2022-2023 CACREP Annual Performance Report

Department of Counseling
San Francisco State University
Submitted December 2023

The San Francisco State University and Programs in the Department of Counseling SF State is located on the occupied territories of the Ramaytush Ohlone and Coastal Miwok, otherwise known as the San Francisco Bay Area. Approximately 23,700 students were enrolled at SF State in fall 20222 including 2740 graduate students. Approximately 30% 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). SF State 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 any of the graduate counseling programs are eligible to be acknowledged as a Nationally Certified Counselor (NCC) through the National Board of Certified Counselors. In fall 2022, there were 146 students enrolled in graduate programs in the DoC, 35% as first generation college students.

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. In Fall 2022, the graduate program transitioned back to an in person program after two years of remote instruction due to COVID. The program maintains the majority of course sections in person with only a few hybrid and online sections.

The DoC has over 200 internships throughout the San Francisco Bay Area. 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. In addition, the DoC has many established internships in non-profit organizations, colleges and universities, K-12 schools and health care organizations that offer College, Career, School, MFT, and CMHC internships. Some examples include RAMS, Inc., Healthright 360, Berkeley Mental Health, 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 three 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, which 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 *Equity and Justice-Focused School-Based Mental Health Training Project (EJF-SBMH-TP)* is a five year (2023-2027) US Department of Education: Mental Health Service Professional Demonstration grant designed to address the mental health crisis among California youth by increasing the workforce supply of culturally and linguistically diverse school-based mental health services providers trained to work in high-need public schools. This project will establish a workforce pipeline between SF State's counselor training program and high-need schools in Oakland Unified School District (OUSD) and San Francisco Unified School District (SFUSD). Each year, the Department of Counseling will award $10,000 stipends to 20 students that commit to completing one academic year of school-based fieldwork in a project approved high-need K-12 school, and one academic year of full-time service as a school-

based mental health provider in a high-need school post-graduation. Students can receive more than one stipend throughout their training programs.

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) celebrates 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 as advocates for the counseling 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. 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. 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, 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. Current lecturer faculty member Kristin Dempsey is currently serving as CALPCC President (2022-2024) and Sandra Fitzgerald, Associate Professor, served as CALPCC Board Member and President in 2020-2021. Dr. Fitzgerald 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; Toporek & Daniels, 2018). Dr. Elif Balin is team member on 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. Dr. Molly Strear, Associate Professor, was a writer and contributor on the *2023 California Standards for the School Counseling Profession* and has contributed to other critical initiatives of the California Association of School Counselors.

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 2022-2023. The primary focus of assessment and program modifications during the 2022-2023 academic year included assessment of new initiatives (extended onboarding process and modules for new students and two mentoring projects), graduates' experiences of the program.

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 2022-2023*		
Program	**# of Students Enrolled**	**% of Students Enrolled**
Career Counseling	9	6.3%
Clinical Mental Health Counseling	39	25.3%
College Counseling	27	17.5%
Gerontological Counseling	1	.01%
Marriage, Family, and Child Counseling	54	35%
School Counseling	24	15.6%
Total Number of Students	**154**	**100%**

*Total does not include students who took a leave from the program during 2022-2023

*Data for this table comes from the DoC department database

Ethnicity and Gender of Students Fall 2022								
Asian/ Asian American	Black/African American	Latinx	White	Pacific Islander	American Indian	Two or More	Declined to state	Total # of Students
32 (21.3%)	6 (4.1%)	55 (37.7%)	33 (22.6%)	3 (2.05)%	0%	10 (6.8)%	7 (4.8%)	99.9%

International Students: 4 (2.7%)

Gender of Students Fall 2021		
Female: 100 (68.5%)	Male: 46 (31.5%)	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 2021	Graduates May 2022	Graduates May 2023
M.S. in Counseling (Career, College, Gerontology, School)	19	17	16
M.S. in Counseling – Clinical Mental Health Counseling	8	3	8
M.S. in Counseling – Marriage, Family, and Child Counseling	24	8	17
Total Number of Graduates	51	28	42

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 (23.8%)	26 (70%)	6 (14.3%)	42

Of the graduates, 35.7% graduated with a specialization only; 64.3% pursued a specialization and one or more emphases. An emphasis requires 2-3 additional classes and 480-900 hours of fieldwork associated with that emphasis.

Student Assessment of Knowledge, Skills, and Professional Dispositions

The Knowledge Performance Indicators (KPIs) and Professional Dispositions were selected because they were most representative of the learning we believe to be important in our students' development as counselors serving most vulnerable communities. Further, these directly reflect the standards outlined by our accrediting body, CACREP, and the Code of Ethics that grounds our training, practice, and our program (American Counseling Association Code of Ethics). Below we highlight the findings of our assessments over the 2022-2023 followed by a description of how the data were collected and discussion of the results.

