2021-2022 CACREP Annual Performance Report

Department of Counseling
San Francisco State University
Submitted December 2022

Overview of San Francisco State University and Programs in the Department of Counseling SF State, as it is commonly known, is located on the occupied territories of the Ramaytush Ohlone and Coastal Miwok in the beautiful San Francisco Bay Area. Approximately 27,000 students were enrolled at SF State in 2021 including 3,000 graduate students. Approximately 31% of students at SF State 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 specializations in Career Counseling, College Counseling, School Counseling, and Gerontological Counseling, MS in Clinical Mental Health Counseling (CMHC); and an MS in Counseling with a concentration in Marriage, Family, and Child Counseling (also known as MFT). Students in the CMHC and MFT programs are license eligible through the California Board of Behavioral Sciences, LPCC and LMFT, 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). All students who graduate from one of the three degree programs are eligible to be acknowledged as a Nationally Certified Counselor (NCC) through the National Board of Certified Counselors.

The mission of the **Department of Counseling** (DoC) 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 is a common day when students are at their internship sites. The program has been taught almost entirely in person, however in March 2020, the DoC 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. From March 2020 to May 2022, all graduate courses in the Department of Counseling were taught online. In Fall 2022, the program switched back to an in person program with only a few hybrid and online sections.

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, College of Marin, College of San Mateo, Berkeley City College, among others.

In addition to curriculum and training sites, the DoC's commitment to meeting the needs of community is seen in a strong history of securing major nationally recognized and sought after training grants. Currently, there are two such grants in the Department of Counseling. Drs. Julie Chronister, Tiffany O'Shaughnessy and Molly Strear head up the *Equity and Justice-Focused Integrated Behavioral Health Counselor Training Project*, a four year (2021-2025) Health Resources and Services Administration (HRSA) grant, provides opportunities for students to apply for a $10,000 stipend for their second year of internship (29 students eligible each year). The project is a direct response to the behavioral health crisis among our California youth, particularly those from underserved and historically marginalized communities. The project will increase the supply of master level behavioral health counselors from culturally and linguistically diverse backgrounds who are trained to work in Integrated Behavioral Health within healthcare professional shortage area (HPSA) sites with at-risk children, adolescents and TAY; establish a workforce pipeline between SF State's counselor training program and Bay Area Federally Qualified Healthcare Settings (FQHC) and/or HPSA sites; and expand EJF-IBH practices with our partner behavioral health agencies. Drs. Fitzgerald and Chronister direct the *Rehabilitation Training Long-Term Training Program*. Students in the Clinical Mental Health Counseling Program are eligible for a training stipends/scholarship each year (20 students each year thanks to a grant from the U.S. Department of Education; 2019-2024). Students receive approximately $10k-13K annually for one or all of the years during their time in the program. Stipends can be used for anything (rent, books, expenses, tuition, travel etc.). The stipends entail a "work payback" which requires graduates who received a stipend to work in a non-profit behavioral health organization or a state/federally funded agency that serves those with health and behavioral health conditions and disabilities for two years for each year the stipend was received.

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.

Brief Accreditation History and Leadership in the Profession of Counseling

In 2023, the Department of Counseling (DoC) will celebrate 75 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 (as of 2019, CACREP no longer accredits Gerontological Counseling programs). The Clinical Mental Health Counseling Program (formerly Rehabilitation and Clinical Rehabilitation & Mental Health Counseling) became CACREP-accredited July 1, 2017. Currently, 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 through October 2027.

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 the American Counseling Association (ACA), the leading professional association for counseling. For example, former faculty member Jim Winfrey served as President of the Association of Counselor Education and Supervision (ACES) as well as the Western region and California branch. 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 National Employment Counseling Association, a division of ACA. Former faculty members Amy Hittner, Gerald West, and Andres Consoli all served as Presidents of the Western Association of Counselor Education and Supervision.

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 National Career Development Association (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.

