



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

**Commission on Teacher Credentialing
Biennial Report**
(For Institutions in the Yellow, Blue, and Violet Cohort Due Summer/Fall 2012)
Academic Years 2010-11 and 2011-12

Institution	California State University, Fresno	
Date report is submitted	August 1, 2012	
Program documented in this report	PPS-School Counseling	
Name of Program	PPS-School Counseling	
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	Traditional, and Intern	
Credential awarded	PPS-School Counseling	
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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Name		
Title		
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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

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. The Pupil Personnel Services Credential (PPS) School Counseling Program is one of the 16 programs.

The PPS-School Counseling Program 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 considered essential for beginning school counselors. The PPS-School Counseling Program has continued to uphold its commitment to the CCTC Standards 2001 by providing students with the curriculum outlined in its program document approved by CCTC and received positive review in the last joint accreditation (NCATE/CCTC) visit conducted in March 2006. Since then, we have submitted two biennial reports (2006-2008; 2008-2010) and received affirming reviews.

Since the last accreditation visit in March 2006, the down turn of the national economy in 2007 has led to changes in potential candidates entering the PPS program. On the one hand, unemployed adults have re-entered higher education in pursuit of a second career, leading to increased interest in enrollment. On the other hand, massive lay-offs of school counselors also trigger concerns regarding prospects in this profession. This led to a surge in applicants up to 2009 and a plunge in recent years: 21 in 2006; 51 in 2007; 156 in 2008; 153 in 2009; 95 in 2010; 53 in 2011, 28 in 2012. The PPS-School Counseling Program continuously adapts to changes in student enrollment by increasing course sections during high enrollment and also conducting Information Sessions to better advise prospective students about the school counseling profession. As regards faculty - death, personal changes, and retirement have led to the loss of four (4) full time faculty members from 2008 to 2012. In response, three (3) new faculty members have been hired from 2011 to 2012. Search for one more faculty for 2013 is expected.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2010-11		2011-2012	
Fresno State	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
	<u>57</u>	<u>51</u>	<u>54</u>	<u>44</u>

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART II – Candidate Assessment/Performance and Program Effectiveness Information

The following six key assessment instruments are used to assist in making critical decisions about candidate competence prior to being recommended for the PPS credential: Clinical Review, Graduate Writing Requirement, Field Practice Evaluation Form, Professional Disposition Evaluation, Employer’s Evaluation, and, PPS Program Completion Form.

A. Assessment Instrument 1: Clinical Review

Candidates enroll in COUN 208, Practicum in Counseling, during their second or third semester. The Clinical Review Committee reviews the performance of each student enrolled in COUN 208 at mid-term to evaluate whether the student demonstrates a satisfactory level of demonstrated competence and qualities to become a counselor. Candidates are rated on 9 items of Counselor Skills and Traits using a Likert Scale of 1-5 (1=very poor, 3= meets standard and 5=outstanding). Failure to pass this review could indicate unsuitability for this program and/or the counseling profession. Students must have a 3.0 or above average on the Counselor Skills and Traits Score to pass.

Data

16 candidates took Coun 208 during the 2010-2012 Assessment Period. All candidates received satisfactory or above satisfactory ratings. Breakdown of their rating by each of the 9 items is as follows:

Counselor Skills and Traits	Counselor Traits/Skills Score							
	Very Poor	1	2	3	4	5	Meets Standard	Outstanding
Oral communication skills					12	4		
Counseling skills (progress indicated)				1	8	7		
Emotional and personal stability					8	8		
Sense of balance and sound judgment					8	8		
Appropriate professional ethics					4	12		
Open to feedback and supervision by instructor.					2	14		
Ability to work collaboratively with peers and other professionals					4	12		
Commitment to improving skills to work with diverse client population					2	14		
Overall potential to become a successful counseling professional					6	10		

Assessment Instrument 2: Graduate Writing Requirement

Candidates enroll in 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. Candidates’ writings are scored on a scale of 1-4 (1=Beginning, 2=Developing, 3=Accomplished, 4=Exemplary). Students must score 3 or above to pass the Graduate Writing Requirement. For students who fail the GWR, they receive mentoring/ advising and are allowed to re-take the GWR in the following semester.

Data

24 candidates were assessed on their writing proficiency at graduate level within the 2010-2012 period. All passed the writing assessment with a level at either accomplished or exemplary level.

