

**Commission on Teacher Credentialing
Biennial Report**

Academic Years 2008-2009 and 2009-2010

Institution	CSU Fresno
Date report is submitted	September 2010
Program documented in this report	Pupil Personnel Services Credential Program
Name of Program	School Counseling Credential Program
Credential awarded	Pupil Personnel Services Credential
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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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).

Two Year Period: 2008 – 2010				
PPS Program Specific Candidate Information			Total Counseling Program	
Number of PPS candidates and PPS completers/graduates			Classified Standing	Advancement to Candidacy
CSU Fresno	Number of PPS Candidates	Number of PPS Completers/ Graduates	Total Counseling Program: Classified Standing	Total Counseling Program: Advancement to Candidacy
<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.

Date

Developed [Memorandums of Understanding](#) with specific school districts for PPS students’ field practice.

2008 &
2009

* Fall 2009 + Spring 2010 + Summer 2010: 94 student evaluations were conducted

4. 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.

- 1st Evaluation: COUN 208 Instructor
 - Fall 2008 + Spring 2009 + Summer 2009 = 121 evaluations
 - Fall 2009 + Spring 2010 + Summer 2010 = 107 evaluations
 - Total = 228 evaluations
- 2nd 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

5. 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

6. 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 an 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 at https://www.surveymonkey.com/s/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 1st 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 2nd 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:

1. 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.

2. 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.

3. 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.

4. 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.

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 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=SubmitOffice>).

California State University, Fresno (2008-2010)

SECTION A – PART IV

Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Data Focus	Action(s)	Contact Person	Timeline
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. 1st , involvement with AT&T grant award with community agency for the recruitment, enrollment, and graduation of men of color as K-12 school counselors. 2nd , through presentations at our Information Sessions & yearly Future Teacher Fairs. 3rd , a conscious effort to involve our male students in presentations about our counseling program.	PPS Coordinator + Counselor Education Program Coordinator	Ongoing

California State University, Fresno
Pupil Personnel Services Credential (PPS) Credential Program
Program Summary

Program Design

The Pupil Personnel Services (PPS) Credential Program in School Counseling is offered in the Department of Counseling, Special Education and Rehabilitation (CSER) and abides by the policies, bylaws and procedures vested in the Kremen School of Education and Human Development (KSOEHD) at California State University, Fresno (CSUF). The Dean of the KSOEHD serves as the Chief Administrative Officer and reports directly to the Provost.

The CSER Department offers two distinct programs with two separate Coordinators, both nominated by the program faculty and approved by the Dean. One program is the MS degree program, and, the second program is the PPS credential program. The Counselor Education Program Coordinator coordinates the MS degree program. The PPS Credential Coordinator coordinates the PPS credential program. Both Coordinators work closely with the Dean and the Department Chair, attend administrative meetings called by the Dean, the Associate Deans, and/or the Department Chair, and attend regular meetings of the Graduate Committee, and the Advanced Credential Committee within the KSOEHD. Both Coordinators carry the intent of the counseling faculty to each of the meetings. The PPS Coordinator is in direct contact with the Commission on Teacher Credentialing and keeps faculty informed of changes and new items of interest. The PPS Coordinator is responsible for student recruitment and admission, and, recommendation for the credential, and, also responsible for Field Supervision and providing coordination with school district administrators.

Communication with PPS students is facilitated by regularly scheduled advisement. The PPS Coordinator in conjunction with full time faculty serve as advisors and a web site provides support information. As PPS students progress through the program, faculty members serve as mentors, role models, and advocates. Communications is facilitated by the use of email list serves that offer notice of approaching advising deadlines, scholarships, grants, and employment opportunities.

The structure of the coursework and field experience is well sequenced. Students in both MS degree and PPS credential programs take a common core curriculum as a prerequisite for advanced graduate curriculum. For the PPS students, the advanced graduate curriculum includes a sequence of classes that is developed with the PPS Coordinator according to the student's career goals. The sequence of classes includes the basic core curriculum, advanced specialization courses, practicum in counseling, field practice courses, and, supervised experience in school counseling.