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 2021-2022. The primary focus of assessment and program modifications during the 2021-2022 academic year included program delivery in light of continued health concerns and impact of COVID, preparing for return to in person instruction, review of the program's professional disposition assessment process, 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 2021-2022*		
CACREP-Accredited Program	**# of Students Enrolled**	**% of Students Enrolled**
Career Counseling	9	6.3%
Clinical Mental Health Counseling	29	19.7%
Clinical Rehabilitation and Mental Health	1	.7%
College Counseling	29	21%
Marriage, Family, and Child Counseling	51	37%
School Counseling	24	17.4%
Total Number of Students	**138**	**100%**

*Total does not include students who took a leave from the program during 2021-2022

*Data for this table comes from the DoC department database;

Ethnicity and Gender of Students Fall 2021								
Asian/ Asian American	Black/African American	Latinx	White	Pacific Islander	American Indian	Two or More	Declined to state	Total # of Students
28 (20%)	6 (4.3%)	49 (35%)	37 (26.6%)	2 (1.4)%	0%	11 (7.9)%	6 (4.3%)	99.9%

International Students: 6 (4.3%)

Gender of Students Fall 2021		
Female: 103 (74%)	Male: 36 (26%)	Nonbinary*

A non-binary gender option was by the university in 2019 and we know there are several students in the program who identify as non-binary. It is unclear why that is not indicated in the data report from the university.

Data for this table comes from the Office of Institutional Research at San Francisco State University, Student Enrollment Dashboard (https://ir.sfsu.edu/applications-and-enrollment).

Graduates			
Degree	Graduates May 2020	Graduates May 2021	Graduates May 2022
M.S. in Counseling (Career, College, Gerontology, School)	21	19	17
M.S. in Counseling – Clinical Mental Health Counseling (and CRMH)	9 (3 CRMH & 5 CMHC)	8	3
M.S. in Counseling – Marriage, Family, and Child Counseling	24	24	8
Total Number of Graduates	54	51	28

Time to Completion of Degree of May 2022 Graduates				
Time to completion	2 years (4-5 semesters)	3 years (6-7 semesters)	4+ years (8+ semesters)	Totals
Number of students	10 (35.7%)	13 (46.4%)	5 (17.8%)	28

Of the graduates, 71.4% graduated with a specialization only; 28.5% pursued a specialization and one or more emphases. 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

Assessment of Key Performance Indicators			
AREA	**Student Learning Objectives**	**KPI Standards (Knowledge/skill/disposition) Aligned with SLOs)**	**Student Performance – Results of KPI Assessments** (Meeting or exceeding expectations defined as grade of A or B)
Professional Counseling Orientation and Ethical Practice	Students will articulate the professional role of a counselor including individual and systemic interventions including use of community resources, knowledge of cultures of the various agencies service the public, and advocacy. Students will distinguish and apply knowledge of legal directives and ethical standards specific to the field of counseling generally as well as specialization specific standards.	KPI 1: Students will know how to apply the ethical standards of professional counseling organizations with their clients in professional counseling settings.	100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area (n=82)
Social and Cultural Diversity	Students will develop self-understanding and a counseling framework that integrates attention to cultural and sociopolitical contexts for individual clients, their families and communities including diversity related to various cultural, economic, ethnicity, disability, gender, sexuality, age, immigration, religion/spirituality, and lifestyle.	KPI 1: Students will gain knowledge of their own heritage, attitudes, beliefs, understandings, and acculturative experiences. KPI 2: Students will have the skills to apply the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy across various scenarios.	100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area (n=100)
Human Growth and Development	Students will apply concepts of normal development to counseling cases including physical, sexual, emotional, social, cultural, personality, cognitive, and career dev. Students will distinguish abnormal dev., including behavior disorders and substance abuse.	KPI 1: Students will be able to conceptualize client issues from a lifespan theories perspective and learn strategies that promote optimal development and wellness. KPI 2: Students will learn strategies for promoting resilience and understand the factors that contribute to optimal human development.	100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area (n=76)

