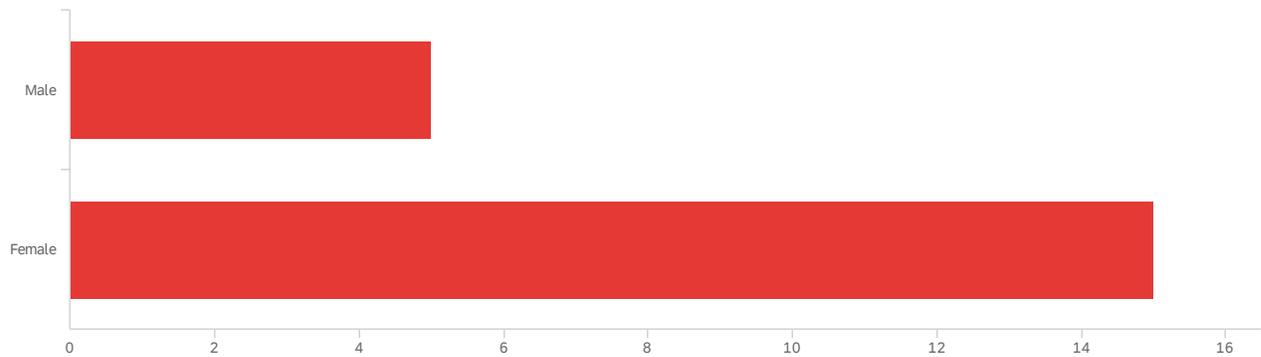


# Default Report

Exit Survey - School Counseling 2021

September 8, 2021 9:51 PM MDT

## Q1 - Gender

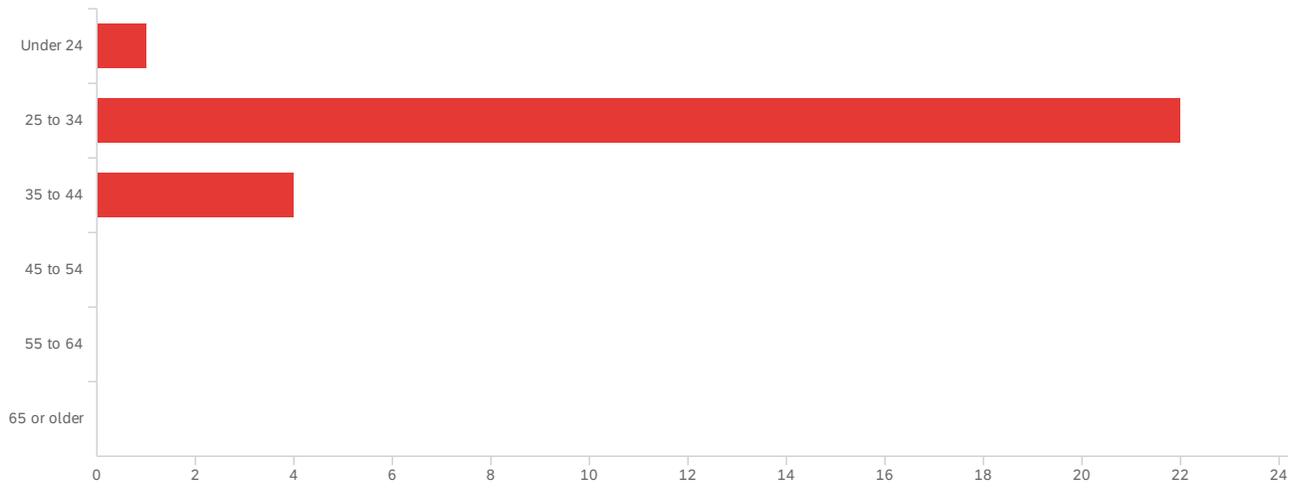


#	Field	Choice Count
1	Male	25.00% 5
2	Female	75.00% 15

20

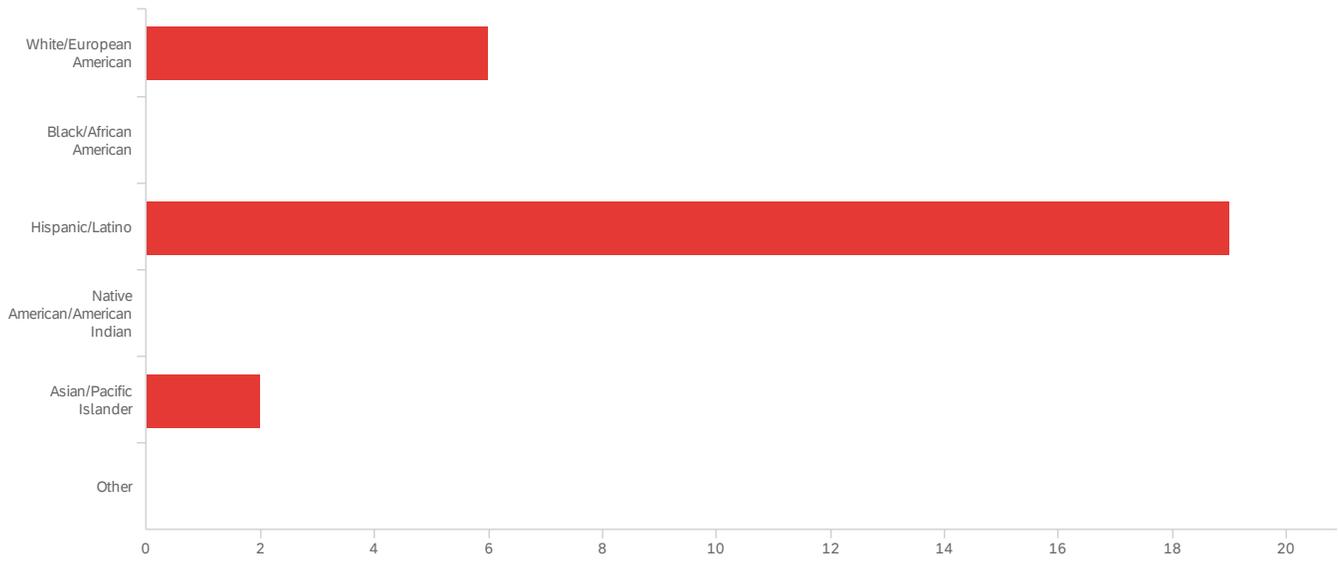
Showing rows 1 - 3 of 3

## Q2 - Age Range



#	Field	Choice Count
1	Under 24	3.70% 1
2	25 to 34	81.48% 22
3	35 to 44	14.81% 4
4	45 to 54	0.00% 0
5	55 to 64	0.00% 0
6	65 or older	0.00% 0

## Q3 - Ethnicity (Race)



#	Field	Choice Count
1	White/European American	22.22% 6
2	Black/African American	0.00% 0
3	Hispanic/Latino	70.37% 19
4	Native American/American Indian	0.00% 0
5	Asian/Pacific Islander	7.41% 2
6	Other	0.00% 0

