of completers indicated they agreed or strongly agreed with each of the 15 items, suggesting that completers overall feel well-prepared by the Fresno State Educator Preparation programs.

In early Spring 2024, we will administer a survey to 2022-2023 program completers to learn their employment status and the contact information for their supervisor. We intend to then follow that with two follow-up surveys, both administered in late Spring 2024: one to employers of program completers and one to completers who are one year out of the program.

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

The Fresno State Advanced Credential Programs have had limited access to evidence from employers of program completers. The California Commission on Teacher Credentialing administers a survey to employers of completers of all educator preparation programs throughout the state, but the response rate is quite low. In 2021-2022, the most recent year for which data are available, only 851 individuals responded in the state. Of these, 46 indicated they employed completers of Fresno State's preliminary and advanced credential programs. Unfortunately, responses cannot be disaggregated by program.

Still, 45 of the 46 employers who responded to the CCTC survey indicated completers were at least adequately prepared, and 22 indicated completers were well or very well prepared. The survey includes items that align with each of the six domains of the California Standards for the Teaching Profession: 1 - Engaging and Supporting All Students in Learning; 2 - Creating and Maintaining Effective Environments for Student Learning; 3 - Understanding and Organizing Subject Matter for Student Learning; 4 - Planning Instruction and Designing Learning Experiences for All Students; 5 - Assessing Students for Learning; and 6 - Developing as a Professional Educator. Based on the responses, Fresno State's programs need to work with candidates more on Engaging and Supporting All Students in Learning and Assessing Students for Learning.

Programs also gather feedback from employers at the President's Commission on Teacher Education, an event held twice a year and attended by local site, district, and county leaders and program-specific advisory board meetings. Overall, feedback on the educators prepared by Fresno State is favorable, as evidenced by districts reaching out to hire our completers and multiple districts reaching out to partner with the university on residency programs.

In Spring 2024, we intend to administer a Fresno State-specific employer survey in hopes of gathering more specific data about our completers, both in general and by program.

H. Narrative 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.

To date, the Advanced Credential Programs do not have a reliable means of tracking employment rates for program completers. Anecdotally, we know that the vast majority of our program completers get jobs within the region.

Beginning in early Spring 2024, individuals who completed a program in 2022-2023 will be contacted to provide (a) their current employment status; (b) their current employer; and c) the name and contact information for their supervisor. In doing so, we hope to be able to better track the employment status of our program completers while also providing us with a way to reach out to employers to learn their perceptions of how well our candidates are prepared.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

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

Because of the differences in our Advanced Credential programs, each program selected measures that align with Standard 1 and reported on candidate/completer success.

Preliminary Administrative Services		
Measure	Definition of Success	Candidate/Completer Success
CalAPA Leadership Cycle 2 (Rubric 2.3)	Candidate success would be measured at Level 2 or Level 3, as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with	Submission year: 2021-2022 (Academic year) Program: 2.5 (>2 = yes) State-wide: 2.3 Program Comparison: +.2 (above state = yes) n=22 (State n=1516)

Preliminary Administrative Services		
Measure	Definition of Success	Candidate/Completer Success
	an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria.	<p>Submission year: 2022-2023 (Academic year) Program: 2.0 (at 2.0) State-wide: 2.3 Program Comparison: -.3 (above state = no) n=59 (State n=1882)</p> <p>Submission year: 2019-YTD Program: 2.4 (>2 = yes) State-wide: 2.3 Program Comparison: +.1 (above state = yes) n=146 (State n=6955)</p>
<u>CalAPA Leadership Cycle 1 (Rubric 1.1)</u>	Candidate success would be measured at Level 2 or Level 3 as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria.	<p>Submission year: 2021-2022 (Academic year) Program: 3.0 (>3 = yes) State-wide: 3.1 Program Comparison: -.1 (above state = no) n= 61 (State n=1715)</p> <p>Submission year: 2022-2023 (Academic year) Program: 2.9 (>2 = yes) State-wide: 2.9 Program Comparison: +/-0 (even w/ state) n=68 (State n=2170)</p> <p>Submission year: 2019-YTD Program: 3.0 (>3 = yes) State-wide: 3.0 Program Comparison: +/-0 (even w/ state) n=194 (State n=7908)</p>

Preliminary Administrative Services		
Measure	Definition of Success	Candidate/Completer Success
<u>CalAPA Leadership Cycle 3 (Rubric 3.4)</u>	Candidate success would be measured at Level 2 or Level 3 as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria.	<p>Submission year: 2021-2022 (Academic year) Program: 2.7 (>2 = yes) State-wide: 2.7 Program Comparison: +/-0 (even w/ state) n= 36 (State n=1590)</p> <p>Submission year: 2022-2023 (Academic year) Program: 2.7 (>2 = yes) State-wide: 2.6 Program Comparison: +.1 (above state = yes) n= 47 (State n=1993)</p> <p>Submission year: 2019-YTD Program: 2.6 (>2 = yes) State-wide: 2.6 Program Comparison: +/-0 (even w/ state) n=154 (State n=7032)</p>
<u>P12 PASC Program AAQEP Candidate Self-Assessment</u>	Candidate success would be measured by 1) average of 3 or higher for each semester and 2) evidence of mean growth from semester 1 to semester 3.	<p>AAQEP Standard 1 Semester 1: Overall M=4.30 (n=154) Semester 2: Overall M=4.29 (n=90) Semester 3: Overall M=4.61 (n=49)</p> <p>Mean growth SEM 1 - SEM 3 = +.31 (yes)</p>

Reading and Literacy Added Authorization / Reading and Literacy Leadership Specialist Credential (RLAA/RLLSC)		
Measure	Definition of Success	Candidate/Completer Success

