

**Actions Taken to Address Stipulations by
California State University, Fresno
May 2023**

Overview of this Report

This report provides information on the report submitted by California State University, Fresno (Fresno State) addressing stipulations resulting from their April 2022 accreditation site visit. The [Fresno State's Stipulations Report](#) was submitted in April 2023. The report includes Fresno State's response to actions taken to address stipulations with links to supporting evidence. A summary of Fresno State's responses to each stipulation, as provided in their report, can be found on subsequent pages of this report.

Staff Recommendation

Staff recommends that the Committee on Accreditation (COA) both accept Fresno State's report addressing stipulations and remove Stipulations 1, 2, and 4. Staff recommends maintaining the status of **Accreditation with Stipulations** until such a time that Stipulation 3 is fully addressed.

Background

Fresno State's Accreditation Site Visit took place April 3 – 6, 2022. [Fresno State's Accreditation Site Visit Report](#) was presented to the Committee on Accreditation (COA) at its May 2022 meeting. Upon hearing the site visit report presentation, the COA took action to grant an accreditation status of **Accreditation with Stipulations** for Fresno State. The stipulations are:

That within one year, the institution provide evidence demonstrating that it has addressed the issues identified by the site visit team as it relates to the following standards that were determined to be less than fully met:

- 1) Common Standard 1 relating to resource issues that impact advising and workload.
- 2) Common Standard 4 demonstrating that it has fully implemented its framework for a unit-wide continuous improvement plan.
- 3) Preliminary Education Specialist: Deaf and Hard-of-Hearing credential specialty area program standards 1, 2, 5, 6, 7, 8, 10 and 11.
- 4) Reading and Literacy Added Authorization and Reading and Leadership Specialist credential program standards 1, 6, 9, and 10.

Summary of Fresno State’s Stipulations Report: Actions to Address Stipulations since May 2022

Stipulation #1:

Common Standard 1 relating to resource issues that impact advising and workload.

After the May 2022 COA meeting, Fresno State’s educator preparation programs analyzed the current workloads and needed resources of program coordinators, the credential analyst, and other individuals who serve in a similar role in their respective college in the institution (outside of the Kremen School of Education and Human Development). This analysis included a review of the number of candidates overseen in each program; number of faculty, coaches, and university supervisors; compensation, and how many program coordinators are new to the role or leaving their role, among other data. Evidence noting the analysis was provided in the report.

The findings from this analysis were used to request from the Fresno State Provost, additional resources to support the educator preparation programs. The request included two priority areas to signify what is needed now and what would help further the success of the educator preparation programs at the institution. In particular, the request included prioritizing funding for an additional credential analyst and additional release time and summer stipends for program coordinators. At the time of the site visit, there was only one credential analyst for over 1,000 candidates served across all of Fresno State’s educator preparation programs. In Fresno State’s response to the stipulations, it was noted that the hiring of a second credential analyst is anticipated for Fall 2023. Also noted in the report was that a Spring 2022 request from the Dean of the Kremen School of Education and Human Development to the Provost led to the expansion of the Office of Clinical Practice. Previously, this office was headed by one individual who was supported by an administrative assistant. Now, this office is led by a Coordinator, supported by a field placement analyst and an administrative assistant which has improved the placement process with candidates now being placed earlier in the semester. And, lastly, the institution has also hired a Data Analyst to assist with the data and reporting needs for its credential programs.

Although additional resources could be beneficial to assist the unit in its operations of its educator preparation programs, the institution has taken significant steps in addressing three key areas of need. By securing the resources for a new credential analyst, expansion of the Office of Clinical Practice, and hiring a Data Analyst these actions will help alleviate some of the stressors that were apparent when the site visit team visited in April 2022.

Recommended Action

Commission staff recommends removal of this stipulation.

Stipulation #2:

Common Standard 4 demonstrating that it has fully implemented its framework for a unit-wide continuous improvement plan.

In preparation for the concurrent CCTC and AAQEP site visit, Fresno State’s educator preparation program coordinators began meeting regularly starting Fall 2020. After the concurrent site visit, the coordinators continued meeting regularly, which has been important given the number of new program coordinators. Agendas and resources from these meetings, which were provided in Fresno State’s stipulations report, note the review of survey data, discussions on how to support data collection and analysis efforts including the sharing of best practices, and progress towards developing a unit-wide exit survey to administer to all candidates at the end of the program. The individual responsible for overseeing the creation of the unit-wide exit survey is the Data Analyst, a position that was filled in Spring 2022. The Data Analyst regularly attends the educator preparation program coordinator meetings. The stipulations report noted that the program coordinators are next meeting in mid-April to finalize the survey with the goal to administer the survey to Spring 2023 program completers.