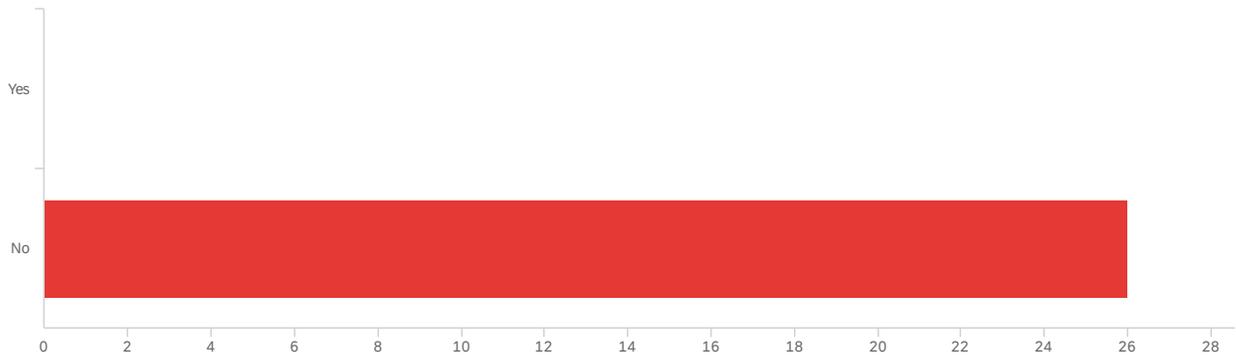
27

Showing rows 1 - 7 of 7

Other

Other

## Q25 - International Student



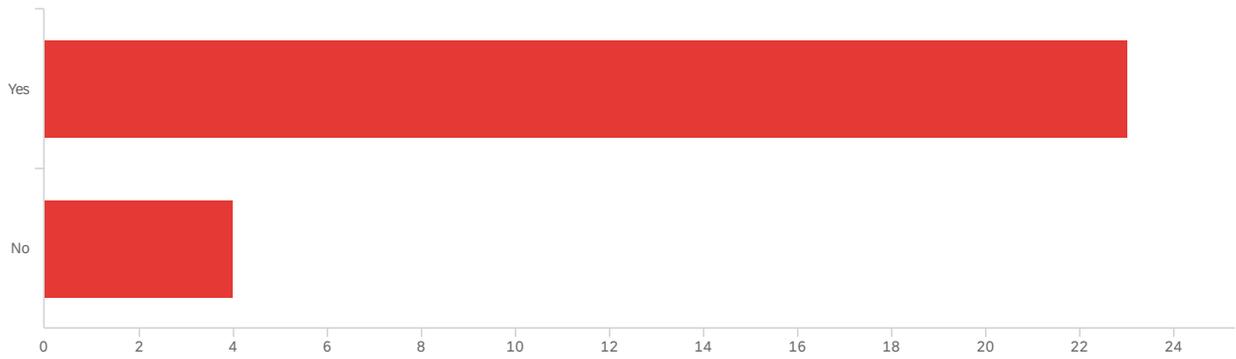
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	International Student	2.00	2.00	2.00	0.00	0.00	26

#	Field	Choice Count
1	Yes	0.00% 0
2	No	100.00% 26

26

Showing rows 1 - 3 of 3

## Q4 - Have you graduated or plan to graduate this semester?

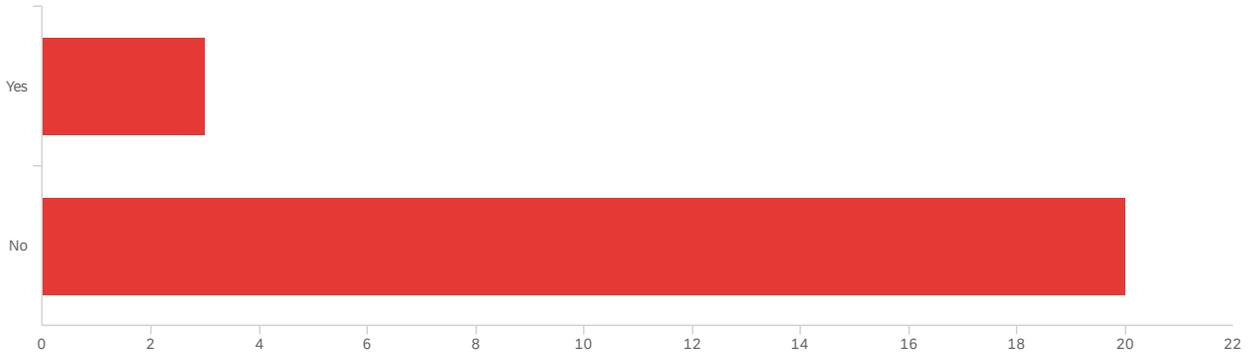


#	Field	Choice Count
1	Yes	85.19% 23
2	No	14.81% 4

27

Showing rows 1 - 3 of 3

Q17 - Are you currently pursuing additional education (e.g., PhD)? If so, please indicate the specific degree and University?



#	Field	Choice Count
1	Yes	13.04% 3
3	No	86.96% 20

23

Showing rows 1 - 3 of 3

Yes

Yes

Teaching credential

## Q18 - When did you graduate (e.g., December 2007)?

When did you graduate (e.g., December 2007)?

---

May 2020

May 2019

May 2019

May 2020

2020

2019

Dec 20

May 2019

May 2019

December 2019

May 2020

June 2020

Dec 2019

May 2020

December 2019

May 2020

December 2020

December 2020

May 2019

May 2018

May 2019

May 2020

When did you graduate (e.g., December 2007)?

---

2014

Q16 - Where are you currently employed (e.g., school/district, etc.) and how long have you been employed (e.g., 9 months, 2 years)

Where are you currently employed (e.g., school/district, etc.) and how long...

MUHSD 1 year

On-Site Counseling 1 year, 1 month

School district 1 year 4 months

Madera Unified, 8 months

Coalinga Huron school district

California State University, Stanislaus 1 year 3 months

Yes, 0 yrs, 5 months

Currently not employed

State Center Community College - Fresno City Community College

Fresno County Superintendent of Schools (10 months)

Fresno State, Academic Mentor (part time), 15 months

Kings River Union Elementary School

Still looking for employment

Non profit, 12 years

Non-profit agency 1 month

Fresno Unified Substitute and 2 years

Cal-SOAP 12 months

Golden Valley Unified School District, employed 7 years (prior to beginning Counseling program at Fresno State)

Not employed

Agency contract with school district/ 1 year and 6 months

Fresno State Foundation- Enseñamos en el Valle Central for 11 months

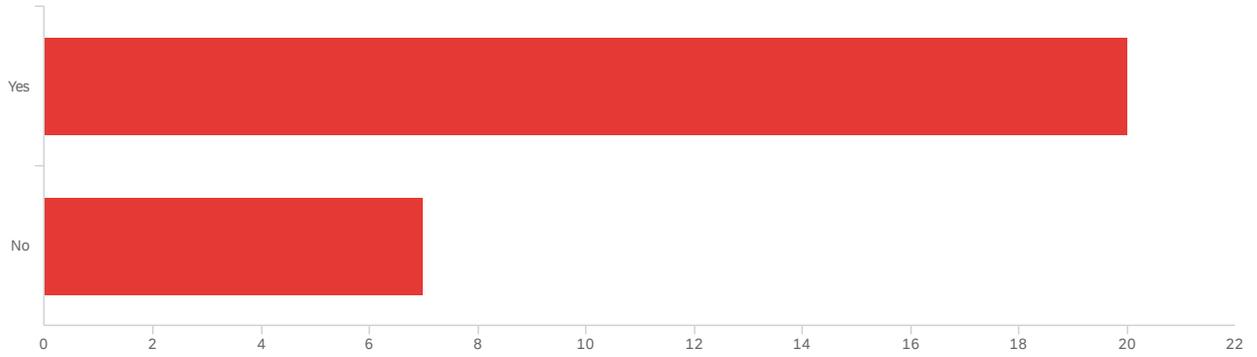
Where are you currently employed (e.g., school/district, etc.) and how long...