Career Development	*Students will apply career theories to a range of counseling cases relevant to the settings in which they plan to work.* *Students will analyze assessment data and hypothesize the relationship between data gained through career assessment tools and case material and apply that to career and life decisions and challenges.*	*KPI 1: Students will gain knowledge and be able to apply the theories and models of career development, counseling, and decision making.* *KPI 2: Students will gain knowledge and skills in processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems*	*99% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *1% did not meet expectations* *(n=92)*
Counseling and Helping Relationships	*Students will acquire and demonstrate basic individual counseling skills through practice.*	*KPI 1: Students will gain knowledge of essential interviewing, counseling, and case conceptualization skills in addition to designing developmentally appropriate counseling treatment or intervention plans.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=94)*
Group Counseling and Group Work	*Students will apply knowledge of group dynamics and group counseling skills.*	*KPI 1: Students will gain knowledge of approaches to group formation, considerations for various populations and settings, and group dynamics and process from a leader and a group member perspective.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=60)*
Assessment and Testing	*Students will apply a working knowledge of assessment tools to practice as a counselor.*	*KPI 1: Students will learn appropriate use of environmental assessments and systematic behavioral observations* *KPI 2: Students will gain skills in using symptom checklists, and personality and psychological testing.*	*98.7% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *1.3% did not meet expectations* *(n=77)*
Research and Program Evaluation	*Students will critically use research to maintain currency and cultural relevance in their practice and work.*	*KPI 1: Students will gain knowledge of the importance of research in advancing the counseling profession, including ethical and culturally responsive strategies for designing, interpreting, critiquing, and disseminating research.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=60)*

Assessment of Key Performance Indicators - Specialization Areas			
Specialty: Career Counseling	*Students will understand the roles and responsibilities of career counselors, demonstrate application of career counseling skills and strategies, particularly with respect to work-life issues and transitions.*	*KPI 1: Students will learn and apply strategies to help clients develop skills needed to make life-work role transitions by acquiring a set of employability, job search, and job creation skills.* *KPI 2: Students will know how to design a career development program for the unique needs and characteristics of multicultural and diverse populations and advocate for the importance of career counseling and workforce planning to policymakers and the general public.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=23)*
Specialty: Clinical Mental Health Counseling	*Students will acquire knowledge and skills pertinent to contemporary biopsychosocial and social justice-oriented models of health, behavioral health, chronic illness and disability.*	*KP 1: Students will apply the mental health recovery model from case conceptualization to intervention, understand clinical case management from a psychiatric rehabilitation perspective, and formulate a responsive wellness plan for mental health consumers.* *KP2: Students will be able to conceptualize case from a biopsychosocial perspective and formulate interventions that promote optimal functioning.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=28)*
Specialty: College Counseling and Student Affairs	*Students will develop a professional identity as a college affairs counselor, including an understanding of the historical, theoretical, and functional foundations of college student services.*	*KPI 1: Students will gain knowledge of student development and leadership theories relevant in higher education settings.* *KPI 2: Students will gain knowledge of the collaborative practices and skills needed in higher educational settings for developing programs and interventions that promote the academic, social, and career success of diverse individuals.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=30)*
Specialty: Marriage, Couple, and Family Counseling	*Students will develop a professional identity as a marriage, family, and child counselor, including an understanding of major theoretical approaches and counseling techniques applicable to familial and couples relational systems.*	*KPI 1: Students will understand, reflect on, and apply family and couple counseling theories and methods to assess and analyze therapeutic scenarios.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=24)*
Specialty: School Counseling	*Students will demonstrate an understanding of the roles and functions of a professional school counselor.* *Students will demonstrate an understanding of how to consult and collaborate with educational stakeholders.*	*KPI 1: Students will gain knowledge of their role as leaders in the school; as advocates for students, families, and the counseling profession; and as systems change agents.*	*100% of students enrolled in KPI identified courses met or exceeded KPI expectations in this area* *(n=19)*