<p>LEE 224-Case Study Rubric: Students administer a variety of literacy assessments to an individual struggling reader in K-12, analyze the assessment results, and use the results to develop an individualized instructional plan. The students prepare a case study report that details the assessment tools and results, provides an analysis of the results, and provides instructional recommendations.</p>	<p>Reports are evaluated and scored using a rubric (Case Study Rubric) ranging Exemplary (90-100), Accomplished (80-89), Developing (70-79), and Beginning (below 70) based on the ability to administer, score, and analyze assessment tools and to use assessment results and literacy research to guide the design of differentiated instruction for struggling readers.</p> <p>A score of ≥ 80 is considered to have met the learning outcome. 75% of students are expected to meet the learning outcome.</p>	<p>Fifteen candidates' Case Study Reports were evaluated in Spring 2023. 100% were designated proficient and met the benchmark.</p> <table border="1" data-bbox="1247 305 1881 634"> <thead> <tr> <th>Student #</th> <th>Results</th> <th>Analysis</th> <th>Strengths/ Weaknesses</th> <th>Instructional Recommendations</th> <th>Writing Mechanics</th> </tr> </thead> <tbody> <tr><td>1</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>2</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>3</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>4</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>5</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>6</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>7</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>8</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>9</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>10</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>11</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>12</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>13</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>14</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> <tr><td>15</td><td>20</td><td>20</td><td>20</td><td>20</td><td>20</td></tr> </tbody> </table>	Student #	Results	Analysis	Strengths/ Weaknesses	Instructional Recommendations	Writing Mechanics	1	20	20	20	20	20	2	20	20	20	20	20	3	20	20	20	20	20	4	20	20	20	20	20	5	20	20	20	20	20	6	20	20	20	20	20	7	20	20	20	20	20	8	20	20	20	20	20	9	20	20	20	20	20	10	20	20	20	20	20	11	20	20	20	20	20	12	20	20	20	20	20	13	20	20	20	20	20	14	20	20	20	20	20	15	20	20	20	20	20
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<p>LEE 254- Coaching Videos Rubric: Students conduct a coaching session with a colleague that includes a pre-coaching discussion to focus the coaching, the coaching event, and a debriefing to assess the outcome. The student then created a coaching video that highlights their use of effective coaching practices.</p>	<p>As a program, our goal is for candidates to holistically score a minimum of 12 out of a total of 15 while scoring 3 or above in each category (video content, presentation, reflective Analysis) This demonstrates that candidates exhibit an ability to provide effective coaching.</p>	<p>Fifteen candidates' Coaching Videos were evaluated in Fall 2022. 100% met the benchmark with scores of 12 -15.</p>																																																																																																

LEE 254 COACHING PRESENTATION RUBRIC

LEE 254 COACHING PRESENTATION RUBRIC			
	EXCELLENT 5	FAIR 3	POOR 1
Video Content Weight x 3	Video includes all 3 phases of the coaching process. Video is high quality and easy for audience to hear and view. Video is 10-15 minutes in length.	Video includes 2 phases of the coaching process. Video is of adequate quality for audience to hear and view. Video is 10-15 minutes in length.	Video includes only 1 phase of coaching process. Video is of low quality and detracts from audience engagement. Video length does not meet requirement.
Presentation Weight x2	The student presents the information clearly and displays a complete understanding of their information. Audience is effectively engaged in discussion.	The student presents the information fairly clearly and displays a reasonable understanding of their information. Audience is somewhat engaged in discussion.	The information is not clearly presented. Gaps and lack of focus demonstrate lack of preparation.
Reflective Analysis Weight x5	Presentation clearly highlights key events to share with audience. Analysis includes lessons learned about coaching and identifies critical insights about growth and future goals.	Presentation highlights several events to share with audience. Analysis includes lessons learned about coaching but needs elaboration about growth and future goals.	Presentation includes few events to share with audience. Analysis does not include lessons learned about coaching or insights about growth and future goals.

Coaching Video Rubric Data

Student	Video Content	Presentation	Reflective Analysis
1	5	5	5
2	5	5	5
3	5	5	5
4	5	5	5
5	4	4	4
6	5	5	5
7	5	5	5
8	4	4	4
9	5	5	5
10	5	5	5
11	5	5	5
12	5	5	5
13	4	4	4
14	5	5	5
15	5	5	5

LEE 213-Asset Based Description of Learner
Students collect information about their focal learner and present it an asset based description which allows them to build on student strengths and interests without a deficit lens toward the learner. This is submitted in a field memo that is worth 10 points.

As a program the goal is for students to earn a minimum of 8 out of 10 points and for 80% of students to meet the goal.

18 students' Asset Based descriptions were assessed with 100% earning 10/10.

Student	Field Memo 1-Asset Based Description
1	10
2	10
3	10
4	10
5	10
6	10
7	10
8	10
9	10
10	10
11	10
12	10
13	10
14	10
15	10
16	10
17	10
18	10

School Counseling										
Measure	Definition of Success	Candidate/Completer Success								
Site Supervisor Program Evaluation Survey (Aspect A)	<p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.</p> <p>Items indicated as "Not Observed" were not included as part of the analysis. (Note: "Not Observed" signifies that the site supervisor did not have the chance to witness students' capabilities in the specified area.)</p> <p>Items from the Crises & Trauma and Ethical & Legal knowledge scales on the Site Supervisor Program Evaluation Survey</p> <ul style="list-style-type: none"> a) Understand and use appropriate measures pertaining to students with suicide and homicide risks. b) Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings. c) Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers. d) Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by the American School Counselor Association. e) Understand and articulate the state laws and 	<p>The site supervisors have evaluated a total of 84 students' knowledge of services around crises and trauma and their ability to apply ethical and legal considerations. The means from the selected survey items from the Fall 2022/ Spring 2023 Site Supervisor Program Evaluation Survey were calculated. The computed means ranged from 3.08 to 3.54, all surpassing the threshold of 3.0. This implies that site supervisors consistently rated students within the bracket of "meets expectations" to "exceeds expectations." The data suggests that site supervisors generally perceived students to demonstrate adequate knowledge, skills, and abilities associated with crises, trauma, and legal and ethical obligations.</p> <table border="1"> <thead> <tr> <th>Survey Item</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>(a) Understand and use appropriate measures pertaining to students with suicide and homicide risks.</td> <td>3.15</td> </tr> <tr> <td>(b) Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings.</td> <td>3.08</td> </tr> <tr> <td>(c) Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.</td> <td>3.41</td> </tr> </tbody> </table>	Survey Item	Mean	(a) Understand and use appropriate measures pertaining to students with suicide and homicide risks.	3.15	(b) Have knowledge and ability to assess and provide prevention and intervention for other crisis and trauma situations that may occur on school campus, such as school shootings.	3.08	(c) Understand and apply ethical and the legal obligations to students, parents, administrators, and teachers.	3.41
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	<p>obligations regarding mandated reporting for child, elder, and dependent adults.</p> <p>f) Display professional disposition related to conduct, communication, demeanor, and presentation (appearance/written/oral) within the school counseling program, internship site, and profession.</p>	<table border="1"> <tr> <td data-bbox="1142 180 1640 415">(d) Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by the American School Counselor Association.</td> <td data-bbox="1640 180 1801 415">3.51</td> </tr> <tr> <td data-bbox="1142 415 1640 578">(e) Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.</td> <td data-bbox="1640 415 1801 578">3.44</td> </tr> <tr> <td data-bbox="1142 578 1640 808">(f) Display professional disposition related to conduct, communication, demeanor, and presentation (appearance/written/oral) within the school counseling program, internship site, and profession.</td> <td data-bbox="1640 578 1801 808">3.54</td> </tr> </table>	(d) Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by the American School Counselor Association.	3.51	(e) Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.	3.44	(f) Display professional disposition related to conduct, communication, demeanor, and presentation (appearance/written/oral) within the school counseling program, internship site, and profession.	3.54
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(e) Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.	3.44							
(f) Display professional disposition related to conduct, communication, demeanor, and presentation (appearance/written/oral) within the school counseling program, internship site, and profession.	3.54							
<p>Site Supervisor Program Evaluation Survey (Aspect C)</p>	<p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.</p> <p>Items indicated as "Not Observed" were not included as part of the analysis. (Note: "Not Observed" signifies that the site supervisor did not have the chance to witness students' capabilities in the specified area.)</p> <p>Working with Students of Diverse Background Scale Items on the Site Supervisor Program Evaluation Survey.</p> <p>(a) Have knowledge and ability to work with</p>	<p>A total of 84 students' ability to work with diverse students was rated by site supervisors on three survey items. The means for these survey items from the Fall 2022/ Spring 2023 Site Supervisor Program Evaluation Survey were calculated. The computed means ranged from 3.10 to 3.48, all surpassing the threshold of 3.0. This implies that site supervisors consistently rated students within the bracket of "meets expectations" to "exceeds expectations." The data suggests that site supervisors generally perceived students to demonstrate adequate knowledge, skills, and abilities associated with culturally responsive practice.</p> <table border="1"> <thead> <tr> <th data-bbox="1142 1312 1619 1377">Survey Item</th> <th data-bbox="1619 1312 1801 1377">Mean</th> </tr> </thead> <tbody> <tr> <td data-bbox="1142 1377 1619 1424"></td> <td data-bbox="1619 1377 1801 1424"></td> </tr> </tbody> </table>	Survey Item	Mean				
Survey Item	Mean							