North Star family center, 3 months

Fresno unified

# Q23 - Were you employed before or within six months of graduating from the School

## Counseling program?

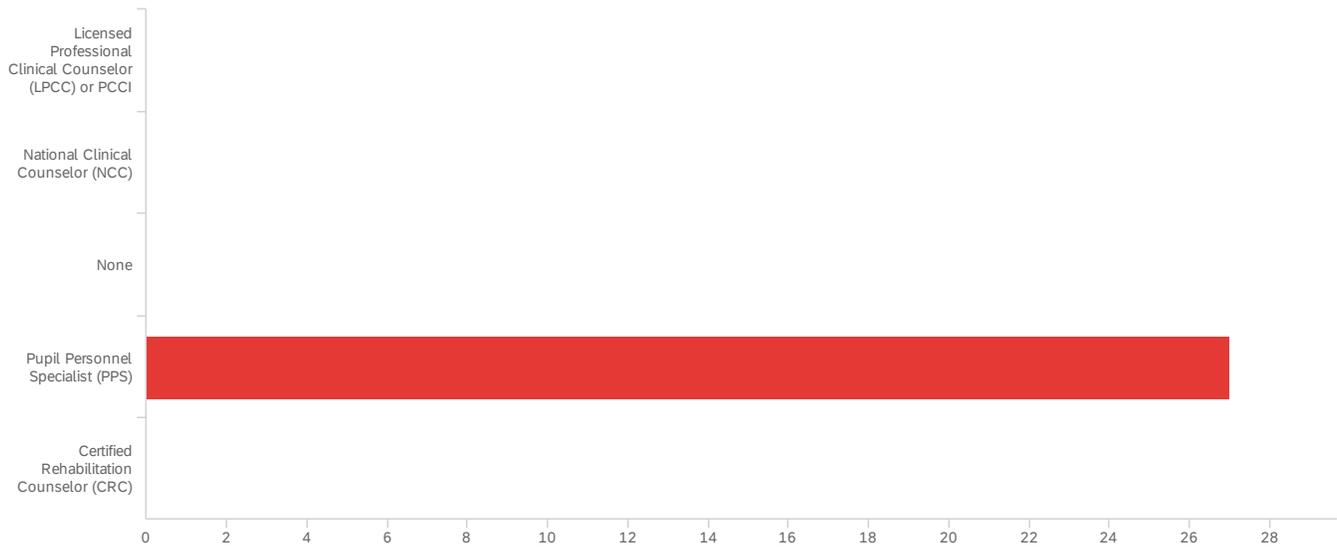


#	Field	Choice Count
1	Yes	74.07% 20
3	No	25.93% 7

27

Showing rows 1 - 3 of 3

## Q28 - Which credentials are/did you seek during your time in the program?

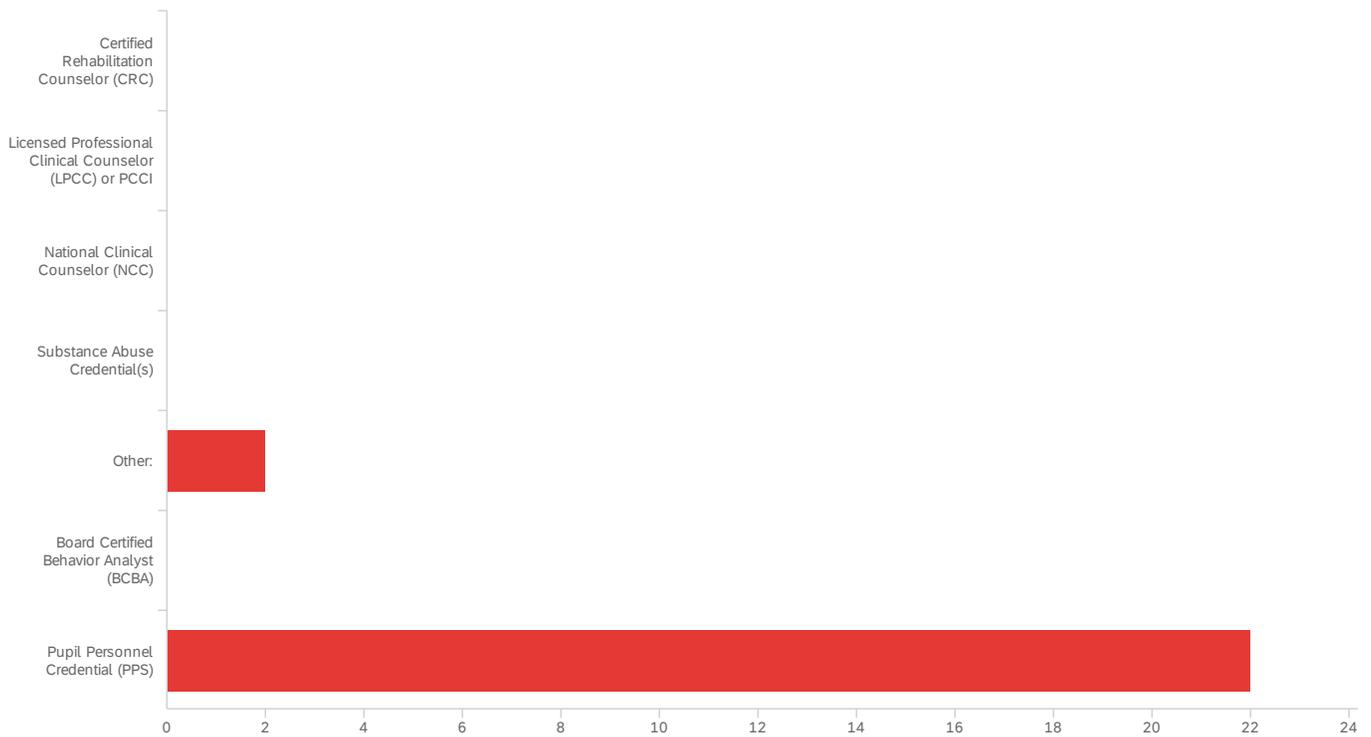


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which credentials are/did you seek during your time in the program?	5.00	5.00	5.00	0.00	0.00	27

#	Field	Choice Count
2	Licensed Professional Clinical Counselor (LPCC) or PCCI	0.00% 0
3	National Clinical Counselor (NCC)	0.00% 0
4	None	0.00% 0
5	Pupil Personnel Specialist (PPS)	100.00% 27
6	Certified Rehabilitation Counselor (CRC)	0.00% 0
		27

Showing rows 1 - 6 of 6

## Q19 - Which credentials, if any, do you hold? Check All that Apply



#	Field	Choice Count
1	Certified Rehabilitation Counselor (CRC)	0.00% 0
2	Licensed Professional Clinical Counselor (LPCC) or PCCI	0.00% 0
3	National Clinical Counselor (NCC)	0.00% 0
4	Substance Abuse Credential(s)	0.00% 0
5	Other:	8.33% 2
6	Board Certified Behavior Analyst (BCBA)	0.00% 0
7	Pupil Personnel Credential (PPS)	91.67% 22
		24

Showing rows 1 - 8 of 8

Other:

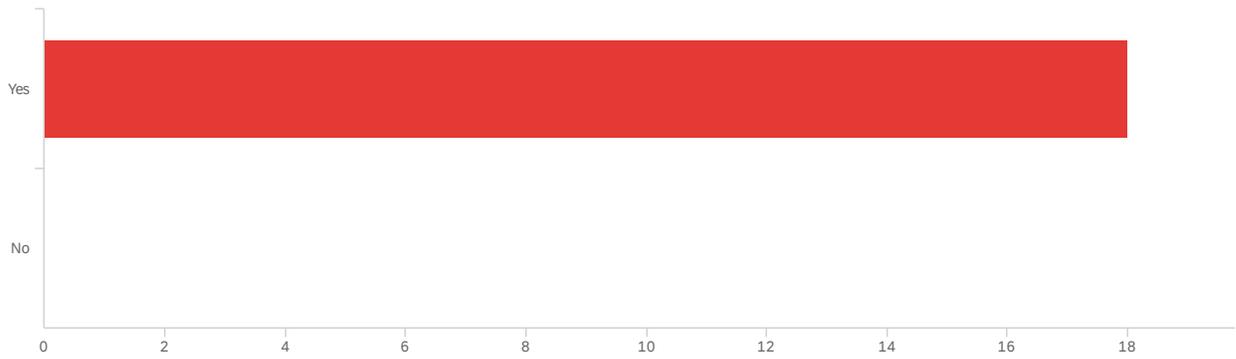
Other:

School Counselor

AMFT



## Q20 - Did you apply for the PPS Credential?



#	Field	Choice Count
1	Yes	100.00% 18
3	No	0.00% 0

18

Showing rows 1 - 3 of 3

Q21 - How many weeks following graduation did your degree clear, making you eligible to apply for your PPS credential (e.g., approximately 4 weeks)?

