



**Kremen School of Education
and Human Development**

Leadership for Diverse Communities

Biennial Report – Part B (pilot)

This report summarizes the institutional review of all CCTC-approved credential programs at Fresno State. The summary includes a description of our assessment system, including a graphic, and tables highlighting actions we have taken in response to our continual review and analysis of data and their implications to the Common Standards.

Several significant actions have occurred over the past two years including:

- Moving toward full implementation of Co-teaching as the model for field experience in initial credential programs.
- Launching a re-design of our Single Subject credential program.
- And, the institutionalization of the “Kremen Learning Assessment System to Sustain Improvement (KLASSI)”.

These and other actions are summarized in the tables below.

B.1) Description and graphic of the assessment system.

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

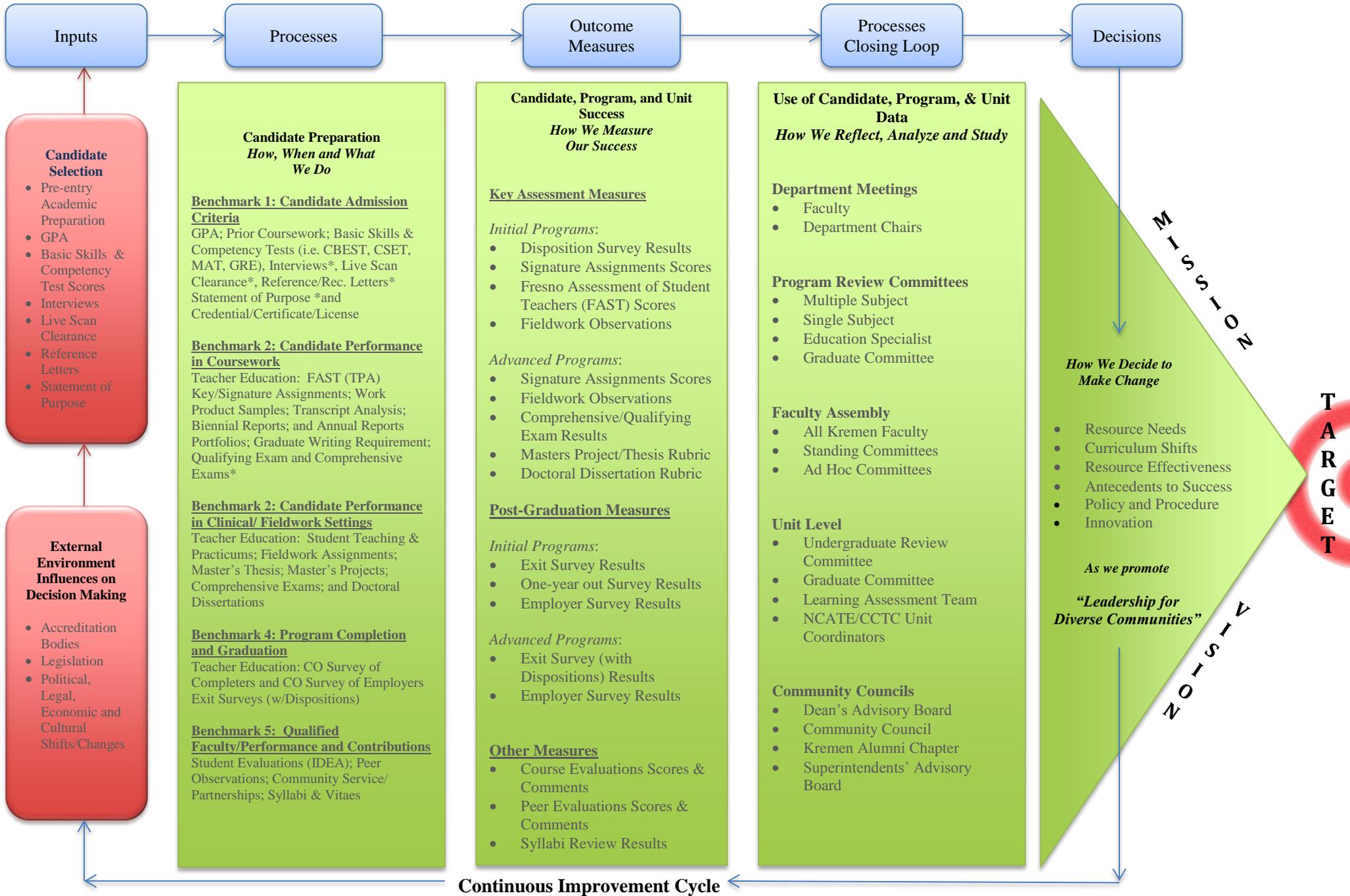
KLASSI represents a unit-wide assessment and accountability system that is built upon a continuous improvement model. Astin’s (2002) *input, processes, output* conceptual model for assessment provides the frame for presenting our Unit Assessment System depicted in the Unit Assessment graphic.