DoC Student Assessment Data: Professional Readiness Behavior Rubric and Clinical Site Evaluation	
Program	**Summary of 2021-2022 evaluation results**
Career Counseling (n=9)	Professional Readiness Behavior Rubric: 100% of students met expectations for target behaviors. Supervisor Evaluations of Trainees: 100% of trainees met or exceeded expectations by the end of the academic year.
Clinical Mental HealthCounseling (n=25)	Professional Readiness Behavior Rubric: 96.4% of students met expectations for target behaviors. Supervisor Evaluations of Trainees: 96.4% of trainees met or exceeded expectations by the end of the academic year.
College Counseling (n=29)	Professional Readiness Behavior Rubric: 96.5% of students met expectations for target behaviors. Supervisor Evaluations of Trainees: 96.5% of trainees met or exceeded expectations by the endof the academic year.
Marriage, Family, & Child Counseling (n=51)	Professional Readiness Behavior Rubric: 100% of students met expectations for target behaviors. Supervisor Evaluations of Trainees: 100% of trainees met or exceeded expectations by the endof the academic year.
School Counseling (n=24)	Professional Readiness Behavior Rubric: 100% of students met expectations for target behaviors. Supervisor Evaluations of Trainees: 100% of trainees met or exceeded expectations by the end of the academic year.

Student Assessment Data Summary

With respect to student learning outcomes on key performance indicators, 100% of students successfully met or exceeded expectations in six of the eight core areas (defined as receiving a grade of A or B on key performance indicator assignments). In two of the core areas, 98.7-99% of the students met or exceeded expectations. In the KPIs in students' specialization areas, 100% of the students in all five CACREP accredited specialization areas met or exceeded expectations. Student remediation for student learning outcomes was needed in two internship courses, specifically related to professional behavior. With respect to the assessment of students' professional dispositions, there were two cases 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 2021-2022 academic year, the DoC program evaluation focused on four main areas: onboarding and orientation of students, COVID related distance learning, programmatic approaches to anti-Black racism, and the program's approach to assessment of professional dispositions and intervention. In the 2020-2021 academic year, the DoC began examining each of these three areas and we continued through the 2021-2022 year. In addition, as always, we provide an online forum for students to view our draft of our upcoming course schedule and provide input.

1) Onboarding Process for New Students

In Summer 2021, the DoC implemented an extension to the traditional spring orientation for new students. This was in response to feedback from students during 2020-2021 suggesting that more information would be helpful for transition. In addition, a climate survey conducted in 2020-2021 suggested that some students voiced an expectation that more effort be made to provide cultural humility and culturally responsiveness training for incoming students. Thus, three modules were developed to encourage incoming students to engage in specific readings and videos focused on self-awareness around racial identity and disability justice as well as information to help students navigate the program. In a survey during fall 2021 designed to assess the impact of these modules, it was clear that few incoming students engaged with these asynchronous modules. Those who did reflected a desire to have more person to person engagement to prepare for the beginning of their first semester.

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

Based on the feedback from the 2020 Summer Onboarding Modules, the DoC Department Chair hired two DoC students to work with the Chair on developing resource pages and revising and expanding the onboarding modules. One student took leadership in the onboarding modules project and developed, in consultation with the Counseling Student Association and feedback from faculty, five modules to be offered during the summer following the spring orientation. Incoming students were surveyed to assess their preferences in terms of virtual or in person, and timing of the onboarding events. Most incoming students who responded to the survey preferred virtual events. The final onboarding curriculum included: 1) a virtual synchronous one day orientation in April consisting of a welcome to the program, orientation to the specialization and course advising, and internship workshop and internship fair; 2) a virtual synchronous 2 hour module "Who are we: Envisioning Yourself in the Program and in the DoC Community" including content regarding cultural awareness, intersectionality, and cultural communication; 3) an asynchronous online module including resource slides and videos "Take Care of You: Resources for Success and Survival"; 4) a virtual synchronous session "What it Means to be in a Counseling Grad Program" focused on introduction to being in a professional program including ethics, professional behavior expectations, etc.; 5) "Nuts and Bolts: Navigating the Program"; and 6) "On-campus Mixer with incoming and current students" including community building activities, campus tour, and prizes. Students were required to attend the spring orientation meeting but the summer onboarding modules were voluntary.