	<p>students of diverse backgrounds, including socioeconomic disadvantages, English learners, homeless youth, foster youths, sexual minority youths, and racial and ethnic minorities.</p> <p>(b) Have knowledge and ability to work with students with disabilities and other educational/socioemotional needs that impact learning (including knowledge of IEP and Section 504 plans).</p> <p>(c) Understand information on school, district, State, and Federal policies and the impact of resulting practices.</p>	<p>(a) Have knowledge and ability to work with students of diverse backgrounds, including socioeconomic disadvantages, English learners, homeless youth, foster youths, sexual minority youths, and racial and ethnic minorities.</p>	<p>3.48</p>
		<p>(b) Have knowledge and ability to work with students with disabilities and other educational/socioemotional needs that impact learning (including knowledge of IEP and Section 504 plans).</p>	<p>3.27</p>
		<p>(c) Understand information on school, district, State, and Federal policies and the impact of resulting practices.</p>	<p>3.10</p>
<p>Counseling Disposition Assessment</p>	<p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.</p> <p>Items indicated as "Not Observed" were not included as part of the analysis. (Note: "Not Observed" signifies that the site supervisor did not have the chance to witness students' capabilities in the specified area.)</p> <p>Collaboration Scale Items on the assessment:</p>	<p>A total of 84 counselor dispositions were analyzed from Fall 2022 and Spring 2023 assessments. The means for six survey items were computed and analyzed. The calculated means ranged from 3.32 to 3.44. Notably, all means were above the 3.0 threshold. This suggests a perception among site supervisors that all interns during the 2022-2023 academic year consistently demonstrated the knowledge, skills, and abilities essential for fostering positive learning and work environments.</p> <p>Please see below for the means of each item.</p>	

<ul style="list-style-type: none"> (a) Demonstrates the ability to work creatively and collaboratively with colleagues, clients, families, and the community; (b) Values clients as full partners in the counseling/educational process; (c) Collaborates with community partners and agencies in all phases of intervention when possible; (d) Communicates on a regular basis the progress of students to parents and involved parties with proper consent. (e) Works well with others to develop opportunities for peer and student learning; (f) Plans and collaborates to ensure that appropriate supports for smooth transitions are in place. 	Survey Item	Mean
	(a) Demonstrates the ability to work creatively and collaboratively with colleagues, clients, families, and the community;	3.44
	(b) Values clients as full partners in the counseling/educational process;	3.38
	(c) Collaborates with community partners and agencies in all phases of intervention when possible;	3.42
	(d) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.	3.32
	(e) Works well with others to develop opportunities for peer and student learning	3.40
	(f) Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.	3.36

School Nurse Services Credential

Measure	Definition of Success	Candidate/Completer Success
Site Supervisor's (Preceptor) evaluation of students' skills and	Likert rating scales measuring students' knowledge of essential	Preceptor evaluation of Student: All practicum activities and overall student performance were considered:

<p>knowledge essential to perform as successful school nurses.</p>	<p>components are completed by Site Supervisors (Preceptors). The rating scale is as follows: 5 = Excellent; 4= Very Good; 3= Good; 2 = Fair; 1 = Poor. Success is defined as 3 or above.</p>	<table border="1"> <thead> <tr> <th colspan="5">Preceptor Evaluation of Student</th> </tr> <tr> <th>N = 35</th> <th>5</th> <th>4</th> <th>3</th> <th>No data</th> </tr> </thead> <tbody> <tr> <td>Overall Rating</td> <td>31</td> <td>4</td> <td>0</td> <td>0</td> </tr> <tr> <td>Recommend for clear credential</td> <td>35 (100%)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Goal met.</p>	Preceptor Evaluation of Student					N = 35	5	4	3	No data	Overall Rating	31	4	0	0	Recommend for clear credential	35 (100%)																							
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N = 35	5	4	3	No data																																						
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<p>Students evaluate the support and mentoring provided by site supervisors in completing learning objectives and school nurse competencies. 5 key areas (measures) were evaluated.</p>		<table border="1"> <thead> <tr> <th colspan="5">Student evaluation of Preceptor:</th> </tr> <tr> <th>Student Evaluation of Preceptor</th> <th></th> <th></th> <th></th> <th></th> </tr> <tr> <th>N = 31</th> <th>5</th> <th>4</th> <th>3</th> <th>No data</th> </tr> </thead> <tbody> <tr> <td>Measure 1</td> <td>27</td> <td>3</td> <td>0</td> <td>1</td> </tr> <tr> <td>Measure 2</td> <td>27</td> <td>4</td> <td>0</td> <td></td> </tr> <tr> <td>Measure 3</td> <td>25</td> <td>6</td> <td>0</td> <td></td> </tr> <tr> <td>Measure 4</td> <td>29</td> <td>2</td> <td>0</td> <td></td> </tr> <tr> <td>Measure 5</td> <td>28</td> <td>3</td> <td>0</td> <td></td> </tr> </tbody> </table> <p>Goal met.</p>	Student evaluation of Preceptor:					Student Evaluation of Preceptor					N = 31	5	4	3	No data	Measure 1	27	3	0	1	Measure 2	27	4	0		Measure 3	25	6	0		Measure 4	29	2	0		Measure 5	28	3	0	
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Measure 3	25	6	0																																							
Measure 4	29	2	0																																							
Measure 5	28	3	0																																							