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.

K L A S S I

KREMEN LEARNING ASSESSMENT SYSTEM to SUSTAIN IMPROVEMENT

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B.2) Documentation of Actions Taken in the Unit Assessment System

Based on the Analysis of Data Collected (2010-11 and 2011-12)

Action Taken	Date	Data Source(s)	Analysis Leading to the Action
Added Educational Administration faculty to the MS & SS Review Committees	2010	Chancellor's Office Survey of Graduates and their employers	Data indicated that the graduates were rating themselves differently than their employers who are typically educational administrators such as Principals.
Implemented a 3-day professional development series on issues of diversity	2010-11 AY	Annual Report to the Provost	Faculty had individually and in small groups reported a need to for greater emphasis on diversity and equity among the faculty and administrators involved in RTP.
Revision of the Single Subject Credential Program	2011 to present	Chancellor's Office Survey of Graduates and their employers	Survey data of graduates and their employers highlighted various areas of concern, including EL, Special Needs and At-Risk students, Reading in the Content Area.
Added a new course to the Ed Admin Program-EAD 274: Instructional Systems & Leadership for Equity	2011-12	Department Meeting/Retreat, Faculty Feedback and End-of-Program Student Survey	Course and student learning data review sessions at department meetings and department retreats as well as student survey and feedback data indicated a desire and need for additional content and time focused on leading systems for equity in schools.
Course Redesigns to Increase Candidate Knowledge and Skill in Meeting the Needs of Diverse Learners	2010-2012	Chancellor's Office Survey of Graduates and their employers & IAP submitted to the Chancellor's Office bi-annually	Data indicated a continued need to address the needs of diverse learners, i.e. ELs, Students with Special Needs, and At-Risk student in our teacher preparation programs.

Increased Cohort Model District Partnerships	2011-2012	Chancellor's Office Survey of Graduates and their employers & Exit Surveys	Ed Adm has 6 partnerships (Fresno USD, Visalia, Clovis, Sanger, Central, Kings Canyon) and working on number 7 (Madera). MS has added one new "Dual Credential" cohort in Fresno USD and developing another one focused on STEM using a Teacher Residency model.
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B.3) Common Standard Implications for 2012-13

Based on the Analysis of Data Presented in the 2012 Biennial Report

Common Standards: 1-Leadership, 2-Unit and Program Assessment and Evaluation, 3-Resources, 4-Faculty and Instructional Personnel, 5-Admission, 6-Advice and Assistance, 7-Field Experience, 8-District Employed Supervisors, and 9-Candidate Assessment

Identified Issue	Program(s) Involved	Data Source(s)	Area of Strength or Area to Improve	Applicable Common Standards
Course Assignment Rubric Development and Refinement	Ag. Spec, Ed Adm, PPS, Speech Path, DHH	Student feedback and department review	Strength for some courses or programs and areas for refinement or improvement/development in others.	Std 2 Std 4 Std 9
Integration of Common Core State Standards	MS, SS, ES, Ed Adm	Statewide initiative	Area to improve Many initial steps have been initiated. Some courses, such as EAD 272, have already been redesigned.	Std 1 Std 4 Std 7 Std 9
Implementing <i>Signature Assignments</i> across all sections of the same course	MS, SS, ES, Ed Adm	TPAs and Exit Surveys also faculty capacity	Strength in some programs (ex. Ed Adm) and area to improve in others.	Std 2 Std 4 Std 7 Std 9

Identified Issue	Program(s) Involved	Data Source(s)	Area of Strength or Area to Improve	Applicable Common Standards
Graduate Writing Requirement	Speech Path, DHH, Reading LA	Graduate Writing Requirement	Area to improve: An increased failure rate due to student knowledge of APA (actions already taken and actions resulting in desired results).	Std 2 Std 4 Std 9
Assessment of Dispositions	All programs	Exit Surveys	Additional consistent unit-wide information needed regarding disposition outcomes. Area to improve in most programs.	Std 1 Std 2 Std 9
Comprehensive Exam Pass Rate	Ed Adm, ECE, PPS, Speech Path, DHH	Comp Exams	Area of strength: Pass rates meeting expectations for programs already implementing a Comp. Exam such as Speech Path, DHH, PPS. Use expertise and learning from these programs as other programs begin to design and implement (ECE and Ed. Adm).	Std 1 Std 2 Std 3 Std 9