How many weeks following graduation did your degree clear, making you eligi...

4

Aprox. 4 weeks

about 1 week

Not sure

4

approximately 4 weeks

4 weeks

4 weeks??

4 weeks

4 weeks

3-4 weeks

Approximately 6 weeks

Approx 6 weeks

I was in MSW program and was able to work on the pps credential at the same time.

Not sure, maybe 3-4 weeks

4

Q22 - How many weeks did it take to receive your PPS credential after applying (e.g., 10 weeks)?

How many weeks did it take to receive your PPS credential after applying (e...

4

about 2 weeks

Not too long after

I don't remember. But not to long.

less than 4 weeks

3 weeks

Unsure

2 weeks

6 weeks

1 week

2 weeks

5 weeks

I was in MSW program and was able to work on the pps credential at the same time.

About a month or two

4

Q6 - Please indicate which semester you plan to graduate (e.g., Fall 2016).

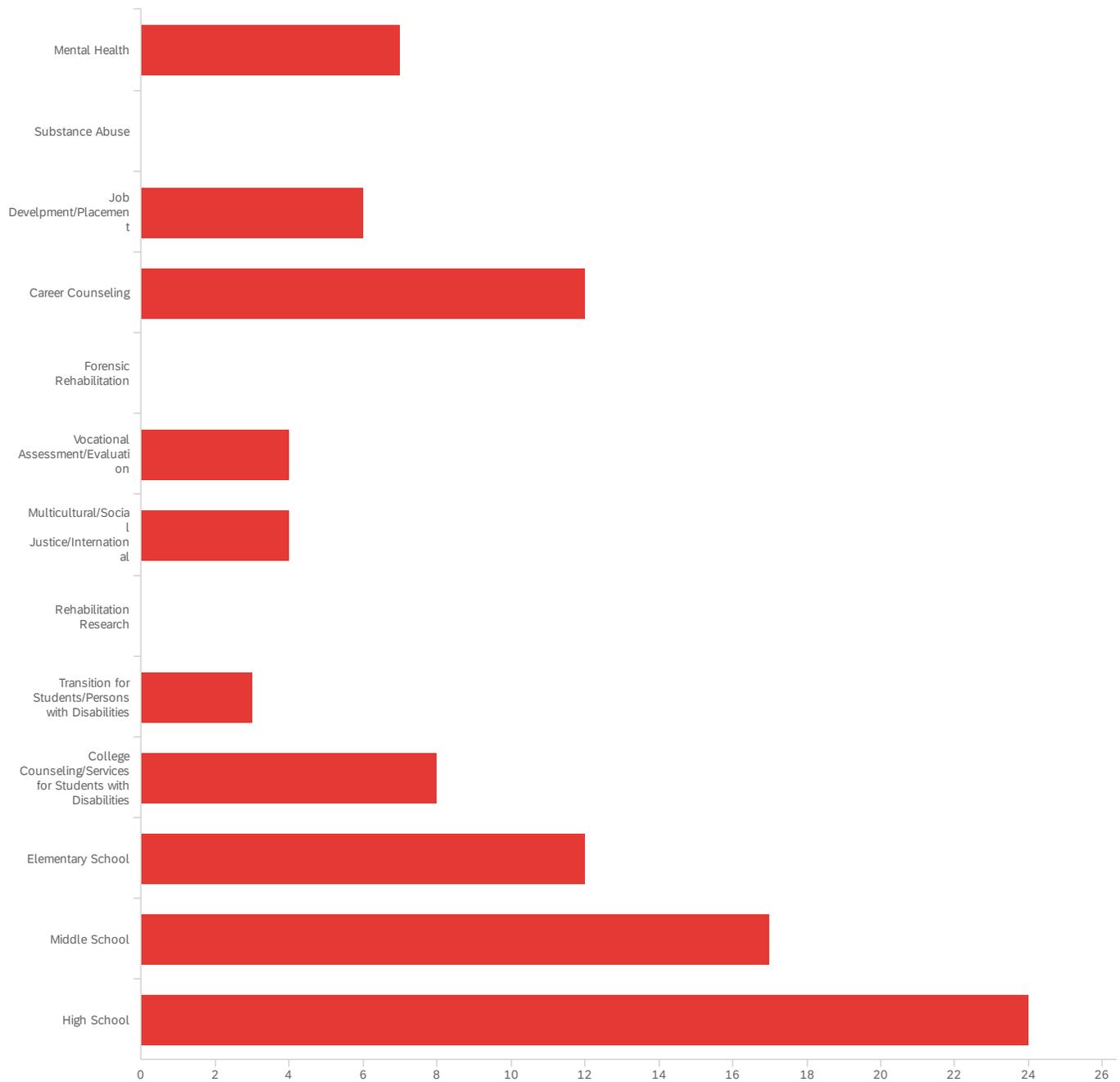
Please indicate which semester you plan to graduate (e.g., Fall 2016).

---

Graduated Fall 2020

Spring 2020

## Q18 - Which of the following are your primary areas of interests? Check All that Apply



#	Field	Choice Count
1	Mental Health	7.22% 7
2	Substance Abuse	0.00% 0
3	Job Development/Placement	6.19% 6
4	Career Counseling	12.37% 12

#	Field	Choice Count
5	Forensic Rehabilitation	0.00% 0
6	Vocational Assessment/Evaluation	4.12% 4
7	Multicultural/Social Justice/International	4.12% 4
8	Rehabilitation Research	0.00% 0
9	Transition for Students/Persons with Disabilities	3.09% 3
10	College Counseling/Services for Students with Disabilities	8.25% 8
12	Elementary School	12.37% 12
13	Middle School	17.53% 17
14	High School	24.74% 24
		97

Showing rows 1 - 14 of 14

Q7 - In what field is/was your undergraduate degree (e.g., psychology, criminology, sociology)?

In what field is/was your undergraduate degree (e.g., psychology, criminolo...

Psychology

Psychology

psychology

Psychology

Liberal Studies- Blended program

Liberal Studies

Psychology and Child Development

Business Administration, Management

Spanish- Liberal Studies

General Ed.

Psychology

Mass Communications and Journalism

social work

Women Studies

Psychology

History

Psychology

Sociology

Psychology

social work

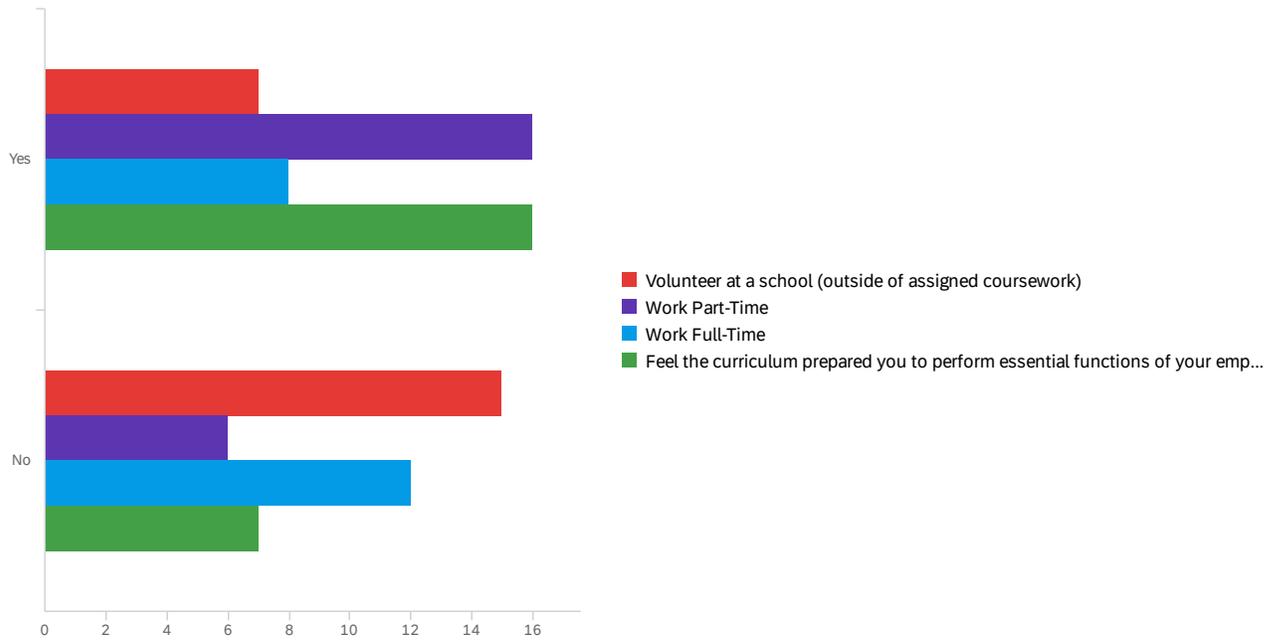
Sociology and Latin American and Latino Studies

In what field is/was your undergraduate degree (e.g., psychology, criminolo...

