



**Commission on Teacher Credentialing  
Biennial Report**

**California State University, Fresno  
Kremen School of Education and Human Development  
Academic Years 2008-09 and 2009-10**



**Commission on Teacher Credentialing  
Biennial Report**

**Academic Years 2008-09 and 2009-10**

<b>Institution</b>	California State University, Fresno	
<b>Date report is submitted</b>	October 15, 2010	
<b>Program documented in this report</b>	Pupil Personnel Services	
<b>Name of Program</b>	School Counseling	
<b>Credential awarded</b>	Pupil Personnel Services	
<b>Is this program offered at more than one site?</b>		
<b>If yes, list all sites at which the program is offered</b>	No	
<b>Program Contact</b>	Albert Valencia	
<b>Phone #</b>	559.278.0340	
<b>E-Mail</b>	albertv@csufresno.edu	
<b>If the preparer of this report is different than the Program Contact, please note contact information for that person below:</b>		
<b>Name:</b>		
<b>Phone #</b>		
<b>E-mail</b>		

**California State University, Fresno (2008-2010)**  
**SECTION A - PART I**  
**Contextual Information**

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

**Contextual Information**

California State University, Fresno is one of twenty-three campuses in the California State University system. In 1911, Fresno State began as a Normal School to prepare K-12 educators and has a demonstrated history of service and in the 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 previous report (2007-2008) was submitted in 2008. In 2000, the NCATE/CCTC report and site visit were deemed “exemplary”.

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).

<b>Two Year Period: 2008 – 2010</b>				
<b>PPS Program Specific Candidate Information</b>			<b>Total Counseling Program</b>	
	<b>Number of PPS candidates and PPS completers/graduates</b>		<b>Classified Standing</b>	<b>Advancement to Candidacy</b>
CSU Fresno	<b>Number of PPS Candidates</b>	<b>Number of PPS Completers/ Graduates</b>	<b>Total Counseling Program: Classified Standing</b>	<b>Total Counseling Program: Advancement to Candidacy</b>
<u>2008-2009</u>	<u>41</u>	<u>41</u>	<u>64</u>	<u>92</u>
<u>2009-2010</u>	<u>51</u>	<u>51</u>	<u>36</u>	<u>140</u>

**Changes Since Commission Approval of Current Program Document**

Developed Memorandums of Understanding with specific school districts for PPS students’ field practice.

**Date**

2008  
&2009

California State University, Fresno (2008 - 2010)

SECTION A - PART II

Candidate Assessment/Performance and Program Effectiveness Information

**A. What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?**

Six key assessment instruments are used to assist in making critical decisions about candidate competence prior to being recommended for the PPS credential. The six instruments are:

Clinical Review

Graduate Writing Requirement

Field Practice Evaluation Form

Professional Disposition Evaluation

Employer's Evaluation

PPS Program Completion Form

**Description of the Instruments:**

Clinical Review

Candidates take COUN 208, Practicum in Counseling, during their second or third semester. The Clinical Review Committee reviews each student enrolled in COUN 208 at mid-term to evaluate whether the student demonstrates a satisfactory level of competence and qualities to become a counselor.

- Fall 2008 + Spring 2009 + Summer 2009 = 121 students were reviewed
- Fall 2009 + Spring 2010 + Summer 2010 = 107 students were reviewed

Graduate Writing Requirement (GWR)

Candidates take COUN 220, Career Counseling, in the early-to-middle phase of their PPS program. Candidates are required to submit a term paper that demonstrates their writing competence at the graduate level. For students who fail the GWR, they receive mentoring/advising and are allowed to re-take the GWR in the following semester. To date, for the period 2008-2010, 198 students have attempted the GWR. Twenty-two students failed. Of the 22 students who failed the GWR, 21 have re-taken the test and have passed. One student is scheduled to take the test for the third, and final, time.