Professional Dispositions and behaviors: Students completed surveys after each semester. Six dispositions and behaviors were measured	Likert rating scales measuring students' professional dispositions and behaviors were completed via a survey. The rating scale is as follows: 5 = Excellent; 4= Very Good; 3= Good; 2 = Fair; 1 = Poor. Success is defined as 3 or above	Student Dispositions and Behaviors				
		Fall 2022				
		N= 32	5	4	3	No data
		Measure 1	29	3	0	0
		Measure 2	26	5	1	0
		Measure 3	30	2	0	0
		Measure 4	30	1	1	0
		Measure 5	26	5	1	0
	Measure 6	27	4	1	0	
Professional Knowledge: Information on key assignments, online discussions and presentations were used to assess professional knowledge	Students used a Likert rating scale to indicate professional knowledge gained by the program. The rating scale is as follows: 5 = Excellent; 4= Very Good; 3= Good; 2 = Fair; 1 = Poor. Success is defined as 3 or above	Professional Knowledge				
		N = 20	5	4	3	No data
		On line discussion	15	5	0	0
		Presentation	18	2	0	0
		Assignments	18	1	0	1
		Resources	19	1	0	0
		Overall Knowledge	20	0	0	0

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

Because of the differences in our Advanced Credential programs, each program selected measures that align with Standard 1 and reported on candidate/completer success.

Preliminary Administrative Services

Measure	Definition of Success	Candidate/Completer Success
CalAPA Leadership Cycle 2 (Rubric 2.2)	Candidate success would be measured at Level 2 or Level 3, as proficiency with the CTC is currently at	Submission year: 2021-2022 (Academic year) Program: 3.0 (>3 = yes) State-wide: 2.8

	<p>a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria.</p>	<p>Program Comparison: +.2 (above) n=22 (State n=1516)</p> <p>Submission year: 2022-2023 (Academic year) Program: 2.9 (>2 = yes) State-wide: 2.7 Program Comparison: +.2 (above state = yes) n=59 (State n=1882)</p> <p>Submission year: 2019-YTD Program: 2.9 (>2 = yes) State-wide: 2.6 Program Comparison: +.3 (above state = yes) n=146 (State n=6955)</p>
<p>CalAPA Leadership Cycle 1 (Rubric 1.7)</p>	<p>Candidate success would be measured at Level 2 or Level 3, as proficiency with the CTC is currently at a Level 2; however, Fresno State faculty instruct toward all 5 levels with an emphasis on Level 3 or 4. In addition, maintaining mean scores above the state average by rubric will be considered as an element of success criteria.</p>	<p>Submission year: 2021-2022 (Academic year) Program: 2.5 (>2 = yes) State-wide: 2.4 Program Comparison: +.1 (above state = yes) n= 61 (State n=1715)</p> <p>Submission year: 2022-2023 (Academic year) Program: 2.3 (>2 = yes) State-wide: 2.3 Program Comparison: +/-0 (even w/ state) n=68 (State n=2170)</p> <p>Submission year: 2019-YTD Program: 2.4 (>2 = yes) State-wide: 2.4 Program Comparison: +/-0 (even w/ state) n=194 (State n=7908)</p>
<p>CCTC Completer Survey (Q4)</p>	<p>Candidate success would be measured by 1) mean rating of 3 (adequately) or higher, and; 2)</p>	<p>Academic year: 2021-2022 Program: 4.46 (>3 = yes) State-wide: 4.56</p>

	maintaining mean ratings above the State-wide average.	<p>Program Comparison: -.10 (no) n=13 (State n=274)</p> <p>Academic year: 2022-2023 Program: 4.54 (>3 = yes) State-wide: 4.69 Program Comparison: -.15 (no) n=24 (State n=909)</p>
P12 PASC Program AAQEP Candidate Self-Assessment	Candidate success would be measured by 1) average of 3 or higher for each semester and 2) evidence of mean growth from semester 1 to semester 3.	<p>AAQEP Standard 1 Semester 1: Overall M=4.19 (n=154) Semester 2: Overall M=4.24 (n=90) Semester 3: Overall M=4.56 (n=49)</p> <p>Mean growth SEM 1 - SEM 3 = +.37 (yes)</p>

Reading and Literacy Added Authorization / Reading and Literacy Leadership Specialist Credential (RLAA/RLLSC)

Measure	Definition of Success	Candidate/Completer Success
<p>Reading/Literacy Program Master's Degree Completion EXIT Survey Item 5: Fresno State's Reading/Literacy program prepares completers to understand and implement culturally responsive practices.</p> <p>Review of this item enables us to determine if we have met Candidate Academic Performance Indicators–Standard 2b: Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural</p>	<p>Programmatically, our goal is for candidates to rate the item at a 4 or a 5 out of 5 within each area with a minimum response rate of 80%.</p>	<p>Of 6 respondents (out of 15): 3 rated it as 5 2 rated it as 4 1 rated it as 3</p> <p>We did not meet our goal and we also did not get a robust response rate.</p>

and socioeconomic community contexts		
<p>Unit Wide Credential Exit Survey item 14: I have learned to establish goals for my own professional growth and engage in self-assessment, goal setting, and reflection.</p> <p>Review of this item enables us to determine if we have met Candidate Academic Performance Indicators–Standard 2e: Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection</p>	<p>Programatically, our goal is for candidates to score the item at a 5 or 6 out of 6 with a minimum response rotate of 80%</p>	<p>Of 3 respondents (out of 15) 1 rated it a 6 1 rated it a 5 1 rated it a 4</p> <p>We did not meet our goal and we also did not get a robust response rate.</p>
<p>LEE 254 Program Evaluation Report Rubric Item: Professional Development- Clearly identifies areas of need for future PD. Content of PD is strongly supported by evidence in the report and formats for PD are supported by at least 2 research references from PD literature and Adult Learning Theory literature.</p>	<p>As a program, our goal is for candidates to score at least to a score of 8 out of 10, as this demonstrates that candidates exhibit at least general ability to identify areas of need for future professional development based on the findings from the program evaluation. 75% of students are expected to meet the learning outcome.</p>	<p>15 students scored 10/10 on this item</p>