Psychology

Social work

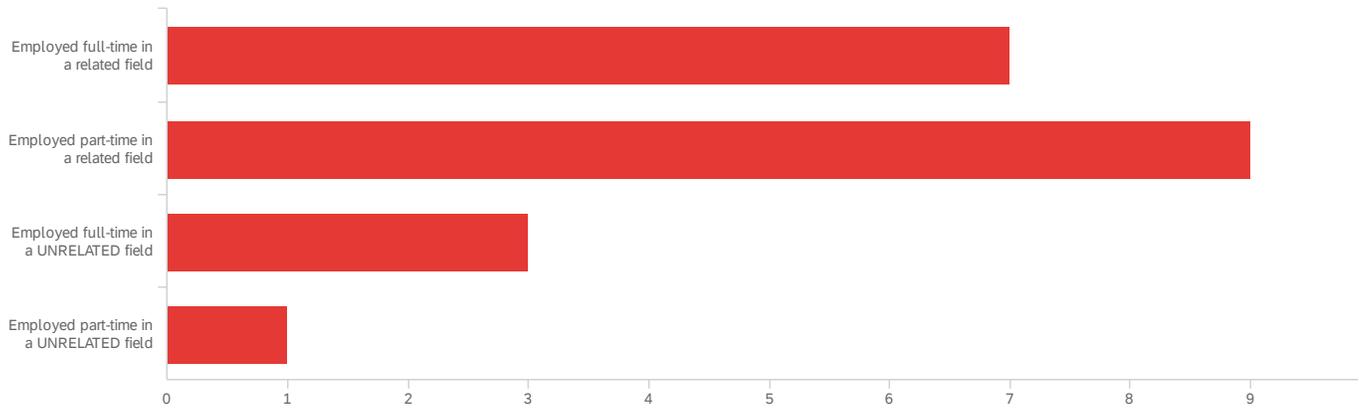
## Q9 - During your time in the program, did you...



#	Field	Yes	No	Total
1	Volunteer at a school (outside of assigned coursework)	31.82% 7	68.18% 15	22
2	Work Part-Time	72.73% 16	27.27% 6	22
3	Work Full-Time	40.00% 8	60.00% 12	20
4	Feel the curriculum prepared you to perform essential functions of your employment	69.57% 16	30.43% 7	23

Showing rows 1 - 4 of 4

## Q26 - What best describes your employment status during the majority of your time in the School Counseling program?

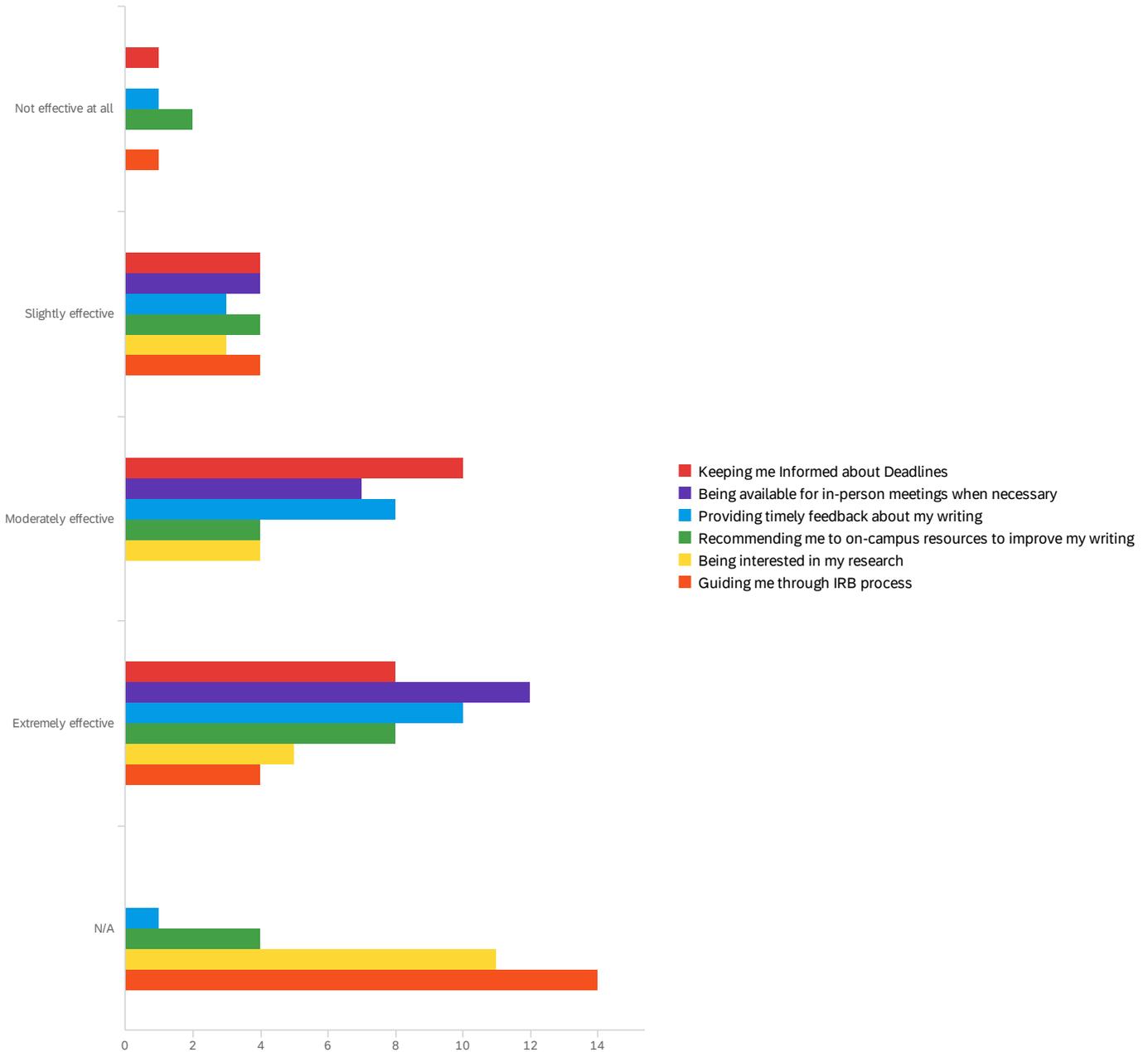


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What best describes your employment status during the majority of your time in the School Counseling program?	1.00	4.00	1.90	0.83	0.69	20

#	Field	Choice Count
1	Employed full-time in a related field	35.00% 7
2	Employed part-time in a related field	45.00% 9
3	Employed full-time in a UNRELATED field	15.00% 3
4	Employed part-time in a UNRELATED field	5.00% 1
		20

Showing rows 1 - 5 of 5

Q27 - Consider your Culminating Experience (i.e., Comps, Project/Thesis), as you indicate the effectiveness of advising practices. How effective was faculty/advisor at the following:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Keeping me Informed about Deadlines	21.00	24.00	23.09	0.83	0.69	23