\* Fall 2008 + Winter 2009 + Spring 2009 + Summer 2009 =  
89 students attempted the GWR: 69 passed, 20 failed

\* Fall 2009 + Winter 2010 + Spring 2010 + Summer 2010 =  
109 students attempted the GWR: 107 passed, 2 failed

Field Practice Evaluation Form

When a student completes COUN 249, Field Practice, the district supervisor completes the Supervisor's Evaluation of Field Study Student Form. Then, the supervisor discusses the evaluation results 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 review the results of the evaluation and the university supervisor signs it at that time.

- \* Fall 2008 + Spring 2009 + Summer 2009: 113 student evaluations were conducted
- \* Fall 2009 + Spring 2010 + Summer 2010: 94 student evaluations were conducted

### Professional Disposition Evaluation

Twice during their PPS credential program, candidates are evaluated on their professional disposition toward Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. The initial evaluation is conducted by their instructors for COUN 208, Practicum in Counseling. The purpose of this evaluation is to provide candidates with feedback on how their behaviors reflect the level of their valuing of the above qualities. The second evaluation is conducted by their on-site supervisors during their COUN 249 field placement. Candidates must meet a minimum of satisfaction to get credit for their practicum in counseling, and, for the field placement course.

1<sup>st</sup> Evaluation: COUN 208 Instructor

Fall 2008 + Spring 2009 + Summer 2009 = 121 evaluations

Fall 2009 + Spring 2010 + Summer 2010 = 107 evaluations

Total = 228 evaluations

2<sup>nd</sup> Evaluation: COUN 249 On-Site Supervisor

Fall 2008 + Spring 2009 + Summer 2009 = 113 evaluations

Fall 2009 + Spring 2010 + Summer 2010 = 94 evaluations

Total = 207 evaluations

### Employer's Evaluation

Candidates are evaluated by administrators at their COUN 249 field placement sites. The administrators comment, in the capacity of an employers' perspectives, on their level of satisfaction with the candidates.

Number of Employer's Evaluations:

Fall 2008 + Spring 2009 + Summer 2009 = 113 evaluations

Fall 2009 + Spring 2010 + Summer 2010 = 94 evaluations

Total = 207 evaluations

### PPS Program Completion Form

The candidate is asked to fill out a PPS Program Completion Form in the final semester of their course of study. The required courses are each 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 as a equivalent substitute for the required course. This course information is compared against a copy of university transcripts. In this process, the student must also show he/she holds a teaching credential or has a Certificate of Clearance from the State of California, and, has written documented evidence of passing the CBEST.

When all of the course entries on the form are reviewed and are accurate with the transcript information, 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. For the academic years 2008-2009 and 2009-2010, 92 students completed the PPS Program Completion Form and were authorized clearance for the credential.

**What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision-making?**

1. In addition to the six assessment instruments outlined in “A” above, we also utilize a CSU Fresno Exit Survey to ascertain program effectiveness as it relates to candidate’s self perception of their individual competence.

**How does the program summarize the data from 4-6 instruments so that it can be used for program improvement purposes?**

**Clinical Review:**

From fall 2008 to spring 2010, the progress of 228 students who were enrolled in our COUN 208 Practicum class were reviewed by the Clinical Review Committee. Of the 228 students reviewed, 2 students came to the attention of the Committee for additional individual mentoring and advisement. In 2009, as a result of the individual mentoring, the first student received a memo of understanding (MOU) that served to clarify the grading method and the manner in which all students are reviewed and the conditions that needed to be met to receive letter grades of “A” and/or “B”. In 2010, a second student was mentored and advised related to their enrolling in COUN 208. This student has previously enrolled in one of our Practicum courses and had not received a passing grade of “A” or “B”. The student was counseled in terms of the conditions that needed to be met in order to receive a letter grade of “A” or “B”. The first student passed the 2009 class with a letter grade of “B”, and, the second student is currently enrolled (2010) in the class. However, early reports indicate that the second student is on target to receive a passing grade.

We use the results of the Clinical Review as a teaching window. If students are failing the COUN 208 course and/or need individual mentoring and advising, we carefully consider our pre-requisites classes, the training, preparation and orientation of our instructors, the content contained in the syllabi for each class, the student evaluation of the delivery of the content by the instructor, and, the grading methods. Constantly, we endeavor to upgrade the content and process of our curriculum, the timing and content of our advising methods, a high level of student engagement and completion, and, employer satisfaction.

