

Annual Performance Report 2020
Department of Counseling
San Francisco State University

Context for this Report Given COVID-19

During March (2020), San Francisco State University mandated that all classes be moved online and provided one week's notice for faculty, staff, and students. This was, in part, a directive of the San Francisco Department of Health. Thus, the DoC was mandated to shift all courses, including internship courses, to remote learning for the remainder of the spring semester 2020, summer 2020 and the following academic year.

Overview of San Francisco State University and Programs in the Department of Counseling

SF State, as it is commonly known, is located in the beautiful San Francisco Bay Area. Approximately 30,000 students enroll at SF State; almost 38% of first-time freshmen are the first in their families to attend college. The Department of Counseling (DoC) is housed in the College of Health and Social Sciences, which offers approximately 1,500 degree programs (roughly 20% of all degrees on campus). The university is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), the main accrediting body for the university.

The DoC offers three degree programs and six specializations: MS in Counseling with a concentration in Marriage, Family, and Child Counseling (also known as MFT), MS in Counseling with a concentration in Clinical Mental Health Counseling (CMHC); and an MS in Counseling with specializations in Career Counseling, College Counseling, School Counseling, and Gerontological Counseling. Students in the MFT and CMHC programs are license eligible through the California Board of Behavioral Sciences, LMFT and LPCC, respectively. School Counseling students are eligible to apply for the Pupil Personnel Services Credential from the California Commission on Teacher Credentialing. Clinical Mental Health Counseling graduates are able to apply to be Certified Rehabilitation Counselors (CRC) and graduates of the Career Counseling Specialization are able to apply to be Certified Career Counselor (CCC).

The mission of the **Department of Counseling** at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research (Revised 2014).

The DoC admits students for the Fall semester of each year (no Spring admissions). Students take courses in the Fall and Spring semesters either on a part-time or full-time basis. Classes are held Monday through Thursday during daytime and evening (9:30am – 10:00pm). No classes are offered on Fridays as this tends to be a day when students go to their internship sites. Summer courses are not guaranteed and, if offered, students are able to take only one or two

classes. The program has been taught almost entirely in person, however in March 2020, the Department of Counseling transitioned all programs and courses to online instruction for the health and safety of our students, faculty, staff and university community until such time as it is safe to return to in person instruction.

The DoC has over 200 internships throughout the Bay Area, in schools, colleges, universities, community organizations, governmental organizations, among others. One example is the Peggy H. Smith Counseling Clinic, located on campus in Burk Hall, and jointly sponsored with SF State's Counseling and Psychological Services. The DoC has many established internships in non-profits and the schools that offer College, Career, School, MFT, and CMHC internships including RAMS, Inc., San Francisco Unified School District, Oakland Unified School District, Berkeley Unified School District, University of California at Berkeley, University of San Francisco, San Francisco State University, Skyline College, City College of San Francisco, among others.

The DoC seeks to mentor and foster leadership in the new generation of counselors as well as engage students to participate in the Department. The Counseling Student Association is a vibrant and committed student organization that plans and hosts meaningful community building events, advocates for student issues, and is responsible for the graduation celebration. Students in the department participate actively in Chi Sigma Iota, the national counseling honors society, which brings students together and emphasizes service to the community.

Brief Accreditation History and Leadership in the Profession of Counseling

In October 2018, the Department of Counseling (DoC) celebrated 70 years providing counselor education at the graduate level and helping to meet the mental health and educational needs of communities, families and individuals. For many years, the Department of Counseling has been CACREP-accredited in MFT, School, College, Career, and Gerontological Counseling as well as CORE accredited in Rehabilitation Counseling. The DoC was the first accredited CACREP program in Career Counseling and also in Gerontological Counseling. The Clinical Mental Health Counseling Program (formerly Rehabilitation and Clinical Rehabilitation & Mental Health Counseling) became CACREP-accredited on July 1, 2017 when the merger between CORE and CACREP occurred.

The Department of Counseling has had a long and integral relationship to the counseling profession for many years as advocates for the profession and leaders in the profession's development. In the early history of the department, former Department Chair Bill Evraiff was one of the original developers of CACREP as an outgrowth of ideas about counselor accreditation put forth by CACES.

In addition to contributing to enhanced standards for the profession, historically and currently, our department has been involved with ACA, the leading professional association for counseling. For example, former faculty member Jim Winfrey served as President of ACES, WACES, and CACES. He was ACA treasurer for two terms and ran for president of ACA. He was also a long time member of the ACA insurance Trust. Former DoC Chair and faculty member, Robert Chope also served as President of NECA, a division of ACA. Former faculty members Amy Hittner, Gerald West, and Andres Consoli all served as Presidents of WACES.