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2	Being available for in-person meetings when necessary	22.00	24.00	23.35	0.76	0.57	23
3	Providing timely feedback about my writing	21.00	25.00	23.30	0.91	0.82	23
4	Recommending me to on-campus resources to improve my writing	21.00	25.00	23.36	1.23	1.50	22
5	Being interested in my research	22.00	25.00	24.04	1.08	1.17	23
6	Guiding me through IRB process	21.00	25.00	24.13	1.30	1.68	23

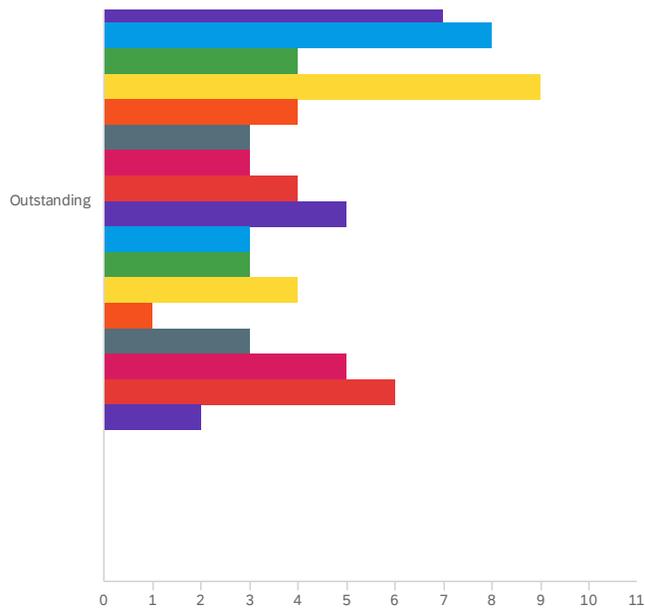
#	Field	Not effective at all		Slightly effective		Moderately effective		Extremely effective		N/A		Total
1	Keeping me Informed about Deadlines	4.35%	1	17.39%	4	43.48%	10	34.78%	8	0.00%	0	23
2	Being available for in-person meetings when necessary	0.00%	0	17.39%	4	30.43%	7	52.17%	12	0.00%	0	23
3	Providing timely feedback about my writing	4.35%	1	13.04%	3	34.78%	8	43.48%	10	4.35%	1	23
4	Recommending me to on-campus resources to improve my writing	9.09%	2	18.18%	4	18.18%	4	36.36%	8	18.18%	4	22
5	Being interested in my research	0.00%	0	13.04%	3	17.39%	4	21.74%	5	47.83%	11	23
6	Guiding me through IRB process	4.35%	1	17.39%	4	0.00%	0	17.39%	4	60.87%	14	23

Showing rows 1 - 6 of 6

Q24 - Based on the counseling work being done in your present assignment, please rate the degree to which you feel the School Counseling program at CSUF is related to your performance on the job. The higher the number circled, the greater your degree of satisfaction. Using a 1-5 likert scale [poor (1), below average (2), adequate (3), good (4), and outstanding (5)], please answer the following:







#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Knowledge and understanding of human behavior	3.00	5.00	4.17	0.69	0.47	18
2	Ability to counsel individuals	3.00	5.00	4.28	0.65	0.42	18
3	Ability to counsel in groups	1.00	5.00	3.89	1.24	1.54	18
4	Knowledge and understanding of laws related to the counseling profession	2.00	5.00	3.89	0.87	0.77	18
5	Ability to counsel with culturally different clients	3.00	5.00	4.17	0.90	0.81	18
6	Ability to work with persons with disabilities	1.00	5.00	3.44	1.21	1.47	18
7	Ability to engage in case management services	1.00	5.00	3.33	1.15	1.33	18
8	Ability to counsel with members of the opposite sex	2.00	5.00	3.72	0.80	0.65	18
9	Ability to utilize effective clinical judgment in the assessment of client needs	2.00	5.00	3.72	0.93	0.87	18
10	Knowledge and understanding of the limitations of tests, including age, cultural and sex differences	3.00	5.00	4.00	0.75	0.56	18
11	Knowledge and understanding of occupational and career trends	1.00	5.00	3.22	1.23	1.51	18
12	Ability to understand and complete research studies	2.00	5.00	3.59	0.91	0.83	17
13	Knowledge and understanding of preventative or developmental counseling	2.00	5.00	3.83	0.90	0.81	18
14	19	2.00	5.00	3.60	0.80	0.64	10

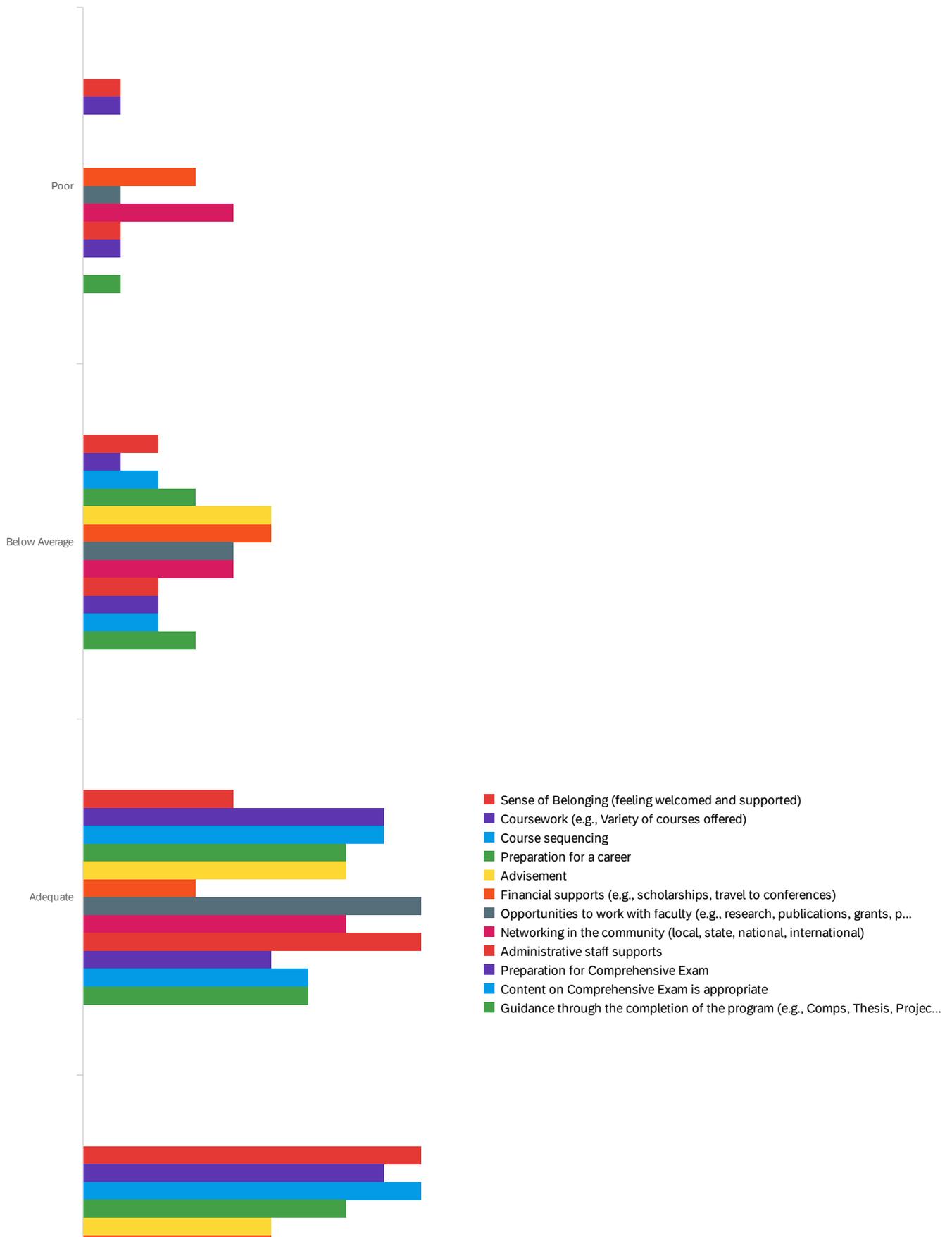
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
15	Ability to assess needs and develop programs to meet the needs of organizations	2.00	5.00	3.59	0.97	0.95	17
16	Ability to consult with other professionals to meet the needs of organizations and/ or individuals	2.00	5.00	3.59	1.03	1.07	17
17	Understanding of and ability to follow professional ethics in the field	3.00	5.00	4.06	0.80	0.64	17
18	The SC program at CSUF provided the type of experiences needed for effectiveness as a counselor	2.00	5.00	3.53	0.92	0.84	17