**Graduate Writing Requirement (GWR):**

To date, from 2008 to 2010, 198 students have attempted to pass the GWR. Twenty-two students have failed. Of the 22 students who have failed the GWR, 21 have re-taken the test and have passed. One student is scheduled to take the test for the third, and final, time. In fall 2008, the failing rate for the GWR was 31%. This failing rate prompted the program to do two things. First, the program learned that of 20 the students failing the GWR, the majority had not taken our consultation class and therefore had not learned the theoretical models necessary for successful completion of the GWR. Second, faculty were in agreement that the students failing the GWR did not show evidence of knowing the format and style as published by the

American Psychological Association (APA). To assist our students, two of our faculty designed and offer a 1-unit elective class focusing on writing in the APA format and style. In spring 2010, of the 42 students who attempted the GWR, 100% passed.

### **Field Practice Evaluation Form:**

From fall 2008 through summer 2010, there was a total of 207 students enrolled in our COUN 249 Field Practice class. Students in this class are placed in school counseling internship sites in K-12 public schools within our service region. Each on-site school supervisor is asked 3 specific questions. The following is question #1: "As an on-site supervisor, I see this student functioning as a school counselor at one of the following levels". We are pleased to report that of the 207 students enrolled in the 249 class in the years fall 2008 to summer 2010, all received ratings from their on-site school supervisors ranging from "acceptable", to "A fine counselor, of great value to the profession", to, "One of the few very outstanding counselors I have known". No student (zero) received the rating of "unacceptable".

The following is question #2: "Indicate areas of particular strengths or weaknesses you have observed with the student". The strengths include "empathy", "interview skills", and, "great with students". In the years from fall 2008 to summer 2010, no weaknesses were noted.

The following is question #3: "Would you consider this student if a position were available"? The available choices were "yes" and "no". The program coordinator reviewed every-other-file (103 binders) and found all "yes" responses.

The faculty uses the ratings in question #1, the strengths and weaknesses in question #2, and the whether the student would be hired if a position was available in question #3 as indicators to the following: overall quality of the students, overall integration and quality of the curriculum, the training, preparation and orientation of the instructors, the clarity of syllabi, and, the delivery of the content of the syllabi by the instructors. From the review of the Field Practice Evaluation Forms, we continue to invite K-12 on-site supervisors to participate in our Field Practice Orientation meetings with students, and, as available, we invite the K-12 on-site supervisors to apply to teach as adjunct professors in our program.

### **Professional Disposition Evaluation:**

During their time in the PPS credential program, candidates are evaluated twice on their professional disposition toward Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and, Life-long Learning. The 1<sup>st</sup> evaluation is conducted by their Instructors in COUN 208, Practicum in Counseling. The purpose of this evaluation provides candidates with feedback on how their behaviors reflect the level of their valuing of the above qualities. In the period, fall 2008 through spring 2010, 228 evaluations were conducted and with two exceptions that were later addressed and corrected, all students met the minimum of satisfaction and earned credit for the course.

The 2<sup>nd</sup> evaluation of PPS candidates regarding their professional disposition toward Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and, Life-long Learning is conducted by their on-site school supervisors during their COUN 249 Field Practice placement. Candidates must meet a minimum of satisfaction to earn credit for their field placement course. In the period, fall 2008 through summer 2010, there were 207 candidates who

were evaluated by the on-site school supervisor. With no exceptions, each of the 207 students met the minimum satisfactions on the established criteria to earn credit for the course.

### **Employer's Evaluation:**

There are 18 categories in the Employer's Evaluation and each category has a 1-2-3-4-5 rating, low (1) to high (5). The employer is asked to rate, to the best of their knowledge, the degree to which the employer is satisfied with the candidate's educational training and clinical expertise. The higher the number circled, the greater the employer's satisfaction with the acquired knowledge and skill. The program coordinator reviewed every-other-file (103 binders) and found all responses to be in the 3-4-5 range.