GWR Writing Scores: Category	Score of 1	Score of 2	Score of 3	Score of 4	Total
Style and format	0	0	8	16	24
Mechanics	0	0	16	8	24

High energy level; seldom absent or not at all due to health.					
9. Mental Health: Set a good emotional tone around others; patient with children; secure; very little complaining on the job.	83	3		3	1
10. Self Concept: Perceives one's own qualities in a positive manner; develops insights with respect to self-motives & behavior.	75	9	2	4	
11. Flexibility Able to work with other persons at the school; open to space assignment; cooperative with time & change issues.	82	4		4	
12. Pursued Professional Growth: Demonstrated a willingness to learn: requested help when needed; listened to others.	78	7	1	4	
13. Comprehensive Guidance Program: Understands concepts central to a comprehensive guidance program; personal, social and educational development trends.	73	13		4	
14. Risk Taking and Self Control: Was able to get along well with others; willing to take a chance in a situation; reacts well in stressful situations.	77	8	1	4	
15. Job Mastery: Was able to learn about the duties that a school counselor will perform; adapted well to conditions. Job Mastery must include both counseling skills and skills in using current technology in the delivery of services.	74	12		4	

Assessment Instrument 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 first evaluation is conducted by the instructors for COUN 208, Practicum in Counseling. The purpose of this evaluation is to provide candidates with feedback on how their performance behaviors reflect the level of their valuing of the above qualities. The second evaluation is conducted by the student's on-site supervisors during the COUN 249 field placement. Candidates must meet a minimum of satisfaction to receive credit for their practicum in counseling, and, for the field placement course.

Data

COUN 208 Practicum in Counseling

25 candidates were given evaluation on their disposition. Since there are multiple ways for candidates to express their disposition along the six domains, all candidates have demonstrated some behavioral indicators for these six domains.

Rating scales

0 = not observed 1 = inadequate 2 = meet expectations 3 =exceeds expectations

DISPOSITION	0	1	2	3
Reflection. Examples of behavioral indicators include, but are not limited to:				
Continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community).			7	18
Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients			5	20
Accepts and incorporates suggestions in subsequent practice.			14	20
Demonstrates accurate self-analysis regarding one's own strengths and weaknesses.			3	20
Collects accurate data and incorporates it into the reflective process.			9	15
Is open to corrective feedback.				25
Critical thinking. Examples of behavioral indicators include, but are not limited to:				
Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.			8	17
Student work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.			5	20
Professional ethics. Examples of behavioral indicators include, but are not limited to:				
Recognizes the importance of research to inform counseling for students with diverse needs.	8		6	11
Shows commitment to ethical conduct.	3		1	21
Actively advocates for students and encourages student self-advocacy.	10		5	10
Works within the system to meet the needs of students and their families.	19		2	3
Respects the confidentiality of students and their parents.			2	21
Solicits and gives thoughtful consideration to alternative and contradictory opinions.	4		8	13
Maintains a positive working relationship with peers in practicum/ with school personnel in field placement.	3		1	21
Views families as partners in the educational and counseling process.	14			9
Exhibits care for quality in the preparation and implementation of work responsibilities.	3		4	16
Adheres to ethical standards for counselors.			1	24
Valuing diversity. Examples of behavioral indicators include, but are not limited to:				
Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)	3		6	9
Develop intervention plans compatible with diverse needs of clients.	4		8	12
(Field placement) Accommodates all learners, including those from diverse backgrounds, experiences, and cultures.	19		1	4
Respects clients/students as individuals with differing personal and family	2		4	19

backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores.				
(Field placement) Identifies guidelines and strategies for facilitating the academic and social inclusion of students with exceptionalities in general classrooms and in various inclusive activities and environments.	13			9
Collaboration. Examples of behavioral indicators include, but are not limited to:				
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.	2		5	18
Values families as full partners in the educational process	14			11
(Field Placement) Collaborates with school personnel and families in all phases of intervention when possible.	14		3	3
(Field Placement) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.	14			3
Works well with others to develop opportunities for peer and student learning.	1		4	19
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.			6	19
Life-long learning. Examples of behavioral indicators include, but are not limited to:				
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences) using the information learned to improve counseling practice.	8		2	15
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).	11		3	11
Demonstrates a positive attitude toward learning.			1	23
Demonstrates intellectual and academic curiosity.			2	23
Maintains membership in professional organizations.	10		4	11
Personal philosophy statement includes goals for professional development.	2		2	21
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.	14		3	8

COUN 249

94 candidates were evaluated on their professional disposition at the end of their program. All candidates have demonstrated some behavioral indicators for these six domains.

