

# Annual Performance Report 2020-2021

## Department of Counseling-San Francisco State University

### **Context for this Report**

*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 Department of Counseling (DoC) was mandated to shift all courses, including internship courses, to remote learning for the remainder of the spring semester 2020-December 2021. In the spring of 2020, the murders of George Floyd, Breonna Taylor, and many other Black community members prompted an explicit commitment on the part of the Department of Counseling to initiate a multi-year self-study around anti-Black racism and other oppression as a first step toward envisioning transformation in the department for a more integrative liberation and anti-oppression focused experience and professional counseling education. Much of the program evaluation efforts during 2020-2021 were focused on these two pressing issues: COVID related distance learning and programmatic approaches to anti-Black racism.*

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

SF State, as it is commonly known, is located on the traditional ancestral land of the Ramaytush Ohlone people 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 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 eligible to be acknowledged as a Certified Rehabilitation Counselors (CRC) and graduates of the Career Counseling Specialization are eligible to be acknowledged as a 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. 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. During the 2020-2021 academic year, all graduate courses in the Department of Counseling were taught online.

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 and advocates for student issues. 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 in Gerontological Counseling. The Clinical Mental Health Counseling Program (formerly Rehabilitation and Clinical Rehabilitation & Mental Health Counseling) became CACREP-accredited on July 1, 2017. Accreditation of the Gerontological Counseling program expired in 2019 at which time, CACREP ceased accrediting all Gerontological programs. The other five programs in the Department of Counseling (Career Counseling; Clinical Mental Health Counseling; College Counseling Marriage, Family, and Child Counseling; and School Counseling) are accredited by CACREP under a two-year accreditation until March 31, 2022 at which time they will be eligible for an additional 6 years of accreditation.

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 served 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 of 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 was 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). 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 campus advisors for Chi Sigma Iota, the international honors society for counselor education graduate students.

## About this Performance Report

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requires 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 for the academic year 2020-2021. 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. Further, the DoC's initiation of an anti-racism self-study and the preliminary assessment associated with that is included. This initiative is a multiyear process, and most assessment results are not yet available at the time of this writing. The 2021-2022 Performance Report will include a more thorough review of that data.

## 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 2020-2021			
CACREP-Accredited Program	# of Students Enrolled	% of Students Enrolled	Gender
Career Counseling	6	4.3%	Male 25.5% Female 74.4% Nonbinary*
Clinical Mental Health Counseling	23	16.7%	
Clinical Rehabilitation and Mental Health	2	1.4%	
College Counseling	24	17.5%	
Marriage, Family, and Child Counseling	55	40.1%	
School Counseling	26	18.9%	
<b>Total Number of Students</b>	<b>137</b>	<b>98.8%</b>	<b>99.9%</b>
<p>* A non-binary gender option was by the university in 2019 and we know there are students in the program who identify as non-binary. It is unclear why that is not indicated in the data report from the university.</p> <p>Data for this table comes from the Office of Institutional Research at San Francisco State University, Student Enrollment Dashboard (<a href="http://ir.sfsu.edu/content/students-data">ir.sfsu.edu/content/students-data</a>).</p>			

Ethnicity of Students 2020-2021								
Asian/ Asian American	Black/African American	Latino	White	Pacific Islander	American Indian	Two or More	Declined to state	Total # of Students
20.3%	4.5%	30.1%	32.3%	0%	0%	6.7%	6.0%	99.9%
Data for this table comes from the Office of Institutional Research at San Francisco State University, Student Enrollment Dashboard ( <a href="http://ir.sfsu.edu/content/students-data">ir.sfsu.edu/content/students-data</a> ).								
International Students: 3%								

May 2020 Graduates				
Degree	Graduates May 2019	Graduates May 2020	Graduates May 2021	Students Who Left Program 2020-2021
M.S. in Counseling(Career, College, Gerontology, School)	17	21	19	1
M.S. in Counseling – Clinical Mental Health Counseling	3	9 (3 CRMH and 5 CMHC)	8	1
M.S. in Counseling – Marriage, Family, and Child Counseling	15	24	24	1
<b>Total Number of Graduates</b>	<b>35</b>	<b>54</b>	<b>51</b>	<b>3</b>

Time to Completion of Degree of May 2020 Graduates					
Time to completion	2 years	3 years	4 years	5 years or more	Totals
<b>Number of students</b>	16 (31.3%)	29 (56.8%)	4 (7.8%)	2 (3.9%)	<b>51</b>

Of the graduates, 65% pursued a specialization only; 35% pursued a specialization + one emphasis. An emphasis requires 2-3 additional classes and 480-700 hours of fieldwork associated with that emphasis.