Of our 6 instruments used specifically for program improvement purposes, this form is the least helpful. Employers (usually the on-site chief school administrator) tell us that the form is asking them to rate behaviors that are usually demonstrated in counseling offices, classrooms, and supervision duty where the on-site administrator is generally not present. Employers therefore are forced to rely on second-hand information and this reliance on others prompts uncomfortable feelings. Our faculty will be considering this form and how to better prepare the on-site school administrators.

### **PPS Program Completion Form:**

The PPS Program Completion Form is used at the end of the PPS course of study. The required courses are all listed with an entry for the semester and year of completion, the units taken, and, the grade received. Equivalent courses approved and used to complete the program, are written-in as a equivalent substitute for the required course. The course information is compared against a copy of university transcripts. In this process, the student is required to show that he/she holds a teaching credential or has a Certificate of Clearance from the State of California, and, has written documented evidence of passing the CBEST. The Form is signed by the student. The PPS program coordinator then reviews the information against the student's transcripts, and if accurate, will approve and sign the form, which will authorize the clearance of the credential. The final review is completed by the Credential Analyst who obtains the endorsement of the Director of Teacher Education. For the academic years 2008-2009 and 2009-2010, a total of 92 students completed the PPS Program Completion Form and were authorized clearance for the credential.

The PPS Completion Form is used as a checking point to assure that each of the credential requirements and all of the credential competencies have been met. The interview to review the PPS Completion Form with the candidate takes between 15-30 minutes and usually ends with the candidate leaving with the required signature from the PPS Program Coordinator. The final step requires that the candidate meet with the Credential Analyst who will re-check the Form for proper accuracy and, if all requirements are assured, will organize the materials and send them to CCTC for the awarding of the credential.

The process outlined in this section allows the PPS Program Coordinator the opportunity to ask the candidate about their experience in the program, and about specific content of the curriculum and of the instructors who deliver it. Although every student is encouraged to fill out the instructor evaluation forms at the end of every course, this final interview with the soon-to-be-

finished student can be very helpful in identifying strengths and weaknesses in the program. In this process we discovered, for example, that our decision to add the COUN 208 Practicum in Counseling to the PPS required course load was a success. Students completing the credential declared that the 208 course was very helpful and recommended that we continue to use it, and we do.

**California State University, Fresno (2008-2010)**  
**SECTION A – PART III**  
**Analyses and Discussion of Candidate and Program Data**

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

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

**Maintenance of candidate competence as a whole:**

PPS credential candidates are required to maintain an Grade Point Average of 3.0 throughout their courses. Early in the program, utilizing our assessments and evaluations, candidates are rated on their counseling skills, writing skills, and professional dispositions. Toward the end of their program, evaluations from their field placement on-site supervisors and administrators reflect that the candidates are equipped with the knowledge and skills to practice satisfactorily as school counselors.

**Need to strengthen candidates' writing skills:**

In the period, Fall 2008 through Spring 2010, eleven (11) percent of candidates failed the Graduate Writing Requirement (GWR) and were required to demonstrate writing proficiency in order to pass our GWR. Generally, students who have not met the GWR proficiency are offered the opportunity to rewrite the paper before sending it to the GWR committee for further review. To improve their writing skills, students are strongly encouraged to use the Writing Center, the Learning Center, and participate in writing courses offered throughout the campus.

In 2008, to assist students with their writing skills, the Counseling program instituted a 1-unit writing course, specifically focusing on the format and style of the American Psychological Association. Since, 2008, this course was offered on the average of once per year. Additionally, we found that most students who failed the GWR had not taken a specific course (COUN 242) that focuses on theoretical models. Since 2008, faculty advisers are reminded to encourage their advisees to consider taking the 1-unit writing class, and, to take the 242 course before they take the GWR. After two years, in spring 2010, 42 students took the GWR and all passed.