Program Name: School Counseling

Measure	Definition of Success	Candidate/Completer Success												
Evaluation of Field Placement Student	<p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.</p> <p>Items indicated as "Not Observed" were not included as part of the analysis. (Note: "Not Observed" signifies that the site supervisor did not have the chance to witness students' capabilities in the specified area.)</p> <p>Six items relevant to Standard 2a were selected. These items below ask for knowledge and abilities to work in local schools and cultural communities.</p> <ul style="list-style-type: none"> a) Understand and use tests and measures used in assessing student learning and achievement, development of school, family, and community partnerships. b) Have knowledge and ability to work with students of diverse backgrounds. c) Able to learn about the duties that a school counselor will perform; adapted well to conditions. d) Have knowledge of relevant resources and connects with students to resources needed to assist in academic achievement; e) Have knowledge and abide by policies and processes relating to academic development at the school, district, state, and federal levels; f) Demonstrate knowledge of and skills in consulting with and educating school staff on social emotional needs of students. 	<p>Site supervisors assessed the competence of 84 students in working with local schools and cultural communities. Mean values for specific survey items from the Fall 2022/Spring 2023 Site Supervisor Program Evaluation Survey were computed, ranging from 3.15 to 3.48. All computed means exceeded the 3.0 threshold, indicating consistent ratings by site supervisors in the "meets expectations" to "exceeds expectations" range. The data suggests that, overall, site supervisors perceived students to possess satisfactory knowledge, skills, and abilities relevant to working in local schools and cultural communities.</p> <table border="1" data-bbox="1171 678 1877 1398"> <thead> <tr> <th data-bbox="1171 678 1766 743">Survey Item</th> <th data-bbox="1766 678 1877 743">Mean</th> </tr> </thead> <tbody> <tr> <td data-bbox="1171 743 1766 943">(a) Understand and use tests and measures used in assessing student learning and achievement, development of school, family, and community partnerships.</td> <td data-bbox="1766 743 1877 943">3.24</td> </tr> <tr> <td data-bbox="1171 943 1766 1040">(b) Have knowledge and ability to work with students of diverse backgrounds.</td> <td data-bbox="1766 943 1877 1040">3.48</td> </tr> <tr> <td data-bbox="1171 1040 1766 1170">(c) Able to learn about the duties that a school counselor will perform; adapted well to conditions.</td> <td data-bbox="1766 1040 1877 1170">3.47</td> </tr> <tr> <td data-bbox="1171 1170 1766 1300">(d) Have knowledge of relevant resources and connects with students to resources needed to assist in academic achievement;</td> <td data-bbox="1766 1170 1877 1300">3.36</td> </tr> <tr> <td data-bbox="1171 1300 1766 1398">(e) Have knowledge and abide by policies and processes relating to academic</td> <td data-bbox="1766 1300 1877 1398">3.15</td> </tr> </tbody> </table>	Survey Item	Mean	(a) Understand and use tests and measures used in assessing student learning and achievement, development of school, family, and community partnerships.	3.24	(b) Have knowledge and ability to work with students of diverse backgrounds.	3.48	(c) Able to learn about the duties that a school counselor will perform; adapted well to conditions.	3.47	(d) Have knowledge of relevant resources and connects with students to resources needed to assist in academic achievement;	3.36	(e) Have knowledge and abide by policies and processes relating to academic	3.15
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		development at the school, district, state, and federal levels;											
Counselor Disposition Assessment	<p>Site supervisors evaluated students on a 5-point Likert scale (0 = Not Observed, 1 = Doesn't Meet Expectations, 2 = Progressing, 3 = Meets Expectations, 4 = Exceeds Expectations). Success for this data source will be indicated by achieving an average of 3.0 or higher.</p> <p>Items indicated as "Not Observed" were not included as part of the analysis. (Note: "Not Observed" signifies that the site supervisor did not have the chance to witness students' capabilities in the specified area.)</p> <p>The following items demonstrate candidates' commitment to engage in culturally responsive educational practices:</p> <ul style="list-style-type: none"> a) Diagnose clients/students' needs by interpreting data from various sources. b) Develop intervention plans compatible with diverse students c) Accommodates all clients, including those from diverse backgrounds d) Respects clients as individuals with differing personal backgrounds 	<p>A comprehensive review of 84 counselor disposition assessments from the Fall 2022 and Spring 2023 semesters was analyzed. The means for four survey items assessing candidates' commitment to engage in culturally responsive educational practices were computed. The means ranged from 3.18 to 3.48, surpassing the 3.0 threshold. This indicates a consistent perception among site supervisors that interns throughout the 2022-2023 academic year consistently exhibited the necessary knowledge, skills, and abilities to commit to engagement in culturally responsive educational practices.</p> <table border="1" data-bbox="1178 911 1885 1360"> <thead> <tr> <th>Survey Item</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>(a) Diagnose clients/students' needs by interpreting data from various sources.</td> <td>3.26</td> </tr> <tr> <td>(b) Develop intervention plans compatible with diverse students</td> <td>3.18</td> </tr> <tr> <td>(c) Accommodates all clients, including those from diverse backgrounds</td> <td>3.44</td> </tr> <tr> <td>(d) Respects clients as individuals with differing personal backgrounds</td> <td>3.48</td> </tr> </tbody> </table>	Survey Item	Mean	(a) Diagnose clients/students' needs by interpreting data from various sources.	3.26	(b) Develop intervention plans compatible with diverse students	3.18	(c) Accommodates all clients, including those from diverse backgrounds	3.44	(d) Respects clients as individuals with differing personal backgrounds	3.48	3.35
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Program Name: School Nursing

Measure	Definition of Success	Candidate/Completer Success
<p>Spring2023 N187 School Nurse Practicum II, Exit Survey of Practicum Preceptors' Evaluation of Student Skill and Competencies. Q 36:</p>	<p>Preceptors responded to the survey using the Likert scale (1=Poor, 2=Fair, 3= Good, 4=Very Good, 5= Excellent)</p> <p>Programmatically our goal would be</p>	<p>Results: N =52 41 students were rated as 5 10 students were rated as 4 1 student was rated as 3</p>

<p>Taking all practicum activities into consideration, rate the total performance of this student.</p> <p>Review of this question allows us to determine if we have met School Nurse Competency 2: Providing Direct Client Care Services (Secondary and Tertiary)</p>	<p>for every student to be rated at least a 3-5.</p>	<p>No scores were lower than 3</p> <p>This goal was met.</p>
<p>Spring2023 N187 School Nurse Practicum II, Exit Survey of Practicum Preceptors' Evaluation of Clinical Course: Q 1: How pertinent is course content for current practicum level to the school nurse experience</p> <p>Review of this question allows us to determine if we have met School Nurse Competency 1, 2 and 3: Providing Health and Wellness Services (Primary, Secondary and Tertiary Intervention) and Professional Management Skills.</p>	<p>Preceptors responded to the survey using the Likert scale (1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent)</p> <p>Programmatically our goal would be for every student to be rated at least a 3-5.</p>	<p>Results: N = 51 36 rated content 5 15 rated content 4</p> <p>No scores were lower than 4</p> <p>This goal was met</p>
<p>Spring 2023 N187 School Nurse Practicum II. Exit Survey of Practicum Preceptors' Evaluation of Student Skill and Competencies. Q4: Candidate demonstrates the dispositional tendency to VALUE DIVERSITY - cultural, linguistic, cognitive, and physiological. (This</p>	<p>Preceptors responded to the survey using the Likert scale (1=Poor, 2=Fair, 3= Good, 4=Very Good, 5= Excellent)</p> <p>Programmatically our goal would be for every student to be rated at least a 3-5.</p>	<p>Results: N = 51 48 students were rated at 5 3 students were rated at 4</p> <p>No scores were below 4</p> <p>This goal was met</p>

<p>disposition is critical to differentiating instruction and creating psychologically and physically safe helping/learning environments.)</p> <p>Review of this question allows to determine if we have met School Nurse Competency 3 Professional Management Skills</p>		
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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.