The new onboarding summer modules were offered in Summer 2022 with 75% of the incoming students participating in at least one of the modules (beyond the spring orientation meeting) and 56% participating in all modules. Analysis of student response to the summer 2022 modules will be included in the 2022-2023 report.

2) Learning Modes for Fall 2021 and Beyond: Student and Faculty Perspectives regarding Online, Hybrid or In Person

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 remote modality continued for all programs until spring 2021 when many programs returned to in person instruction. In fall 2021, the DoC assessed the feelings of both faculty and students about the transition and timing of the return to in person instruction. Students provided input through a quantitative survey, a townhall in October 2021 and another in March 2022. In addition, faculty provided input through a quantitative survey. In all surveys, students and faculty were reminded that the DoC at SF State was accredited and designed as an in person program and that this survey was limited to decisions about modalities for the 2021-2022 academic year. The survey of faculty in the spring was intended to help the department determine the extent to which we

might consider going through the program revision process to allow for some courses to be offered online permanently while still maintaining a primarily in-person program.

In October, 2021, 131 DoC students and 18 faculty completed a Qualtrics survey (92% response rate) to assess their perceptions of how online, hybrid and in person classes would affect the quality of learning, students connecting with faculty, students' professional development, sense of community, health, commute to campus and class schedule. Not surprisingly, the findings at that time indicated that most students preferred to remain online due to health, commute and class schedule reasons and neutral or negative for quality of learning, connecting with faculty sense of community and professional development. Consistent with these results, students generally rated hybrid modalities (lecture classes online and clinical classes in person) and in person modalities as more positive for quality of learning, connecting with faculty sense of community and professional development and indicated a negative or very negative impact on their commute, schedules, and health. There were numerous qualitative statements from students strongly advocating for remaining online, some of which said they would not be able to continue the program if the program returned to in person modality at that time. Several students noted that they were caring for family members (children and elders) who had vulnerable health or the students themselves had vulnerable health and thus they were not able to come to campus and risk the health of their families. Several students also noted that family members had been laid off or not able to work and the student was now the sole provider or main provider for the family. Thus, the online modality allowed them to maintain work and school but the commute required by an in person program would not allow that. Faculty responses indicated that many felt that in person and hybrid modalities positively impacted students' connections with faculty, professional development, and sense of community. Like students, the majority of faculty indicated that online modalities would have a positive impact on students' health, commute, and class schedule but a negative impact on sense of community.

The two townhalls were structured as informal opportunities for students to share any thoughts or concerns. The October 2021 townhall was attended by eight students and two faculty members. Most students indicated that they were attending because they felt a strong need to advocate for remaining online in spring 2022. They shared comments that they had signed year long leases and committed to jobs or internships for the academic year based on the ability to take their courses remotely. The bay area has one of the highest cost of living indices in the country and several students voiced that they had moved out of the area or with family at a distance to try to maintain their financial stability during COVID. Although almost all students reported significant challenges if courses moved to all in person in spring 2021, there were comments by a few students that noted the remote environment was difficult for developing a sense of community and for learning. In March 2022, six students attended the townhall. Most comments challenges they were experiencing in the remote environment but also their fears and difficulties they would encounter when the program returned to in person.

