

2012 Part C of the AACTE / NCATE Annual Report

Institutional Information

NCATE ID:	11731	AACTE SID:	532
Institution:	California State University, Fresno		
Unit:	Kremen School of Educ & Human Development		

Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

821

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?

Annual Report Card on California Teacher Preparation Programs For the Academic Year 2011-2012:

<http://www.fresnostate.edu/kremen/>

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).
No Change / Not Applicable
2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to face.
No Change / Not Applicable
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
No Change / Not Applicable
4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.
No Change / Not Applicable
5. Significant changes as the result of a natural disaster or other unforeseen circumstances.
No Change / Not Applicable
6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner
No Change / Not Applicable
7. Significant change (25 percent increase or decrease) in Budget
No Change / Not Applicable
8. Significant change (25 percent increase or decrease) in Candidate enrollment
No Change / Not Applicable
9. Significant change (25 percent increase or decrease) in Size of the full-time faculty
No Change / Not Applicable

Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI (s) cited in the last Accreditation Action Report, if applicable.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1.	The programs in the schools outside of the Kremen School of Education and Human Development (KSOEHD) have not fully implemented the systematic aggregation, summarization and analysis of performance data.	(ADV)
2.	Candidate performance data on dispositions outside the KSOEHD have not been systematically aggregated and summarized.	(ADV)

The Kremen School has institutionalized a unit-wide assessment system called KLASSI--KREMEN LEARNING ASSESSMENT SYSTEM to SUSTAIN IMPROVEMENT--How We Select, Admit, and Prepare Candidates; Measure Our Success; Use Data to Close the Loop; and Make Decisions about Program Improvement

KLASSI represents a unit-wide assessment and accountability system that is built upon a continuous improvement model. Astin's (2002) input, processes, output conceptual model for assessment provides the frame for presenting our Unit Assessment System depicted in the Unit Assessment graphic (uploaded with this report). Our Unit assessment is a cyclical process aimed at improving teaching and learning. The system follows the Nine Principles of Good Practice for Assessing Student Learning adopted by the American Association of Higher Education (AAHE). Assessment is an on-going, goal-oriented process, viewed as a vehicle for continuous improvement. Our Unit assessment attends to not only outcomes, but to the experiences that lead to achievement of those outcomes. Since learning is a complex process, Unit assessment includes not only what students know, but also what students can do with what they know. Questions of our decision-makers guide the assessment process, and then involve them in gathering, interpreting data that helps inform and guide continuous improvement. Embedded in KLASSI is a unit-wide exit survey that includes items designed specifically to assess our dispositions.

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

Std. 1

Std. 2

Std. 3

Std. 4

Std. 5

Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

KLASSI (Kremen Learning Assessment System for Sustained Improvement), our unit assessment system, provides regular and comprehensive data on candidate performance at each stage of our programs and extending into a completer's first year of practice, on program quality, and on unit operations. Data based on multiple assessments from both internal and external sources are systematically collected as candidates progress through their program, and. Assessment data comes from our candidates, graduates, faculty, and completers' employers as well as other members of our professional community. Consistent with the Target level rubric, the data are disaggregated by program and regularly and systematically compiled, aggregated, summarized, analyzed, and reported publicly for the primary purpose of improving candidate performance, program quality, and our unit operations.


The KLASSI assessment system graphic and description is uploaded as a PDF for AACTE/NCATE review.

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.

All California credential programs are required to submit a Biennial Report to the California Commission on Teacher Credentialing (CTC). "The purpose of the biennial report is for every credential preparation program to demonstrate to the CTC how it utilizes candidate, completer, and program data to guide on-going program improvement activities." In addition, the biennial reports help move accreditation away from prior years' "snapshot" approach to a process in which accreditation is part of a continual evaluation system. The biennial report process allows for the recognition that effective practice means program personnel are engaged constantly in the process of evaluation and program improvement.

Additionally, data from the surveys of program graduates and their employment surveys (Elementary and Secondary Teacher Preparation programs) are presented by the dean to faculty of each program and to the advisory board. Data reported in the Biennial Reports are shared with program faculty annually. Samples are available for AACTE and NCATE review on our accreditation web site at:

<http://fresnostate.edu/kremen/about/accreditation.html>. (Please scroll to the bottom of the web page for the 2008, 2010 & 2012 biennial reports for each of our unit's programs.)

Exhibits that support the narrative:  Kremen Learning Assessment System for Sustained Improvement

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