Fresno State also noted in its report addressing the stipulations its efforts to improve the collection of program completer contact information and the demographic data of individuals who apply, enroll, and/or complete one of the institution’s educator preparation programs. The expanded Office of Clinical Practice has conducted surveys of coaches and candidates led the office to creating new resources to better support candidates and coaches. The office has also been able to place nearly all candidates in their clinical practice sites prior to the beginning of the semester which was quicker compared to previous semesters. As a next step, the institution will survey mentor teachers to learn how to better support them in supporting candidates.

Finally, a Teacher Education Summit was held on February 11, 2023, to begin conversations about each of the preliminary preparation programs. 74 full-time and part-time faculty, coaches, and mentor teachers participated. The summit included a panel of recent program completers who shared their experiences in the program they completed and their perspectives on how prepared they felt for teaching. In addition to the panel, participants reflected on course overviews, Fresno Assessment of Student Teachers (FAST) data, Spring 2022 responses to the CSU Educator Quality Center survey, and demographic data. The summit also revealed gaps in clear communication to mentor teachers regarding program components and expectations. In fact, feedback from the summit led to the program-wide orientation that will be held at the beginning of each academic year to celebrate new candidates and provide program-specific orientations for new candidates and their mentor teachers. Fresno State plans to continue hosting the Teacher Education Summit annually.

Recommended Action

Commission staff recommends removal of this stipulation.

Stipulation #4:

Reading and Literacy Added Authorization (RLAA) and Reading and Literacy Leadership Specialist (RLLS) credential program standards 1, 6, 9, and 10.

2022 Site Visit Team Findings:

Standards 1 and 6: Program Design, Rationale, and Coordination: Met with Concerns

The revised program philosophy was shared in the response to the program review feedback, however, it has not yet been fully integrated into the program. The program anticipates Report of the Site Visit Team to Item 19 May 2022 California State University, Fresno 58 implementation in fall 2022, therefore the team did not have the opportunity to determine how the framework was implemented.

Standard 9: Integrating Curriculum through Clinical Experiences: Met with Concerns

There is insufficient evidence that candidates are able to work with a variety of learners throughout their coursework and field experiences. Program revisions appear to address this standard but at the time of the visit implementation had not occurred.

Standard 10: Planning, Organizing, and Providing and Leading Literacy Instruction: Met with Concerns

Selection of site-based supervisors and the training of site-based supervisors will not occur until Fall 2022. All documents related to candidate supervision and supervisor training in development were in the development phase and had not yet been implemented.

2023 Institution Response to Stipulations

As noted in Fresno State's response to the stipulations, the program faculty's efforts to address Standard 1 and Standard 6 (Program Design, Rationale, and Coordination) led to the complete overhaul of both the RLAA and RLLS programs to better reflect program philosophy. The response to Stipulations provided an overview of the revised program outline as well as proposed content. The revised program offerings (scheduled to begin Fall 2023) will include four clinical courses in which candidates will collect and analyze student data to document student growth. Candidates will also learn how to disseminate their findings to constituent groups and the public, provide research-based professional development, evaluate literacy programs, engage families, and develop curriculum that promotes literacy development, as noted in the Stipulations Report.

Also noted in the report were actions taken to address RLAA and RLLS Program Standards 9 (Integrating the Curriculum through Clinical Experiences) and 10 (Planning, Organizing, Providing and Leading Literacy Instruction). These actions included providing candidates in the 2023-2023 academic year the opportunity to work with a variety of learners through assignments such as Intervention Activities and a Case Study Report (both of which were provided as evidence in the report). In the upcoming revised program, candidates will take one course with embedded fieldwork specifically focused on supporting early learners' literacy development and a second course with embedded fieldwork specifically focused on supporting adolescent learners' literacy development.

In response to concerns about the selection of site-based supervisors and their qualifications, the program surveyed its site-based supervisors in Fall 2022 to ensure that these individuals were qualified to serve in their roles. They are formalizing this process for use in the future.

With respect to the training of these individuals, mentors were also provided with an overview of the program that was accessed on their own time. It covered site-based supervisor expectations and information about the evaluation tool they would be using to evaluate candidates. These two tools - the survey and the training- will be updated to reflect the revised program. Additionally, they are planning to be able to offer this training synchronously in the future.

Recommended Action

Commission staff recommends removal of this stipulation.