During 2008 and 2009, the PPS program incorporated three modifications. First, the program developed Memorandums of Understanding (MOU) with specific school districts to specifically articulate the responsibilities and limits of liability between the District and the University. The MOU's requested by the school districts followed recommendations from their legal counsel. Second, a syllabi committee, formed in 2007, continues to review existing curriculum and to assure that CTC standards are properly imbedded. Third, a new PPS Program Coordinator was appointed in 2008, and in 2010, took on the additional position of Department Chair.

Stakeholder input to the PPS credential program is systematic. Each semester, for every PPS student in the field practice class, systematic input is received in the form of three written evaluations: Field Practice Evaluation; Professional Disposition Evaluation; and, Employer's Evaluation. Each of the evaluations allow for stakeholder input regarding the quality of the preparation of students and provides for continuing input into the program. The PPS program desires to remain current with the changing school/community needs.

Course of Study (Curriculum and Field Experience)

The 48-unit PPS credential coursework is available to full and part-time graduate students through a majority of late afternoon, evening, weekend, and, on-line classes that are web enhanced or web based. The curriculum has benefitted from the development of the following School Mission that is included in all course syllabi and permeates the program: "The Mission of the School of Education and Human Development is to educate students to become teachers, administrators, counselors, and educational specialists to provide for the educational needs of children and adults, with special attention to diversity and equity".

The curriculum includes six units of two prerequisite courses. The prerequisites are followed by the 48-unit credential program curriculum. There are seven basic core courses which comprise 22-units, which in turn, are followed by 26-units of advanced specialization courses in K-12 school counseling. Included in the 26-units of advanced specialization are eight units of supervised field experience in a K-12 school site.

The supervised experience in counseling includes internships for a minimum of six hundred clock hours at two school levels (elementary/middle & high school). The six hundred clock hours can be translated into eight semester units with three hundred clock hours per four-unit class.

Coursework is well integrated with field experience. The PPS Coordinator provides leadership for the 48-unit program that serves to integrate the course work with the field experiences. The PPS Coordinator also provides linkages with district administrators, and, on-site school counselors. The PPS Credential Program focuses on maintaining community partnerships with schools focusing on collaboration between university designated supervisors, district designated counselor supervisors, and professional advisory board members. Students uniformly regard their field experience as a positive experience that prepares them to work as professional K-12 school counselors.

The field experiences are completed after the basic core, practicum, and advanced specialization courses. The PPS Credential Program requires that students complete the six hundred clock hours in at least two levels of experiences, grades K-8 and 9-12. Four hundred hours are completed in public schools. One hundred and fifty hours are devoted to issues of diversity.

Candidates are required to attend an Orientation meeting at the beginning of each semester. The Orientation provides individual advisement for all PPS students. There are two groups of forms that are well developed and distributed in hard copy and electronically. PPS students participate in supervised experience meetings with designated university supervisors that ensure the practice of appropriate interactions with pupils at their fieldwork school sites. The university supervisors schedule a visit to each school site and confer with the school site field supervisor regarding the status of the intern and the quality of the school counseling skills. Throughout the program, generic cases and specific case

studies are presented and discussed to assist in building skills in counseling domains including individual, small and large group counseling, and guidance activities.

Assessment of Candidates

To ensure student knowledge, skills, and competencies to be effective school counselors the program has established a three-part system that assesses entry, tenure in the program, and, completion of the program. Assessment of first phase “entry” utilizes the completed application packet to assess academic proficiency, knowledge of the profession, research, mental health, professional identity, English proficiency, and, writing proficiency. The second phase “tenure in the program” utilizes Clinical Review, Graduate Writing Requirement, and Course Requirements to assess counseling knowledge and skills, writing competence, and professional knowledge and skills. The third phase “completion of the program” utilizes Culminating Experience, Field Placement, Employers Evaluation, and, Program Completion Form to assess the appropriate application of knowledge to counseling, writing competence, and the completion of all required credential program competencies.

Students are informed about their progress as they matriculate through the program and are counseled if problems develop. When appropriate, a memo of understanding focusing on a remediation plan is developed to assist students who are experiencing difficulty in their coursework or in their fieldwork.

A summary of milestones is attached to each student’s file so that the student, staff, and advisor can quickly assess the status of progress throughout the program of study. Persons finishing the program complete an anonymous exit survey. The survey gives insight into the graduate’s experience of the program courses, strengths, weaknesses, and satisfaction with the program. The information is utilized in program enhancements and improvements.