During the very lengthy advocacy to establish counselor licensure in California, former faculty

members John Blando and Anita Leal-Idrogo were members of the Board for the Counselor Coalition for Counselor Licensure. Robert Chope and John Blando were instrumental in getting the LPCC legislation passed in California, an effort which took many years. Current faculty member Sandra Fitzgerald serves as CALPCC Board Member and will be serving as the President in 2020-2021. She was also founding member and Chair of the CALPCC BIPOC Fellows Program, Chair of the Continuing Education and Counselor Education Committee, Chair of the Conference Committee, and Chair the Counselor Educator Consortium. We are proud of our central and sustained role in getting counselor licensure in California.

Current Department Chair Rebecca Toporek is an ACA Fellow, a founding member of Counselors for Social Justice (a division of ACA) and founding co-editor of the division's journal serving for more than ten years. She was an ACA Advocacy Task Force member and co-author of the ACA Advocacy Competencies (Lewis, Arnold, House & Toporek, 2002) which was just recently updated (Toporek & Daniels, 2018). Former DoC Chair Wanda Lee (and current faculty member) has served as a CACREP site visitor, WACES Secretary and formerly Chi Sigma Iota campus advisor. Dr. Elif Balin is Co-Chair of the ACES International Faculty and Student Interest Network, Task Force member for the revisions of the NCDA Minimum Competencies for Multicultural Career Counseling and Development, and Board member and Northern California Regional Coordinator for the California Career Development Association, a state branch of the NCDA. Drs. Patricia Van Velsor and Molly Strear are Chi Sigma Iota campus advisors.

About this Performance Report

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) asks that counselor education program faculty annually report by program level (1) a summary of program evaluation results; (2) subsequent program modifications; and, (3) any other substantial program changes. This report addresses these three areas. Given the immediate and necessary response to COVID conditions, this report and the program evaluation data will include the DoC's efforts to collect data and subsequent program modifications based on those conditions.

Program Evaluation Results

The program evaluation process includes analysis of data including student demographics, graduation and retention, student assessment, and student feedback regarding their experience in the program.

Assessment of Student Demographics, Retention and Graduation

Student Enrollment 2019-2020			
CACREP-Accredited Program	# of Students Enrolled	% of Students Enrolled	Gender*
Career Counseling	5	3.7%	Male 22% Female 74% Declined to state 4%
Clinical Mental Health Counseling	23	17%	
Clinical Rehabilitation and Mental Health	2	1%	
College Counseling	23	17.1%	
Marriage, Family, and Child Counseling	55	41%	
School Counseling	26	19.4%	
Total Number of Students	134	100%	100%

*A non-binary option will be offered in the future by the university.

Data for this table comes from the Office of Institutional Research at San Francisco State University, Student Enrollment Dashboard, url: ir.sfsu.edu/content/students-data.

Ethnicity of Students 2019-2020									
Declined to state	White	Asian	Latino	African American	Pacific Islander	Multiple	American Indian	Intl Students	Total Students
6%	32.1%	20.1%	27.6%	4.6%	0%	6.7%	0%	3%	100%
Data for this table comes from the Office of Institutional Research at San Francisco State University, Student Enrollment Dashboard, url: ir.sfsu.edu/content/students-data .									

Graduation and Retention Data by Degree			
Degree	Graduates May 2019	Graduates May 2020	Students Who Left Program 2019- 2020
M.S. in Counseling(Career, College, Gerontology, School)	17	21	0
M.S. in Counseling – Clinical Mental Health Counseling	3	9 (3 CRMH and 5 CMHC)	0
M.S. in Counseling – Marriage, Family, and Child Counseling	15	24	0
Total Number of Graduates	35	54	0

Time to Completion of Degree of May 2020 Graduates					
Time to completion	2 years	3 years	4 years	5 years or more	Totals
Number of students	17	29	5	3	54
Percentage	31.4	53.7	9.3	5.6	100%