Development of a Network Improvement Community:

In preparation for the CCTC and AAQEP site visits, coordinators from Fresno State’s 14 educator preparation programs began to meet on a monthly and, at times, bi-monthly basis. Prior to Fall 2020, the coordinators had not met together regularly since the last accreditation site visit. During that time, there was significant changeover in program coordinators. The lack of regular meetings, coupled with the changes in program leadership, led to a lack of unit-wide data collection and analysis activities.

When the meetings began in Fall 2020, the focus was to prepare for the site visits. Following those site visits, the coordinators have continued to meet regularly, under the direction of the Assistant Director of Teacher Education (now the Director of Educator Preparation Programs), a position that was created in Spring 2021. These meetings were especially critical in the 2022-2023 academic year, as changes in program leadership have continued. During that year, eight programs had coordinators who were in their first year in the role.

- [Agendas and Resources 2021-2022](#)
- [Agendas and Resources 2022-2023](#)

As we continue, the primary goals for these meetings are to support program coordinators in:

- Overseeing their respective programs, which includes sharing best practices and resources for supporting candidates, connecting with mentors/site-based supervisors, connecting with program completers, connecting with employers of completers, etc.
- Engaging in data collection and analysis to inform program practices at both the program and the unit levels, including developing shared resources to collect program-specific data

During the 2022-2023 academic year, coordinators developed a model to help illustrate from whom they gather data and how those data are used.

Fresno State Educator Preparation Continuous Improvement Model



Improved Data Collection Efforts:

As highlighted above, we have grown increasingly frustrated with the data we receive from the surveys administered to program completers by outside entities. While the data provided by the California State University Educator Preparation Quality Center is useful for Teacher Education, the surveys are not administered to any other programs.

Working with our Data Analyst and the coordinators of all educator preparation programs, we developed a unit-wide exit survey that includes 15 items, several of which align with aspects of AAQEP Standards 1 and 2. Program completers are invited to rate the extent to which they agree with each on a scale of 1 (Strongly Disagree) to 6 (Strongly Agree). Each program then had the ability to add its own specific items. We also included pathway and demographic items that allow us to disaggregate the data in ways that are meaningful for our programs.

We administered the survey in Spring 2023, requiring all completers who applied for a credential to respond. In Summer 2023, coordinators then met to review the data and to consider what changes they might make in response.

We intend to build on the Completer Survey in Spring 2024 with a One-Year Out Completer Survey and an Employer Survey.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

Each Advanced Credential program created specific goals related to the AAQEP Standards.

Preliminary Administrative Services	
	Standard 1:
Goal 1 for the 2023-24 year	Establish and convene faculty learning community
Actions	<ul style="list-style-type: none"> ● Establish monthly program faculty meetings designed around data based decision making ● Establish a progress monitoring tool to utilize collectively during the FLC ● Utilize candidate data at each meeting to establish best instructional practices ● Develop a shared folder of best instructional practices ● Develop a shared folder of exemplar student submissions
Expected outcomes	<ul style="list-style-type: none"> ● Based on trends of CalAPA scores, faculty will adjust and adapt instruction to improve data points. Maintain 100% passing rate.
Reflections or comments	Although the state data points are typically received once a semester, ongoing discussion about best practices and instruction happen during ongoing P12 graduate group sessions.
Goal 2 for the 2023-24 year	Intentional opportunities for rubric centered peer to peer feedback embedded into the courses

Preliminary Administrative Services	
Actions	<ul style="list-style-type: none"> ● Decide as a faculty methods of incorporating peer to peer feedback opportunities within every semester. ● Educate candidates on best practices around peer to peer feedback using rubrics. ● Collect evidence of peer to peer feedback. ● Embed time in the course for peer to peer reviews and feedback.
Expected outcomes	<ul style="list-style-type: none"> ● Build the capacity of the students to understand and provide feedback utilizing the rubric(s).
Reflections or comments	Faculty has to be intentional in modeling and providing opportunity for students to provide peer to peer feedback. This will allow for an additional layer of reflection, rubric application, and revisions.
	Standard 2
Goals for the 2023-24 year	Faculty develop PASC program SMART goals in alignment with program Student Outcome Assessment Plans and AAQEP standards.
Actions	<ul style="list-style-type: none"> ● Faculty leads to attend Kremen SOAP academy to learn to utilize the new SOAP template and necessary components for developing student learning outcomes and goals. ● Faculty subcommittee works together update SOAP to align with program needs and AAQEP standards. ● SOAP goals utilized as a reference at least quarterly.
Expected outcomes	<ul style="list-style-type: none"> ● Alignment of SMART goals across department, school, and accreditation requirements.
Reflections or comments	The faculty is going to have to continue working together to ensure clarity of alignment, data collection etc.
Goals for the 2023-24 year	Faculty will collectively review and analyze student responses by CalAPA rubric.
Actions	<ul style="list-style-type: none"> ● CalAPA candidate scores and rubrics reviewed as a faculty as data scores from the

Preliminary Administrative Services	
	<p>state are provided (at least twice every academic year).</p> <ul style="list-style-type: none"> • Develop a method of collaboration around the data points with adjunct/lecturer faculty
Expected outcomes	<ul style="list-style-type: none"> • Achieve 100% CalAPA student passing rate.
Reflections or comments	It is important, when adjunct or lecturers are teaching core courses inclusive of CalAPA, that they are also involved in the data collaboration.
	Standard 3
Goals for the 2023-24 year	Formalize general and partnership recruitment efforts and implementation.
Actions	<p>General Recruitment:</p> <ul style="list-style-type: none"> • Add an interest tab on the program website which takes prospective candidates to an interest survey to collect contact information and how they learned about the program • Contact the prospective student via phone call or email to provide a program overview, answer questions, provide application information, and support and/or direct to information sessions. • Work with Kremen communication specialist monthly to maintain updated program website and plan social media campaigns. • Communicate and provide online and face-to-face orientation options for potential candidate recruits. • Coordinator will work with district liaison to set up targeted district partnership recruitment opportunities (i.e., special flyer, speaking to an administrator group, personal recommendations from principals) to suggest a program for teacher and support provider leaders, and hold special information session(s) at designated partnership location.
Expected outcomes	<ul style="list-style-type: none"> • Maintain ongoing district partnerships. • Increase enrollment.
Reflections or comments	Continue formal partnership recruitment efforts. We cut down to one partnership district a semester instead of two for the time being due to three faculty members retiring.