Program Response to Fall 2021 Student and Faculty Data Regarding Mode of Learning During COVID-19: Program Modifications

Based on the responses of both students and faculty through the surveys and townhall, the DoC faculty voted to continue online modality through the spring 2021 for a smoother transition to move to in person modality for fall 2022. In addition, per the CACREP grace period for transitioning to remote modality, the faculty agreed to study the impact of integrating some online delivery of courses. In spring 2022, the chair asked faculty to complete an a survey regarding the future configuration of modalities. Thirteen faculty responded to the Qualtrics survey in March 2022 assessing faculty perspectives about strengths and weaknesses of in person instruction, online instruction, and hybrid (alternating in person and online). A large majority indicated that maintaining the program completely in person would be positive for pedagogy, while fewer identified positive impact in terms of responsiveness to student needs and personal preference. The most respondents indicated that a blend of in person and online (less than 50% of the curriculum online) as well as hybrid would be optimal pedagogically and to meet students' needs. The survey also assessed faculty perspectives regarding shifting more classes to night (fewer in the day) or Friday/Saturday intensive. Each of those alternative structures were perceived as having a negative or neutral impact pedagogically and in terms of student needs.

Given student and faculty input, the department voted to return to in person instruction for fall 2022 with a few options offered online. Additionally, the DoC planned to further study the impact of this approach in during the 2022-2023 academic year.

3) Anti-Black Racism Self-Study

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

Beginning June 2020, the DoC began a multi-year focus on examining curriculum, faculty hiring, pedagogy, and student recruitment and retention in acknowledgment of anti-Black racism in community, society, and academia. In the spring of 2021, the department contracted an external consulting group to conduct focus groups of students of color, white students, and faculty of color as well as surveys of alumni and students. The consulting group distributed an online survey to students assessing their hopes for a self-study process. The survey was completed by 6 students. Following that assessment, the consulting group facilitated five student focus groups in May of 2021 (total of 12 students) and interviewed two faculty members of color. The results were shared with the faculty in the fall of 2021. In presenting the results of their work, the consultants acknowledged that participation was low and hypothesized that the timing of the groups (the end of the semester) contributed to the low response rate. In fall 2021, the DoC faculty reviewed the findings provided by the consultants within the context of the limited data and limitations of the process. Despite the limitations, the faculty considered the students' concerns and recommendations and planned for continued development of curriculum, professional development, student retention, and admissions and recruitment processes.

Program Response to Student and Faculty Perceptions and Experiences Related to Anti-Racism: Program Modifications

Throughout the 2021-2022 year, the following actions were taken in hiring and retention of faculty of color, curriculum and pedagogy, and student admissions and retention. Hiring: Continued efforts to recruit faculty of color for lecturer positions, as well as a full time faculty position. Interviews for potential faculty members highlight discussion of multicultural and social justice pedagogy as well as group facilitation around difficult conversations and microaggressions. Curriculum and Pedagogy: Continuation of curriculum revisions integrating culturally diverse perspectives. Systematic sharing of resources for faculty related to diversifying the curriculum. Many faculty participated in university sponsored professional development (e.g., Justice, Equity, Diversity and Inclusion Pedagogies for Inclusive Excellence academies) as well as external academies such as the Academics for Black Survival and Wellness. Student admission and retention: Review and revision of admissions review rubrics for increased attention to diversity consciousness. Enhancing student onboarding process and attention to integration of focused lecture, structured discussion and reflection of intersectionality, privilege and oppression and cultural self-awareness. The DoC will continue and expand efforts in each of these areas in the coming years.

4) Process and Methods for Assessing Professional Dispositions

Student Evaluation Committee Survey regarding Professional Readiness Behavior Rubric

In 2018, a new professional dispositions and remediation (PRBR) process was implemented with a plan to evaluate it after three years. In Spring 2021, the Department of Counseling began a formative evaluation process and, in fall 2021, a joint task group was created including two faculty members and two volunteer students. The charge of the task group was to facilitate a process to assess student and faculty perceptions of the PRBR and recommend revisions. During the fall 2021 semester, the task group held two listening sessions with students to gather their perceptions and recommendations. The contributions in the listening sessions included comments such as: discomfort with "behavioral evaluation", a desire for "more supportive" process, a recommendation for "a more transformative justice approaches", a comment that professional dispositions should not be connected to grades or influence progress in the program, a perspective that students should have input into what constitutes professional behavior and how harm is defined, a desire for more guidance for faculty about addressing microaggressions in the classroom, recommendations to include more discussion about professional expectations in the student orientation process, a request for more attention to challenges with COVID and the stressors that students are facing. In addition to the listening sessions with students, the the task group held two listening sessions with faculty early spring 2022. In those sessions, themes included a need for: a system that allows for consistent feedback over time, early identification of issues, a way to address ethical issues when they arise, clear structure and process to communicate to students and faculty, consistency across advisors and instructors, a system that is more streamlined so that it is clear to all faculty and that all faculty who are responsible for assessing do so, clear communication to students about consequences, concern about overwhelming advisors with responsibility to hold all of the concerns, need for consistent support for advisors and faculty to address issues, challenge framing this as

