

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

**Pupil Personnel Services Credential Program in School Counseling**

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

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

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

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

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

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

**List of Instruments**

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

**Description of Instruments**

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

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

5. Employer's Evaluation

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

6. Program Completion Form

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

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

### Summary of Data

#### STATISTICAL DATA RE STUDENT ENROLLMENT STATUS

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

#### Enrollment by Ethnicity

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

#### Enrollment by Gender

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

**STATISTICAL DATA RE ASSESSMENT OF STUDENTS IN THE SCHOOL COUNSELING PROGRAM**

**Professional Dispositions (Coun 208)**

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

**Clinical Review (Coun 208):**

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

**Graduate Writing Assessment (Coun 220):**

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

**Field Placement Onsite Supervisor's Evaluation**

**A. Professional Dispositions**

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

**B. Knowledge/skills**

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

**Employer's Evaluation**

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

**Program Completion Form**

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

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

1. CSU Fresno Evaluation – Exit Survey

## California State University, Fresno (07-08)

### Section A-3 Analysis of Candidate Assessment Data

#### Pupil Personnel Services Credential Program in School Counseling

#### ANALYSIS OF INFORMATION IN SECTION A-2

##### Analysis of data for candidate competence and program effectiveness:

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

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

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

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

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

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

## **5. Student Enrollment**

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

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**Section A-4**

**Use of Assessment Results to Improve Candidate & Program Performance**

**Pupil Personnel Services Credential Program in School Counseling**

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