Student Assessment of Knowledge, Skills and Professional Dispositions

DoC Student Assessment Data		
Program	Summary of 2019-2020 evaluation results	Program modifications
Career Counseling	Key Performance Indicators: All students met a minimum of a “B” grade on all indicators. Professional Readiness Behavior Rubric: All students met expectations for target behaviors. Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.	Due to COVID-19 context, faculty and students changed to an online format in March 2019. Faculty opened virtual spaces to offer additional support to students.
Clinical Mental Health Counseling	Key Performance Indicators: All students met a minimum of a “B” grade on all indicators. Professional Readiness Behavior Rubric: With the exception of 12% of students, all students met expectations for target behaviors. Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.	Due to COVID-19 context, faculty and students changed to an online format in March 2019. Faculty opened virtual spaces to offer additional support to students.
College Counseling	Key Performance Indicators: With the exception of 4% of students, all students met a minimum of a “B” grade on all indicators. Professional Readiness Behavior Rubric: With the exception of 4% of students, all students met expectations for target behaviors. Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.	Due to COVID-19 context, faculty and students changed to an online format in March 2019. Faculty opened virtual spaces to offer additional support to students.
Marriage, Family, & Child Counseling	Key Performance Indicators: All students met a minimum of a “B” grade on all indicators. Professional Readiness Behavior Rubric: All students met expectations for target behaviors. Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.	Due to COVID-19 context, faculty and students changed to an online format in March 2019. Faculty opened virtual spaces to offer additional support to students.
School Counseling	Key Performance Indicators: All students met a minimum of a “B” grade on all indicators. Professional Readiness Behavior Rubric: All students met expectations for target behaviors. Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.	Due to Covid-19 context, faculty and students changed to an online format in March 2019. Faculty opened virtual spaces to offer additional support to students.
<p>In Fall 2019, 2.9% of students across all programs were identified with a concern through the Professional Readiness Behavior Rubric: In rank order, from most to less serious, the domains where students scored lower were: Social and Emotional Maturity, Accountability and Reliability, and Legal and Ethical Conduct. The Student Evaluation Committee met with the affected students to develop a remediation plan with follow-up to be provided in subsequent semesters. Modifications will be made as needed. In Spring 2020, students across all programs met professional readiness standards.</p>		

**Program Evaluation:
Student and Alumni Perceptions and Implications for Programmatic Level Evaluation**

During the 2019-2020 academic year, several methods were used to collect data from students and alumni regarding their experience in the program. For student input, data was gathered from a Town Hall meeting (December 2019) and online surveys (October 2019, February 2020, and June 2020). In addition to these surveys and meetings, the department sends a survey to students during October and March to gather input regarding the planned class schedule, providing them with the tentative schedule and asking for their feedback before the next semester schedule is finalized. In addition, the summer schedule is built by surveying students to assess what courses they would like to take in the summer. In this way, students have input to the curriculum offerings and schedule for every term.

Program Evaluation – Townhall Summary of Student Concerns (Dec 2019, 25 attendees)

1. Course scheduling:
 - a. Several students requested that an additional section of second year internship be added to the class schedule
 - b. Some students requested more night classes whereas other students voiced that night classes were difficult to manage with commuting
2. Student Evaluation Process:
 - a. Several students voiced concern about the Professional Readiness Behavior Rubric (PRBR) including: opinions that students should not be evaluated on behavior that was not academic, concerns that evaluating dispositions was subjective, and preferences that feedback about behavior should be discussed but not documented
 - b. Several students raised concern about a particular student situation that had engaged the Student Evaluation Process and termination from a field site. The students that raised the concern voiced dissatisfaction with the way the process had been handled and their disagreement with the implementation of what they perceived as punitive consequences in the student evaluation process.
 - c. Some students noted wanting more information as an incoming student about departmental resources, requirements, and processes
3. Multicultural and anti-racism pedagogy:
 - a. Several students emphasized a desire for more de-centering of whiteness in courses including reducing or limiting inclusion of traditional theories and practices
 - b. Students provided feedback that many of their courses were including more diversity of scholarship in the courses and asked for continued improvement
 - c. Several students requested that the department hire more Black faculty and other faculty of color

Program Evaluation – Summary of Student Survey Responses

1. October 2019 (n=6) - Pre-Town hall survey had 6 responses that noted: advocacy for more paid internships; desire for more programming to support students transitioning to careers; concerns about one particular class; and a suggestion for a biannual “Student Feedback Day” where whole student body would meet with the whole faculty to suggest concrete changes students would like to see faculty make.
2. May 2020 (n=64) Survey assessing student perspectives regarding online learning and fall due to COVID:
 - a. Most students indicated “neutral” in terms of the impact of online learning on: quality of learning; connecting with faculty; professional development; sense of community; health; and class schedule. Sense of community and connecting with faculty were perceived as being negatively affected by remote learning (42.19% and 50%, respectively)
 - b. Qualitative comments included: “grateful to be in the program regardless of online or in person”; frustration with skills courses being offered remotely only; appreciation for the program’s concern with students’ health and safety; a desire for more social opportunities despite remote learning format; appreciation for attention to learning distance counseling skills; concerns about the mental health impact of isolation and challenges finding private places for internship class zoom meetings; recommendation to shorten class times given video fatigue; frustration with not being able to physically be in space with colleagues; concerns about motivation and attention span; recommendations that the department still create social events in person
3. Alumni survey data themes (2020; n=19):
 - a. Alumni were very pleased with accessibility to faculty, content of courses, and faculty preparedness on multicultural and ethical issues with diverse populations.
 - b. Alumni were also very pleased with the quality of fieldwork supervision.
 - c. The two items of concern to alumni were assistance in securing a post-masters’ job placement and accommodations provided by professors when requested.