Preliminary Administrative Services	
Goals for the 2023-24 year	Develop a centralized location for candidate in-program communication by cohort.
Actions	<ul style="list-style-type: none"> • Develop cohort Canvas organizations for centralized communication, reminders, and progress monitoring in one location. • Provide Canvas organizations access to all cohort students and faculty to communicate program updates and progress monitoring needs through the Canvas organizations each semester as appropriate.
Expected outcomes	<ul style="list-style-type: none"> • Clear communication protocols established.
Reflections or comments	N/A
Standard 4	
Goals for the 2023-24 year	Continue working on developing intentional and ongoing district partnerships.
Actions	<ul style="list-style-type: none"> • Develop a common definition of district and university partnership. • Set formal meetings with university program leadership and potential district partner leadership. • Develop a memorandum of understanding between district and university for the established partnership. • Develop a partnership specific candidate recruitment plan. • Set up follow-up dates for progress monitoring partnership agreements and student success. • Improve communication structures to inform superintendents of who are enrolled in the program from each district and what project/research topics they are working on. • Invite district leaders to participate in partnership events.
Expected outcomes	<ul style="list-style-type: none"> • Develop and maintain healthy partnerships.
Reflections or comments	Requires ongoing nurturing of partnership relationships.

Preliminary Administrative Services	
Goals for the 2023-24 year	Develop and establish an online cohort option.
Actions	<ul style="list-style-type: none"> • Obtain university approval for online instruction following <u>APM 206 policy</u> in Fall 24 (Courses to include 261, 262, 263, 273). • Recruit for Spring 25 and or Fall 2025 depending on when approved. Develop an online cohort subcommittee.
Expected outcomes	<ul style="list-style-type: none"> • Develop an online cohort option to help meet the need of rural school districts in administrator development.
Reflections or comments	This is going to require a full staffing of faculty along with one lead faculty to help lead the charge.

Reading & Literacy Added Authorization / Reading & Literacy Leadership Specialist Credential	
	Standard 1:
Goal 1 for the 2023-24 year	Align Student Outcome Assessment Plan (SOAP) with California Commission on Teacher Credentialing requirements with AAQEP Standard 1
Actions	Revise SOAPs: <ul style="list-style-type: none"> • Revise Student Learning Outcomes to align with AAQEP Standard 1 • Align 1 signature assignment w/ AAQEP Standard 1
Expected outcomes	<ul style="list-style-type: none"> • Alignment between accrediting bodies for credential and MA
Reflections or comments	This work will be done during RLLSC Program meetings Jan-May 2024
Goal 2 for the 2023-24 year	Add program specific questions to Completer Survey
Actions	<ul style="list-style-type: none"> • Revise Completer Survey to better align with AAQEP Standard 1

Reading & Literacy Added Authorization / Reading & Literacy Leadership Specialist Credential	
Expected outcomes	<ul style="list-style-type: none"> • Data to inform Standard 1 program practices
Reflections or comments	This work will be done during RLLSC Program Meetings Jan-May 2024
	Standard 2
Goals for the 2023-24 year	Align Student Outcome Assessment Plan (SOAP) with California Commission on Teacher Credentialing requirements with AAQEP Standard 2
Actions	Revise SOAPs: <ul style="list-style-type: none"> • Revise Student Learning Outcomes to align with AAQEP Standard 2 • Align 1 signature assignment w/ AAQEP Standard 2
Expected outcomes	<ul style="list-style-type: none"> • Alignment between accrediting bodies for credential and MA
Reflections or comments	This work will be done during RLLSC Program meetings Jan-May 2024
Goals for the 2023-24 year	Add program specific questions to Completer Survey
Actions	<ul style="list-style-type: none"> • Revise Completer Survey to better align with AAQEP Standard 2
Expected outcomes	<ul style="list-style-type: none"> • Data to inform Standard 2 program practices
Reflections or comments	This work will be done during RLLSC Program Meetings Jan-May 2024
	Standard 3
Goals for the 2023-24 year	Hold Spring Advisory Board Meeting
Actions	Spring Advisory Board Meeting: Seek feedback on program impact
Expected outcomes	Program Feedback from stakeholders for continuous improvement
Reflections or comments	Meeting to be scheduled for First week of May 2024
Goals for the 2023-24 year	Revise RLLSC Program Application

Reading & Literacy Added Authorization / Reading & Literacy Leadership Specialist Credential	
Actions	Revise RLLSC Program Application to collect essential data on student pathway, years of teaching, credential status, etc before program begins.
Expected outcomes	Better ability to prepare for incoming cohort
Reflections or comments	As soon as the revised program is approved at the University level we will make these changes.
	Standard 4
Goals for the 2023-24 year	Hold Spring Advisory Board Meeting
Actions	Spring Advisory Board Meeting: Discuss how to best serve area schools and draft Employer Survey
Expected outcomes	Program Feedback from stakeholders for continuous improvement
Reflections or comments	Meeting to be scheduled for First week of May 2024
Goal 2 for the 2023-24 year	Expand Recruitment Effort to reflect the needs of districts
Actions	Partner with regional districts to design specialized program to meet localized needs
Expected outcomes	Potential Residency cohorts designed to meet needs of specific districts: FUSF, Rural
Reflections or comments	Potential for 2 Residency cohorts as well as 1-2 campus cohorts will enable us to better serve current district needs for advanced literacy authorization in alignment with new state literacy standards.

School Counseling	
	Standard 1:
Goal 1 for the 2023-24 year	Create a data source that can capture candidates' perspectives in relation to Standard 1

School Counseling	
	outcomes
Actions	<ul style="list-style-type: none"> • Research and finalize a tool that can help candidates assess and report their own professional growth and dispositions as counselors-in-training. • Implement the candidates' self-assessment tool at the end of their fieldwork in school counseling course • Assess the results, reliability, and validity of the self-assessment tool in evaluating candidates' perspectives in relation to standard 1 objectives. If needed, explore and implement other tools or continue with the same tool and establish consistency in its use every semester.
Expected outcomes	<ul style="list-style-type: none"> • We anticipate to have a data source offering insights into candidates' perspectives. It will contribute to a comprehensive understanding of candidates' developmental trajectories in our school counseling program.
Reflections or comments	N/A
	Standard 2
Goals for the 2023-24 year	Increase candidates' understanding and engagement with local school and cultural communities.
Actions	<ul style="list-style-type: none"> • Incorporate community engagement activities such as guest speakers or cultural events into relevant courses such as COUN 242S (a service learning course).
Expected outcomes	We expect that the students will demonstrate increased cultural competence, a deeper understanding of local school and cultural communities, and enhanced abilities to establish meaningful connections with diverse stakeholders.
Reflections or comments	N/A
	Standard 3
Goals for the 2023-24 year	Strengthen the admissions decision-making process by incorporating an Admissions Rubric to evaluate students based on academic background, personal background and dispositions,