DISPOSITION	0	1	2	3
Reflection. Examples of behavioral indicators include, but are not limited to:				
Continually evaluates the effects of his/her choices and actions on others (e.g., students, parents, and other professionals in the learning community).	1		29	64
Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients	3		24	68
Accepts and incorporates suggestions in subsequent practice.	1		20	73
Demonstrates accurate self-analysis regarding one's own strengths and weaknesses.	2		25	67
Collects accurate data and incorporates it into the reflective process.	6	1	29	59
Is open to corrective feedback.		5	26	61
Critical thinking. Examples of behavioral indicators include, but are not limited to:				
Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation.	6	1	34	50
Student work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.	7		22	62
Professional ethics. Examples of behavioral indicators include, but are not limited to:				
Recognizes the importance of research to inform counseling for students with diverse needs.	6		18	70
Shows commitment to ethical conduct.			13	79
Actively advocates for students and encourages student self-advocacy.	3		13	77
Works within the system to meet the needs of students and their families.			22	71
Respects the confidentiality of students and their parents.			15	77
Solicits and gives thoughtful consideration to alternative and contradictory opinions.	2		20	66
Maintains a positive working relationship with peers in practicum/ with school personnel in field placement.	1		18	74
Views families as partners in the educational and counseling process.			15	78
Exhibits care for quality in the preparation and implementation of work responsibilities.			21	72
Adheres to ethical standards for counselors.			12	79
Valuing diversity. Examples of behavioral indicators include, but are not limited to:				
Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)	7	1	30	54
Develop intervention plans compatible with diverse needs of clients.	4		29	59
(Field placement) Accommodates all learners, including those from diverse backgrounds, experiences, and cultures.	1		21	71
Respects clients/students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to	1		15	78

community and cultural mores.				
(Field placement) Identifies guidelines and strategies for facilitating the academic and social inclusion of students with exceptionalities in general classrooms and in various inclusive activities and environments.	9		23	63
Collaboration. Examples of behavioral indicators include, but are not limited to:				
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.	2		14	78
Values families as full partners in the educational process	1		16	77
(Field Placement) Collaborates with school personnel and families in all phases of intervention when possible.	3		22	68
(Field Placement) Communicates on a regular basis the progress of students to parents and involved parties with proper consent.	6		23	63
Works well with others to develop opportunities for peer and student learning.	2		22	68
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.	6		25	61
Life-long learning. Examples of behavioral indicators include, but are not limited to:				
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences) using the information learned to improve counseling practice.	12	2	20	57
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).	14	1	24	52
Demonstrates a positive attitude toward learning.			13	78
Demonstrates intellectual and academic curiosity.			15	72
Maintains membership in professional organizations.	30	1	16	41
Personal philosophy statement includes goals for professional development.	21		19	47
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.	29	1	22	36

Assessment Instrument 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.

95 employer evaluations were analyzed. A majority of candidates (about 98%) were rated 4 or 5 on the satisfaction scale.

Data

Employer Evaluation of the California State University, Fresno Counselor Education Program

Please rate, to the best of your knowledge, the degree to which you are satisfied with the supervisee's and/or graduate's educational training and clinical expertise in terms of the areas of knowledge and skill presented below. The higher the number circled, the greater your satisfaction with the acquired knowledge and skill.

Category	Satisfaction					N/A
	1	2	3	4	5	
Knowledge and understanding of human behavior				26	67	1
Ability to counsel individuals				18	75	3
Ability to counsel in groups			1	18	66	12
Ability to counsel with families			1	20	58	18
Knowledge and understanding of laws related to the counseling profession				23	67	4
Knowledge and understanding of learning theory		1	2	22	64	6
Ability to counsel with culturally different clients				12	79	2
Ability to counsel with clients of different ages				12	71	5
Ability to counsel with members of the other gender				16	78	3
Ability to utilize effective clinical judgment in the assessment of client needs			1	21	65	6
Knowledge and understanding of the limitations of tests, including age, cultural and sex differences		1	1	20	62	11
Knowledge and understanding of different life styles				16	75	4
Knowledge and understanding of occupational and career trends			2	30	53	6
Ability to accurately diagnose and develop treatment plans		1		22	52	19
Knowledge and understanding of preventive or developmental counseling			1	25	57	8
Ability to assess needs and develop programs to meet the needs of organizations and/or individuals				26	66	5
Ability to consult with other professionals to meet the needs of organizations and/ or individuals			4	36	55	
Understanding of and ability to follow professional ethics in the field			2	31	62	

The N/A (not applicable) response is appropriate for categories that are not included in your professional work assignment.