Program Assessment Data Themes

With respect to student learning outcomes on key performance indicators, 97% of students successfully met CACREP expectations in the eight core areas, as well as in the students’ specialty areas. Student remediation for student learning outcomes was needed in first-semester practicum courses, specifically on process notes and mock session recordings. Clinical skills develop over time; thus, students needing more help were identified and monitoring was provided over the next semester. With respect to the assessment of students’ professional dispositions, a few students of concern were identified using the Professional Readiness and Behavior Rubric. Remediation, which addresses difficulties related to professional behavior, involves meeting with an adviser and/or the Student Evaluation Committee.

Program Modifications: Action Taken in Response to Student Survey Results

The following program modifications were made in response to student input. Many of these modifications will require substantive consideration and development. Thus, the program expects to continue the focus on these issues and subsequent changes over the next several years.

1. **Engagement and online pedagogy concerns:** 90% of core faculty and 25% of lecturer faculty engaged in numerous trainings over the summer 2020 to enhance online pedagogy and curriculum development. This was supported by a full array of different types of training offered by the university with stipends for faculty who completed trainings.
2. **Student Evaluation Process:** The current Student Evaluation Process was revamped in 2017 to make the process more systematic and transparent. At that time, a standing committee was established to review professional disposition concerns raised by faculty, provide consultation to faculty and students, facilitate students in developing an action plan to address these concerns, follow up, and facilitate the collection of professional disposition data required by CACREP. The new process was implemented in Fall 2018 and thus, was in its second year of implementation in 2019-2020. The concerns raised by students in the Town Hall about the new Student Evaluation Process was brought to the core faculty and agendaized in multiple faculty meetings over the spring semester. The faculty determined that in the following academic year (2020-2021), the Student Evaluation Committee would begin an inclusive process for reviewing the policies and practices for revision seeking feedback from students and faculty.
3. **Orientation and Student Onboarding:** In response to feedback from students suggesting a more lengthy orientation process, the Department began a project to develop summer orientation modules to augment the spring orientation day provided to admitted students. This project will continue to develop these modules over the next two years.
4. **Advising and Availability of Courses:** To address student feedback on advising and availability of courses, and the rapid move to remote functioning, advising had to move to a remote system. To provide students and faculty with accurate information regarding demand of courses, we revised a real time approach to tracking course requests pre-advising. Further, new advising tools were created for student use with additional information regarding recommended weekly plan, prerequisite notations, and specialization notations.
5. **Multicultural Pedagogical Improvement:** In response to student feedback regarding more multiculturally focused curriculum, a project was initiated in summer 2020 to develop a database of multiculturally focused articles, books and video resources available for different courses. In conjunction with a plethora of anti-racism pedagogy training in response to violence against Black communities, in summer 2020, approximately one third of the core faculty and several lecturer faculty members engaged in intensive training around anti-racism pedagogy. Further, in late May 2020, the Department committed to begin a multiyear process for a self-study focused on examining how the program addresses anti-Black racism with systematic planning for

transformation and implementation.

6. **Sense of Community:** Students often express concerns about the need to build a stronger sense of community. Most students experience long commutes to campus. Because housing is very expensive in San Francisco, many of our students live in surrounding areas, which only adds to their commute time and results in additional stress as they try to balance all their responsibilities (family, personal, job, internships, classes). These circumstances make it more difficult to find common days and times that work for students to attend campus events and develop greater sense of community. The DoC is exploring ways to expand virtual events as well as holding a welcome event each fall. In addition, over the past several years, each specialization has piloted different types of events to help build community within specializations and continues to refine their efforts. For example, the Clinical Mental Health Counseling program has been centrally involved in the California LPCC organization and hosted several professional development events inviting students, alumni and community members. The MFT program instituted an “MFT Connect” as an opportunity for students and faculty to meet to discuss MFT concerns and developments.

Program Modifications: Action Taken in Response to Student Survey Results

1. **Post Degree Employment Assistance:** To address Alumni desires for more assistance with post degree employment and internships, the DoC is working with SF State Career Services to develop more streamlined resources and a new platform for mentoring and networking (Gator Connect). Additionally, the renovation project on the website is seeking to provide a way for students and alumni to access job postings rather than only through the student and alumni list serves.
2. **Professional Development Opportunities:** To address community building and professional development requests from alumni, the Department began the process of reviving the Counseling Alumni Association. This work will continue over the next 2021-2022 academic year.