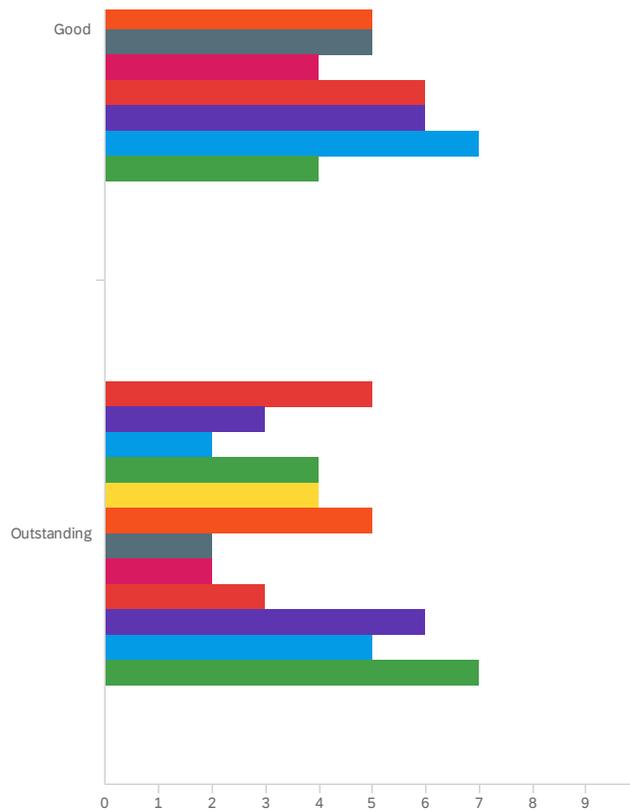
#	Field	Poor	Below Average	Adequate	Good	Outstanding	Total
1	Knowledge and understanding of human behavior	0.00% 0	0.00% 0	16.67% 3	50.00% 9	33.33% 6	18
2	Ability to counsel individuals	0.00% 0	0.00% 0	11.11% 2	50.00% 9	38.89% 7	18
3	Ability to counsel in groups	5.56% 1	11.11% 2	16.67% 3	22.22% 4	44.44% 8	18
4	Knowledge and understanding of laws related to the counseling profession	0.00% 0	11.11% 2	11.11% 2	55.56% 10	22.22% 4	18
5	Ability to counsel with culturally different clients	0.00% 0	0.00% 0	33.33% 6	16.67% 3	50.00% 9	18
6	Ability to work with persons with disabilities	5.56% 1	22.22% 4	16.67% 3	33.33% 6	22.22% 4	18
7	Ability to engage in case management services	11.11% 2	5.56% 1	38.89% 7	27.78% 5	16.67% 3	18
8	Ability to counsel with members of the opposite sex	0.00% 0	5.56% 1	33.33% 6	44.44% 8	16.67% 3	18
9	Ability to utilize effective clinical judgment in the assessment of client needs	0.00% 0	11.11% 2	27.78% 5	38.89% 7	22.22% 4	18
10	Knowledge and understanding of the limitations of tests, including age, cultural and sex differences	0.00% 0	0.00% 0	27.78% 5	44.44% 8	27.78% 5	18
11	Knowledge and understanding of occupational and career trends	5.56% 1	33.33% 6	11.11% 2	33.33% 6	16.67% 3	18
12	Ability to understand and complete research studies	0.00% 0	11.76% 2	35.29% 6	35.29% 6	17.65% 3	17
13	Knowledge and understanding of preventative or developmental counseling	0.00% 0	11.11% 2	16.67% 3	50.00% 9	22.22% 4	18
14	19	0.00% 0	10.00% 1	30.00% 3	50.00% 5	10.00% 1	10
15	Ability to assess needs and develop programs to meet the needs of organizations	0.00% 0	17.65% 3	23.53% 4	41.18% 7	17.65% 3	17

#	Field	Poor	Below Average	Adequate	Good	Outstanding	Total
16	Ability to consult with other professionals to meet the needs of organizations and/ or individuals	0.00% 0	11.76% 2	47.06% 8	11.76% 2	29.41% 5	17
17	Understanding of and ability to follow professional ethics in the field	0.00% 0	0.00% 0	29.41% 5	35.29% 6	35.29% 6	17
18	The SC program at CSUF provided the type of experiences needed for effectiveness as a counselor	0.00% 0	17.65% 3	23.53% 4	47.06% 8	11.76% 2	17

Showing rows 1 - 18 of 18

Q10 - Using the following scale, rate these aspects of the MS in SC program:





#	Field	Poor	Below Average	Adequate	Good	Outstanding	Total
1	Sense of Belonging (feeling welcomed and supported)	4.76% 1	9.52% 2	19.05% 4	42.86% 9	23.81% 5	21
2	Coursework (e.g., Variety of courses offered)	4.76% 1	4.76% 1	38.10% 8	38.10% 8	14.29% 3	21
3	Course sequencing	0.00% 0	9.52% 2	38.10% 8	42.86% 9	9.52% 2	21
4	Preparation for a career	0.00% 0	14.29% 3	33.33% 7	33.33% 7	19.05% 4	21
5	Advisement	0.00% 0	23.81% 5	33.33% 7	23.81% 5	19.05% 4	21
6	Financial supports (e.g., scholarships, travel to conferences)	14.29% 3	23.81% 5	14.29% 3	23.81% 5	23.81% 5	21
7	Opportunities to work with faculty (e.g., research, publications, grants, presentations)	4.76% 1	19.05% 4	42.86% 9	23.81% 5	9.52% 2	21
8	Networking in the community (local, state, national, international)	19.05% 4	19.05% 4	33.33% 7	19.05% 4	9.52% 2	21
9	Administrative staff supports	4.76% 1	9.52% 2	42.86% 9	28.57% 6	14.29% 3	21
10	Preparation for Comprehensive Exam	5.00% 1	10.00% 2	25.00% 5	30.00% 6	30.00% 6	20
11	Content on Comprehensive Exam is appropriate	0.00% 0	10.00% 2	30.00% 6	35.00% 7	25.00% 5	20
12	Guidance through the completion of the program (e.g., Comps, Thesis, Project)	4.76% 1	14.29% 3	28.57% 6	19.05% 4	33.33% 7	21

Showing rows 1 - 12 of 12

## Q11 - In your opinion, what are the program's strengths?

In your opinion, what are the program's strengths?

I think the social emotional aspect is amazing but I feel that the courses specifically designed for the school counseling role can be bolstered. There are many duties in my school counselor role that were not reviewed and various roles had to be learned while on the job/ internship due to them not being taught through the program.

The interest level from the staff.

Few instructors actually work in k-12

The program strength would definitely be focused on social emotional development with clients and students because that made me very aware of my bases in developing my professional identity. Another strength is that there are faculty and professors with school counseling background that are dedicated and passionate in guiding school counseling master students in their career and develop professional development.

Staff and student collaboration

N/a

Theory focused, strong counseling techniques.

I really appreciated the holistic approach to counseling students. Most classes took this approach and helped me to build the foundation of helping my future students in a holistic way.