a developmental support process vs. punitive process, a desire to partner more with a student who is demonstrating concerning behavior.

Program Modification Regarding the Student Evaluation Process

Based on the feedback from students and faculty, the joint faculty/student task group engaged in revising both the instrument and process for assessing professional dispositions and remediation of concerns. The goals of the revisions included strengthening the role of the assessment and remediation process as a developmental and facilitative tool, shifting the assessment to convey strength-based language, streamline the assessment and remediation process, increase student agency in remediation, and increase clarity about the process and consequences more clearly. The task group also met with university personnel (university counsel, etc.) for input regarding student assessment. The following recommendations were made by the task group and presented to the core DoC faculty in late spring 2022. The goals of the process implemented in fall 2022 are to consistently provide feedback to students, facilitate understanding and development of professional and ethical conduct, increase and centralize the role of the faculty advisor and decrease the use of a committee approach to remediation.

 Revised professional disposition assessment and remediation process: 1) Formal, consistent, structured assessment (Professional Disposition Assessment; PDA) takes place in the clinical classes every semester for every student prior to advising week; 2) Faculty advisors have access to the formal assessments for every student prior to advising week allowing them to include this in the discussion during advising week; 3) If there are areas of concern, instructors should address that directly with the student and then alert the student's faculty advisor; 4) In addition to the systematic reviews during clinical courses, if a challenge related to professional readiness should arise earlier in the semester or in a non-clinical course or setting, advisors, other faculty members, or the department chair may initiate a resolution process at any point of the academic year. If concerns are significant and/or student does not demonstrate improvement, the process would elevate to involve the department chair, if the situation continues, it may be elevated to the Associate Dean and or the Dean of Graduate Studies. In cases of breaches of Student Conduct, the university Student Conduct office would become involved. 6) Faculty meeting time is allocated a minimum of once a semester to review aggregate data, any plans of action, and reflect on the professional disposition assessment and remediation process. If serious concerns exist and despite remediation efforts, the student does not demonstrate improvement, consequences such as

 Revised structured professional disposition assessment: 1) The assessment instrument was revised to enhance strength-based language. The revised instrument was renamed "Professional Disposition Assessment" (PDA) and includes four domains (legal and ethical conduct, social and emotional maturity, accountability and reliability, and cultural and disability competency); 2) Formal assessment using instrument would take place in practicum and internship courses only and would not be directly connected to grades. Behavior that does not meet academic or clinical expectations may still impact grades but the professional disposition assessment itself would not be tied to points reflected in grades. Challenges identified in the PDA or outside the clinical course PDA assessment process may signal a need to create a Plan of Action and required remediation. The PDA is aligned with the CACREP 2016 standards for student assessment and the ACA (2014) Code of Ethics.

The revised process and instrument were shared with core DoC faculty in late spring 2021. The faculty voted to implement the revised process and assessment as of fall 2022. Details regarding the process are provided to students in the onboarding process, the student handbook, and in the syllabi for all classes. Clinical faculty receive training regarding the PDA instrument.

Conclusion

The Department of Counseling is committed to continual improvement in its curriculum, pedagogy, hiring, faculty development, student success and processes. Beyond the efforts described in this report, we continue to strive toward innovative ways to address community needs for diverse, ethical, and effective professional counselors. The DoC mission statement reflects our values and our aspirations. Our students, faculty and staff are powerful change makers in the community and the profession.