## Student Assessment of Knowledge, Skills and Professional Dispositions

DoC Student Assessment Data		
Program	Summary of 2020-2021 evaluation results	Program modifications
Career Counseling	<p>Key Performance Indicators: All students met a minimum of a "B" grade on all indicators.</p> <p>Professional Readiness Behavior Rubric: All students met expectations for target behaviors.</p> <p>Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.</p>	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	<p>Key Performance Indicators: All students met a minimum of a "B" grade on all indicators.</p> <p>Professional Readiness Behavior Rubric: All students met expectations for target behaviors.</p> <p>Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.</p>	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	<p>Key Performance Indicators: All students met a minimum of a "B" grade on all indicators.</p> <p>Professional Readiness Behavior Rubric: All students met expectations for target behaviors.</p> <p>Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.</p>	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	<p>Key Performance Indicators: All students met a minimum of a "B" grade on all indicators.</p> <p>Professional Readiness Behavior Rubric: All students met expectations for target behaviors.</p> <p>Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.</p>	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	<p>Key Performance Indicators: With the exception of 4.0% of students, all students met a minimum of a "B" grade on all indicators.</p> <p>Professional Readiness Behavior Rubric: All students met expectations for target behaviors.</p> <p>Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.</p>	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.

## **Student Assessment Data Themes**

With respect to student learning outcomes on key performance indicators, 99% 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 an internship course, specifically related to process notes, which may have been related to students' heavy schedules in their last semester as they're working at internship sites and completing their culminating experience projects. With respect to the assessment of students' professional dispositions, no students were identified as needing remediation based on the Professional Readiness and Behavior Rubric (PRBR).

## Program Evaluation: Student Perceptions and Programmatic Response: Data, Action and Modifications

During the 2020-2021 academic year, several methods were used to collect data from students and alumni regarding their experience in the program. Our assessment of student perceptions during this year focused on students' experiences related to these two pressing issues: COVID related distance learning and programmatic approaches to anti-Black racism. In addition, we chose to assess student and faculty perceptions of our professional behavior rubric that had been in effect for three years. In an effort to reflect on that instrument, and given student feedback in earlier assessment processes, we deemed this to be an important focus of our program evaluation. Finally, as always, we provide an online forum for students to view our draft of our upcoming course schedule and provide input. We have not included that data here.

### 1) Onboarding Process for New Students

#### **Survey of Students' Perspectives regarding Onboarding Process for New Students (Summer 2020)(n=12)**

This survey was a part of an effort to evaluate our new student orientation process and gather recommendations from current students to inform the development of an extended summer orientation module series. The survey was developed with a small team (two students and the Department Chair) focused on enhancing the orientation process for new students. The survey asked about readings and materials the participants believed were important to share with incoming students and for the curriculum. The second part of the survey asked what participants "wished they would have known before they started the program". The survey was sent to the student listserv and, although the number of responses was small (n=12; 9% response rate), we value this data and present the themes of the qualitative responses from participants. The results provided specific resource recommendations primarily focused on social justice and multicultural perspectives as well as critiques of white dominant theorists and approaches as well as other more traditional readings on theoretical approaches. A major theme across 6 of the 9 participants focused on advocating for the inclusion of more critical race theory across all program courses as well as more "difficult discussion" regarding race and other current events in all classes. Several participants emphasized the importance of fellow students as a resource to their peers and two participants advocated for more structured opportunities for incoming students to develop relationships with peers prior to starting the program. Two participants advocated for allowing students to determine their own reading requirements and allowing students to fulfill requirements from outside the program, in "non-conventional pathways", and independent projects. Several participants noted the need for more discussion about social justice and how the department "works to commit to that mission" as well as how students can advocate for change in the program. On a related note, one participant voiced that orientation should include discussion about the "constraints" accreditation and licensure requirements place on a program related to "meeting their social justice mission" and how the program responds to those constraints. One participant suggested that incoming students could be made aware of the opportunity the culminating project presents to deeply engage in an area of interest.

#### **Program Response to Student Data Regarding Orientation and Student Onboarding: Program Modifications**

In response to feedback from students suggesting a more lengthy orientation process and requests that the department do more to prepare incoming students for engaging in a culturally sensitive and critical way, the DoC began a project in summer 2020 to develop a summer orientation module to augment the spring orientation day provided to admitted students. In the spring 2021, based on survey feedback and consultation with the Counseling Student Association, the department developed two additional (three total) summer orientation modules (Modules 2-4) to augment the spring orientation and implemented those during summer 2021. The traditional spring orientation (Module 1) included general welcome followed by specialization group meeting and



group advising as well as orientation to internship and fieldwork. Summer Module 2 focused on introducing students to a summer reading focused on self-awareness around racial identity (“The Racial Healing Handbook”) with a video and reflection questions. Summer Module 3 focused on Disability Justice presenting a video and targeted readings. Finally, Module 4, provided an overview of the learning platforms, modes of communication in the department, and resources for students. Feedback will be solicited from incoming students regarding these modules during fall 2021 to provide data to refine the modules in the following summer. In addition, during the spring 2021, the development of a student resource database was initiated to include financial resources, mental health resources, housing resources, and professional resources. During the 2021-2022 academic year, this will be refined and formatted for distribution to students. It will also be integrated into the orientation modules. In addition, given the most recent data, the next round of modules will integrate more “in person” opportunities. Although this was included in the first iteration of Modules (2020), it was poorly attended. Future attempts will need to creatively structure the opportunity for maximum participation.