I think one of the greatest strengths is being very welcoming and encouraging, creating that safe space to be able to feel comfortable sharing and continue to learn and grow professionally

Sense of community, good professors, emphasis on person centered therapy

The program's strengths are the professors and faculty who took their time to connect the curriculum with real experiences. Gitma Sharma, Gregory Lomack, Jennifer Engelbert, Garbralle Conroe, Geni Bird, Dan Smith, and Susan Meadows. They provided insight to connect the curriculum with real-life scenarios. They were genuine and truly cared about quality versus quantity.

Smaller classes, closer connection to peers, getting to know instructors and professors better.

## Q12 - In your opinion, what are some suggestions for potential program changes?

In your opinion, what are some suggestions for potential program changes?

I think collaborating with outside districts and having MOU's in place can make the process of interning a whole lot easier. Early on, catch the students that are commuting (are from outside the area), ask where they plan on interning, start the process so we don't have to physically do it ourselves. I know the school has a great relationship with Fresno unified but not so much with others in my experience. Maybe bring in some community stakeholders- school counseling program and have them go over their roles.

More preparation for the final exams.

More mentoring and support for current SC students. Bringing community members, SC alumni, and K-12 educators to mentor current students.

More guidance when it comes to the internship/practicum needs and placement.

Some of my suggestions would be modifying the Masters program in school counseling two were more of the coursework is heavily related to the day-to-day activities of a school counselor as well as for the strokes for customers to understand the operations and functions of the school districts and schools in how their role meshes with the function of school operations. This may involve like administrative and technical skills such as being aware of student information systems and how to operate them or just being familiar with them and knowing how to read transcripts and be familiar with transcripts, and learning more about the A-G requirements. In addition also becoming more aware of data informed practices and existing programs and frameworks in place that support the day-to-day operations of student success such as PBIS and MTSS. I think overall learning about and being familiar with jargon used in the educational setting such as SARB. In regards to research since it's heavily emphasized and it is important in the education field, I hope there's sways to strengthen student confidence in engaging with research. I feel like it should be exposed early on in the program just because the longer students are exposed to and aware of it then they could be more comfortable with engaging in research methods to where they tend to be aware of how they can collect data in the school setting and engage in action research to best support the student population that they are working with. As a graduate student who completed the program last year I think my biggest struggle now is feeling prepared to do job hunts so I hope the program definitely providing guidance and support for students to have the tools and confidence in the job hunting process after graduation. And this may not be related to the program but I hope the CSI organization provides more ways for members to be involved in the community and in the schools I am so finding creative ways to create these partnerships and opportunities for professional growth and visibility.

Course sequence

There are some instructors that need to re- think their class material. Some is outdated and useless. The assessment class needs to teach about assessments not about the personal stories of instructor's private practice. Several classes are just worthless, waste of time and money. in my opinion.

More ASCA related courses that prepare us to develop full fledged programming with ASCA principles.

There needs to be more focus on what a school counselor does. The program lacked information on transcripts, master scheduling, CPS reports, higher education information for high school students, etc. The way the program is currently set up, it fully relies on the practicum supervisors to teach these aspects, however, some supervisors do not take the time to do so. So when applying for jobs there are many graduates from the SC program that feel they did not learn all that they needed to be successful school counselors.

Very little focused on actual day-to-day experiences of a school counselor. For example, no class reviewed typical graduation requirements or reviews what A-G requirements are at different high schools in the area. This is a vital part of being a school counselor. The Career Theory class was very good and could be expanded because that is something that is important to be knowledgeable on in a high school setting. It would also be helpful for classes to keep in mind that a counselor in practice doesn't always have time for one-on-one student intervention due to high caseload numbers. Asking counselors in training to reflect on this throughout the coursework and discuss ways to reach students in high numbers effectively and efficiently would help prepare us for actual job conditions.

None at the moment.

More support completing thesis, more opportunities to collaborate in research, more guidance and opportunities for those who want to get PhD

In your opinion, what are some suggestions for potential program changes?

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Remove Jeff Crane and Yuleinys A Castillo. These teachers did not model empathy, respect, and genuineness as a professor. Jeff Crane was condescending towards many of his students. Yuleinys Castillo gave criticisms without being constructive. Both could be improved with training on how to engage students respectfully.

I would like to see more support with helping find placements or connecting students to adequate placements for a more intentional hands on experience.

Q16 - If you would recommend this program to another person or colleague considering graduate school, please share their names/contact information so that we may follow up with them?

If you would recommend this program to another person or colleague consider...

n/a

Not at the moment.

I would definitely recommend the program to peers or friends that are interested in the school counseling career I can't think of anybody at the moment but if there is an email or contact that we can provide later on please share that with us.

N/A

N/A.

Yes

## Q13 - Please discuss any additional thoughts and/or recommendations.

Please discuss any additional thoughts and/or recommendations.

n/a

Cohort system, mentoring opportunities, conference opportunities, provide internships, fellowships, TA opportunities for current students in second year. As a former Community College instructor, the experience I gain being a TA while in the SACC/ SC programs were extremely beneficial when interviewing and while getting my first job as an instructor.

Courses were adequate but preparation in the form of networking for a job after the program could be improved. Likelihood of getting a job right after graduate in the field seemed and was discussed as being difficult.

I would like to thank all of the professors and faculty that has been very supportive in my professional development in the Masters program and I hope they continue doing what they're doing because there are great at it. Thank you for providing the survey and allowing graduates to provide feedback and voice their experiences through the program. My recommendations definitely would be to maintain more staff with school counselor background and please consider our feedback and I hope to see improvement in the future for future school counseling graduates as we continue to strengthen our school counselor identity and educate the community about our roles and strengths as a school counselor professional.

The field is super competitive and it's been difficult to find a job in school counseling. I believe it has to do with the PPS credential being so available for other people to apply for. It should be limited to school counselors only to reduce how competitive it is in the field right now.

I understand that the amount of experience gained is up to the graduate themselves but I would even recommend having SC students learn more about higher education or have at least 3 different internships to be a well-rounded candidate.

Overall, I enjoyed my time in the program. Stronger partnerships with surrounding districts would be very valuable to keep the program curriculum relevant to what counselors on the area are doing on the job. The internship experience should not be the first time we learn about A-G and college entrance requirements. Even though each district does things differently, learning how even one district operates in detail prior to the internship experience would give counselor trainees a sense of what to expect and some knowledge to draw on when they enter the school setting.

Maybe an optional workshop regarding basics of A-G requirements, Resources to review college admissions requirements, CMP Lists, Additional conferences and workshops they can attend as students to feel slightly more prepared when starting their internships and assisting with college applications, reviewing of A-G requirements, FAFSA/CADAA. Students sometimes work on what is assigned, but having busy schedules might not look into it on their own time, and if a workshop is offered it can encourage them to attend and become familiar with some of the academic items they'll encounter.

The program is overproducing PPS credentials. I went into school counseling because I wanted to have the highest chance at working in school counseling and unfortunately by choosing my emphasis in school counseling I did the opposite. My colleague with MFCC (who had not graduated) but had received PPS got a job the semester I graduated. Reality is in the Fresno area there were so many MFCC or Student affair graduates with PPS applying for jobs along with us and they seemed to be preferred. It's unfortunate that there are over 100 applications for one job in the Fresno area. Additionally, there are school counseling graduates before me and after me that are still looking for job. Some have given up and pursued teaching and honestly it looks like I might have to the same. It's really disappointing, I hope Kremen really thinks about how letting PPS be added by anyone who wants it creates a disservice for school counseling students.

The program provided great foundational techniques. Active listening, core conditions, and counseling theories. However, the program could improve by connecting students with jobs or opportunities on campus. The student health center, Trio Programs, and CAMP. Also, more exposure to current counselors or retired. The professors with more educational backgrounds than field experience lack the ability to take theories and connect them with real-life circumstances. That connection is critical to help prepare students to be marketable when applying to jobs.

It makes me happy to hear this program has gotten a lot better

**End of Report**