School Counseling	
	counseling commitment, and tenets valued by our program (commitment to diversity, social justice, and advocacy, especially within K-12 school settings)
Actions	<ul style="list-style-type: none"> • Develop an admissions rubric, including the interview rubric • Pilot Admissions Rubric with Fall 2024 cohort admissions • If needed, make necessary revisions
Expected outcomes	We expect to enhance the evaluation of prospective students based on their potential school counselor professional identity. The pilot phase with the Fall 2024 cohort aims to refine and validate the rubrics, ensuring its effectiveness in identifying candidates who closely align with the program's objectives. This process is anticipated to result in a more selective and well-matched cohort, contributing to the overall quality and success of the program.
Reflections or comments	N/A
	Standard 4
Goals for the 2023-24 year	Enhance our support for alumni by organizing events specifically designed to strengthen the sense of community.
Actions	<ul style="list-style-type: none"> • Engage with current part-time faculty employed as school counselors in K-12 settings, participating in interviews for the recruitment of new school counselors within their school district. • Hold an event led by these part-time faculty in which they share tips and knowledge about the school counselor interviews with the current students and alumni.
Expected outcomes	We anticipate that alumni will experience a heightened sense of community, foster networking opportunities, and gain valuable insights into school counselor interviews for their job search process.
Reflections or comments	N/A

School Nurse Services	
	Standard 1:
Goal 1 for the 2023-24 year	Create an electronic way of collecting dispositions and behaviors required for successful professional practice
Actions	<ul style="list-style-type: none"> • Course and preceptor evaluations are in the process of moving into Google surveys. Electronic data will be easier to collect and analyze in a timely manner.
Expected outcomes	<ul style="list-style-type: none"> • By the end of 2024, all evaluations will be electronic. • Be able to easily use data from surveys to inform program practices and make necessary revisions
Reflections or comments	Electronic data will allow full utilization of the information to improve student outcomes.
Goal 2 for the 2023-24 year	Create an electronic method of collecting Employer/Supervisor data to measure student performance
Actions	<ul style="list-style-type: none"> • Update data and create Employer/Supervisor survey after candidate program completion to a digital survey. Survey will be e-mailed directly to Employer/Supervisor
Expected outcomes	<ul style="list-style-type: none"> • Enhanced participation from Employers/Supervisors
Reflections or comments	Electronic collection will make Employer/Supervisor participation easier than a paper document.
	Standard 2
Goals for the 2023-24 year	Develop a digital method of collecting information to measure program completers' growth and competence
Actions	Develop a pre-program and post program electronic survey
Expected outcomes	An electronic survey will enhance student participation and provide more data points
Reflections or comments	Data will provide easier analysis of competitors' growth and competence. This will allow to assess strengths and areas that need improvement

School Nurse Services	
Goals for the 2023-24 year	Develop an electronic means of collecting data from community stakeholders that employ program completers
Actions	Devise a digital survey and update data collected based on 2022-2023
Expected outcomes	A digital survey will provide an easier method to collect relevant information
Reflections or comments	This information is not currently collected. Moving to a digital survey will simplify stakeholder participation and will provide additional data points to consider.
Standard 3	
Goals for the 2023-24 year	Update curriculum and program effectiveness.
Actions	Schedule monthly faculty meetings to update and review AAQEP and CCTC standards
Expected outcomes	Program will be aligned with CCTC and AAQEP standards
Reflections or comments	This should be done on a annual basis to ensure that standards and student outcomes are aligned
Goals for the 2023-24 year	Affiliation Agreements/MOU process with school districts needs further streamlining to ensure timeliness of completion.
Actions	Students will be informed of the Affiliation Agreement/MOU once accepted into the program
Expected outcomes	Affiliation Agreements/MOU will be completed before the 3rd week of each semester.
Reflections or comments	Late Affiliation Agreements/MOU have posed significant barriers to completion of student practicum requirements
Standard 4	
Goals for the 2023-24 year	Reduce barriers for student entrance into the school nurse services credential program
Actions	Updating program entrance requirements and incorporating program prerequisites into the

School Nurse Services	
	core curriculum.
Expected outcomes	Students will have less barriers to qualify for entrance into the program
Reflections or comments	Prospective students face barriers to apply to the program. Incorporating prerequisites will reduce this barrier
Goals for the 2023-24 year	Aligned the school nurse services credential program with a Masters Program in the Nursing Department.
Actions	Continue discussion with the Nursing Department Chairperson to formalize a process to develop an aligned Masters track for school nurse credential candidates.
Expected outcomes	By 2026, the first cohort will be admitted with the option of continuing to obtain a Masters after completion of a clear School Nurse Services Credential
Reflections or comments	A Master's program will enhance the education and knowledge of school nurses. This will provide higher quality services to school aged students and the school community

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate "n/a" if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

Data Collection Efforts

Building on the successful development of the Exit Survey that was administered to completers of all programs in Spring 2023, we are planning to develop and administer surveys for One-Year-Out Completers and Employers of program completers. To obtain the contact information of the employers, we will begin this process in Early 2024 with a survey to all individuals who completed a program in 2022-2023 to obtain their place of employment and the name and contact information of their supervisor.

Meanwhile, program coordinators will work to develop the One-Year-Out Completer Survey and Employer Survey. Like the Completer Survey, both of these will include general items for all responders along with program-specific items. Our hope is to administer both surveys in Spring 2024.

School Counseling Residency

Building on the success of Teacher Residencies in California, the California Commission on Teacher Credentialing released a grant to support the development of residency partnerships to prepare school counselors. Our School Counseling Coordinator partnered with Fresno Unified, the third largest district in the state, to submit a grant to develop a residency program for school counselors. They received the grant and are now in the planning phase.

Reading and Literacy Added Authorization / Reading and Literacy Leadership Specialist Credential

In response to stipulations placed on the Reading and Literacy Added Authorization / Reading and Literacy Leadership Specialist Credential program by the California Commission on Teacher Credentialing (CCTC) accreditation, the program has gone through significant revisions. Previously, the program was, essentially, an add-on for candidates enrolled in the Reading M.A. program. The revisions shift that, so that candidates take all the coursework and complete the required field experience for the RLLSC in their first year. They then have the option of continuing for a second year to earn their M.A. Initial drafts of the program were reviewed by the CCTC, and the stipulations were removed. The program revisions have been approved at the department and college levels and are currently being reviewed at the university level.

The revised coursework includes embedded field experiences, which allow more focused opportunities to make connections between the theories learned in courses and the application of those theories in practice.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Dr. Juliet Wahleithner, Director of Educator Preparation Programs	Dr. Randy Yerrick, Dean, Kremen School of Education & Human Development

Date sent to AAQEP:	December 26, 2023
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