## 2) Learning Modes for Fall 2021: Online, Hybrid or In Person

### **Survey of Students’ Perspectives regarding Mode of Learning during COVID and requirements for distance learning (Spring 2021)**

In weighing the health implications of returning to in person instruction during the continuing pandemic, multiple surveys were used to solicit input from students regarding remote learning. The results of a survey (n=76; 57% response rate) in March 2020, assessing students’ preferences for learning modes in Fall 2021 indicated that 55.4% preferred online classes, 15.4% preferred practicum and internship classes in person but all other classes online, 12.3% preferred hybrid classes (some sessions in person and some online), and only 9.2% of students preferred all in person classes. The qualitative data indicated that health concerns were noted with the most frequency, followed by commuting and family concerns. The students who preferred in person noted a belief that physically being in person for clinical training was important. In relation to students’ perceptions of how the program and/or instructors managed teaching in the remote environment, some comments included affirmation of the quality of online instruction during this past academic year, “we’re all living proof that it can work, and the accommodations are possible, practical, and do not dramatically reduce the quality of instruction/learning”. Alternative comments stressed the limitations of the online environment: “the zoom experience is taking away from the learning”; “it feels harder to know how to name and address microaggressions in the virtual setting”.

### **Program Response to Student Data Regarding Mode of Learning During COVID-19: Program Modifications**

In response to student data, as well as uncertainty of safety and progression of the virus, the Department of Counseling determined that all Fall 2021 courses would be offered online. For pedagogical and accreditation reasons, the program intends to return to a face to face model as soon as health conditions allow. In planning for Spring 2022, another survey will be conducted to gather student and faculty input and that data will be used to advocate with the university for offerings that best meet the needs of students, the learning objectives, and provides opportunities for students to thrive in a vibrant and culturally responsive learning community.

## 3) Process and Methods for Assessing Professional Dispositions

### **Student Evaluation Committee Survey regarding Professional Readiness Behavior Rubric (Spring 2021)**

The 2020-2021 marked the third-year review of the Student Evaluation Process and the implementation of the Professional Readiness Behavior Rubric (PRBR). A survey was sent during the Spring of 2021 to students, lecturer faculty and faculty to evaluate the Professional Readiness Behavior Rubric (PRBR) and the Student Evaluation

Committee (SEC) process. A total of 54 people responded to the survey and the majority were students (43 students, 4 lecturer faculty, and 7 tenure track faculty). The data showed that students and faculty need more clarity about the reasons why we have the PRBR as a systematic evaluation tool and more instructors needed to explicitly talk about the PRBR tool in their class. For example, 21 out of 36 respondents (55.26%) reported infrequency in the instructors' explanation of the PRBR process and SEC in class. This finding is in sync with instructors who report that they are "somewhat comfortable" (36%) and neither comfortable nor uncomfortable (27%) discussing the PRBR process with students in class. A majority of instructors (72%) reported that they didn't have time to do a more thorough assessment of students' disposition and professional development.

#### **Program Response, Action and Modification to Data Regarding the Student Evaluation Process**

Given the survey data from the Spring 2021 survey of students and faculty, as well as the SEC committee's commitment to support students' needs, we are conducting listening sessions in the Fall of 2021 to revise and revisit the PRBR student evaluation process. Students, lecturer faculty, and faculty are invited to engage in this process. The feedback received in the listening sessions will be used to begin a revision of both the tool and the process within the Department of Counseling.

### **4) Anti-Black Racism Self-Study**

#### **Assessment of Student and Faculty Perceptions and Experiences in the Program Related to Anti-Black Racism and other Oppression**

Based on assessment results, anecdotal feedback, input from the Counseling Student Association and nationwide racial violence toward Black community members, the department initiated a multiyear self-study on its performance addressing anti-Black racism and other forms of oppression. In the spring of 2021, the department contracted with an external consulting group to develop an assessment process including focus groups of students of color, white students and faculty of color as well as surveys of alumni and students. Prior to the consulting group's work, the department requested input from students, via a survey, regarding what they would hope for from the consultants and the process used for assessing cultural climate. This was shared with the consulting group who used that data when designing the assessment process. The consulting group completed three student focus groups in April and May of 2021 and one targeted focus group of specific faculty members of color. In addition, they distributed an online survey to recent graduates regarding their experience in the program specifically related to racism, counselor training and skill development related to racism, and the program's effectiveness addressing these issues. The consulting group is scheduled to present their report to the department in early October. These findings will be included in the 2021-2022 annual performance report. In addition, the department is planning to distribute an additional survey to current students in early October with review of results in the Fall 2021 followed by additional consultation to develop a long-term plan to address the issues raised in the assessment process.

### **Conclusion**

The Department of Counseling is committed to continual improvement in its curriculum, hiring, student success and processes in an effort to address community needs for diverse, ethical and effective professional counselors. This commitment means that the department will continue to assess student, faculty and community input and make necessary modifications. In some cases, this process will need to span several years, given the complex nature of the modifications and aspirations, for example, transitioning toward a more socially just and liberatory program. Over the next several years, the Annual Performance Report will continue to report on ongoing assessment and developments toward these and other goals.