**Actions taken when candidates face difficulties with performance:**

During the period 2008-2010, during the Clinical Review process, two (2) candidates received an "Unsatisfactory" mid-semester evaluation from their instructors in the class, COUN 208 - Practicum in Counseling. As soon as the university instructor became aware of the problem, the following actions were taken: 1) attended the Clinical Review Committee and reviewed the evaluation process, the current status of the student, and areas for improvement; 2) met the candidate one-on-one to discuss concerns and improvements that need to be made; 3) consulted with other instructors and supervisors of the candidate; 4) met with the chairperson of the Clinical Review Committee to review the situation and to brainstorm remedial options; 5) met with candidate to develop a mutual agreement (Memo of Understanding) on remedial plan; and, 6) reviewing progress with the candidate after remedial plan was successfully implemented. All these actions appeared to facilitate candidate's career development and at the same time ensuring candidate's competence to serve as a school counselor.

**Suggestions for improvements:**

A hundred percent of (n=103) Employer's Evaluation Forms rated our candidates' educational training and clinical expertise at 3 or above on the 1-5 scale of satisfaction. Most comments on our program were positive. Few made comments for program improvement. However, the few comments for program improvement need to be addressed: Five supervisors suggested that onsite supervisors and university instructors should meet more frequently to address situations with candidates. Five supervisors suggested specific areas that our candidates might benefit with further training:

1. More on-site observation of educational settings and the challenges faced by many school-age children.
2. More experience regarding academic requirements, particularly A-G requirements to enter four-year institutions.
3. Practical use of student transcripts and gaining practical testing knowledge.
4. More experience in using software programs being used in school districts.
5. Use of mock interviews for candidates in job search.

While the above suggestions may be beneficial for the PPS program to consider as necessary to better prepare our candidates, the suggestions do not appear to form a pattern or area of weakness. The suggestions do, however, reflect more on different expectations from on-site supervisors and university instructors. While a few field placement supervisors expect that our candidates should arrive with hands-on skills, university instructors expect our candidates to acquire the hands-on skills during their field placement. This difference in perspectives between five field placement supervisors and university instructors underscores the importance of scheduling more contacts between on-site supervisors and university instructors to clarify expectations and concerns.

**Student Enrollment**

California Department of Education's Educational Demographics Unit reports the distribution of student population in K-12 schools in Fresno County in 2008-2009 according to ethnic background as follows: American Indian (1.0%), Black (6.5%), Asian and Pacific Islander (10.8%), Hispanics (57%), White - Not Hispanic (22%) and Other (2.7%)

As regards gender distribution in Fresno County in 2008-2009, 48.6% of school age children are female and 51.4% are male. Comparing this distribution with the distribution of our counseling students in 2008-2009, the Kremen School of Education and Human Development at CSU Fresno under-represents male students of color who are endeavoring to become K-12 school counselors.

(see: California Department of Education Educational Demographics, web site at:

<http://data1.cde.ca.gov/dataquest/CoEnr.asp?cChoice=CoEnrEth&cYear=200809&TheCounty=10%2CFRESNO&cLevel=County&cTopic=Enrollment&myTimeFrame=S&submit1=Submit> Office).

**California State University, Fresno (2008-2010)**

**SECTION A – PART IV**

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

<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.	PPS Program Coordinator, and, Counselor Education Program Coordinator	2009-2011
Onsite supervisor's evaluation	Candidates' Knowledge and skills	To develop a protocol in addressing candidates who are deemed by on-site supervisors as having difficulties in practicing satisfactorily in field placement.	PPS Coordinator	2009-2011
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	2009-2011
Student Enrollment	Representation of male students of color	This Counselor Education faculty has taken 3 actions to promote the visibility of the counseling profession to male students of color. <b>1<sup>st</sup></b> , involvement with AT&T grant award with community agency for the recruitment, enrollment, and graduation of men of color as K-12 school counselors. <b>2<sup>nd</sup></b> , through presentations at our Information Sessions & yearly Future Teacher Fairs. <b>3<sup>rd</sup></b> , a conscious effort to involve our male students in presentations about our counseling program.	PPS Coordinator + Counselor Education Program Coordinator	Ongoing