Assessment Instrument 6: PPS Program Completion Form

The candidate is asked to complete 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, the equivalent course 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, the form is then signed by the student. At the time of signing the form, the PPS program coordinator will review, approve, and sign the form which will authorize the clearance

of the PPS credential. The final review is completed by the Credential Analyst who then obtains the endorsement of the Director of Teacher Education.

Data

For the academic years 2010-2011 and 2011-2012, 95 students completed the PPS Program Completion Form and were authorized clearance for the credential.

Part B: Additional information about candidate and program completer performance or program effectiveness

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

Fall 2011 Survey Results:

1. Would you recommend California State University, Fresno to others for graduate education? Why or why not?

All respondents responded to the first question with “Yes.” Reasons given include:

- a. Availability of professors
- b. Program, faculty/ staff are well informed friendly & available!
- c. Very diverse professors and great peers to work with
- d. They are most likely to receive a hands-on experience.
- e. Because Fresno State has a lot to offer and really do their best to work with you.
- f. The university is committed to students’ future.

2. What was the most notable aspect of your graduate education?

- a. All the hands-on training through COUN 208 & field practice truly help you understand the field of counseling.
- b. Learning about things that can be applied to real life situations leaving how to be a more mindful listener.
- c. I learned a great amount from my internships and grew strong returning skills.
- d. My field placement course; there is nothing like hands-on experience that teaches
- e. You what cannot be taught in the classroom; but also, the course was a great opportunity to consult with peers and supervisor/instructor.
- f. The field placement and project experience.

3. Suggestions for improving the quality of your graduate program:

- a. Those who do Coun student services need to have a class that devotes teaching of the DSM! Scary to find that this last semester we are using DSM with no other knowledge of it. Somewhat depressing.
- b. Less lecturing and note taking, more interactive learning and more constructivism. Push students to share their experiences more often as well as the professors
- c. Provide more scholarships and financial aid opportunities for graduate students.
- d. More emphasis on career counseling.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART III – Analyses and Discussion of Candidate and Program Data

A. Strengths

- i. **Candidate Competence:** Results from the six outcome assessment instruments show that a majority of the school counseling credential candidates demonstrate counselor skills and traits that are at satisfaction or above satisfaction level according to evaluations by program instructors, onsite supervisors, and, employers. Candidates possess writing skills at accomplished or exemplary level as graduate students. Candidates also present themselves as possessing behavioral indicators for professional disposition in reflection, critical thinking, valuing diversity, collaboration, and life-long learning.
- ii. **Program Effectiveness**
The outcome assessment shows that the program is effective in admitting candidates with the capacity to grow as school counselors within about two years' of training. Over two years' span, candidates demonstrate satisfactory or above satisfactory quality of work as entry-level school counselors.

B. Areas for improvement

- i. **Candidate Competence**
While a majority of candidates were successful in acquiring the necessary skills, knowledge, and experience to become good counselors, a small percentage of students show unique struggles with grasping and/or demonstrating counseling knowledge and skills.
- ii. **Program Effectiveness**
The program continues to face students who struggle over financial constraints to complete their education. Some students indicate their need for scholarship. While candidates in our program may access financial aid, they do not have access to much scholarship opportunities. While program faculty have received positive feedback about their hands-on approach to learning, some faculty may be perceived as more didactic and less interactive. Some candidates expressed needs for more DSM-IV training to prepare them for K-12 students who experience more severe mental health conditions.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Actual considered, proposed, or implemented programmatic changes specific to the data. If proposed changes are being made, please connect the proposed changes to the data that stimulated those modifications and to the Program and/or Common Standard(s) that compels program performance in that area.

Data Source	Plan of Action or Proposed Changes Made
<i>Exit Survey</i>	<i>Lack of scholarship opportunities for candidates- Program coordinator will explore scholarship opportunities for candidates in Fall 2012</i>
	<i>Greater exposure to DSM IV diagnosis- Instructors for COUN 240 and COUN 233 will make greater effort in helping candidates grasp mental health diagnoses beginning Fall 2012</i>
	<i>More interactive approach to learning- All program instructors will be encouraged to be mindful of candidates' learning preference beginning Fall 2012</i>
<i>Employer's evaluation; Onsite supervisor's evaluation</i>	<i>PPS coordinator, field placement supervisor, and department chair worked as a team to discuss specific difficulties of candidates in field placement. Clinical Review Committee was also charged with developing remedial plans for candidates with struggles over their counseling competence.</i>