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.*	*First point in time: 97% (n=34) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (2/3 course sections reported)* *Second point in time: 100% (n=43) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (5/6 course sections reported)*
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.*	*First point in time: 100% (n=30) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (2/3 sections reported)* *Second point in time: 95% (n=39) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (5/6 sections reported)*

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.*	*First point in time: Data not available* *Second point in time:100% (n=43) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (5/6 sections reported)*
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*	*First point in time: 97% (n=32) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (2/2 sections reported). Student not meeting expectations is completing an "incomplete" and will meet expectations.* *Second point in time: Data not available*
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.*	*First point in time: 97.5% (n=40) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (5/7 sections reported)* *Second point in time: 100% (n=36) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (4/7 sections reported)*
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.*	*First point in time: 100% (n=36) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (2/2 sections reported)* *Second point in time: 100% (n=43) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (5/6 sections reported)*
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.*	*First point in time: Data not available* *Second point in time: 98% (n=48) of students enrolled in KPI 1 & 2 identified courses*

			met or exceeded KPI expectations in this area (6/6 sections reported)
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.*	*First point in time: 97.5% (n=40) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (3/3 sections reported)* *Second point in time: 95% (n=41) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (5/6 sections reported)*

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.*	*First point in time: 100% (n=9) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (1/1 sections reported)* *Second point in time: 100% (n=9) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (1/1 sections reported)*
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.*	*First point in time: Data not available* *Second point in time: 100% (n=24) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (1/1 sections reported)*
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.*	*First point in time: 100% (n=12) of students enrolled in KPI 1 & 2 identified courses met or exceeded KPI expectations in this area (1/1 sections reported)* *Second point in time: Data not available*
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.*	*First point in time: 100% (n=17) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (1/1 sections reported)* *Second point in time: Data not available*
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.*	*First point in time: 100% (n=13) of students enrolled in KPI 1 identified courses met or exceeded KPI expectations in this area (1/1 sections reported)* *Second point in time: Data not available*

DoC Student Assessment Data:
Professional Disposition Assessment* and Clinical Site Evaluation

Summary of 2022-2023 evaluation results	
Fall 2022	*Professional Disposition Assessment: 96% of students enrolled in clinical classes (practicum and internship) met or exceeded expectations*
	Supervisor Evaluations of Trainees (overall score): 93% of students met or exceeded expectations; 6% were approaching expectations; 1% did not meet expectations (n=93)
Spring 2023	*Professional Disposition Assessment: 100% of students enrolled in clinical classes (practicum and internship) met or exceeded expectations*
	Supervisor Evaluations of Trainees (overall score): 96% of students met or exceeded expectations; 3% were approaching expectations; 1% did not meet expectations (n=90)

*Professional Disposition Assessment (PDA) systematically assessed for all students in clinical classes. Additional PDA process is also used in the unlikely situation that a student demonstrates professional concerns in other classes

Student Assessment Data Summary

In the 100% of students successfully met or exceeded expectations in at least one of the measures in five of the eight core areas (defined as receiving a grade of A or B on key performance indicator assignments). In three of the core areas, 95-98% 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 in at least one of the point in time measures. With respect to the assessment of students' professional dispositions, across the 96 students enrolled in practicum and internship during the fall 2022 semester, 97.8% of the target professional behaviors were demonstrated. For the spring 2023 semester, across 94 students enrolled in internship courses, 100% of the target professional behaviors were demonstrated. Of the students enrolled in practicum and internship, there were three cases identified as needing remediation based on the Professional Dispositions Assessment (PDA).

For some context for the results summarized above, it is important to share that the program implemented a new survey and method for collecting the KPI data from instructors in the 2022-2023 year. As this was the first year this survey was implemented, we found a few errors in the digital format of the instrument. Thus, readers will see that there were several instances where data were not available for one point in time KPI. In addition, there were a few instructors who did not provide the needed data. The errors in the survey have been corrected and we are confident that in the next reporting year, we will have all data needed. In addition, we will strive to be more comprehensive in following up with individual instructors who have not submitted data.

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

During the 2022-2023 academic year, the DoC program evaluation focused on four main areas: feedback regarding the onboarding and orientation of students, feedback about the peer and student-alumni mentoring projects, feedback from graduates regarding their experience in the program more generally. In addition, as always, we provide an online forum for students to view our draft of our upcoming course schedule and to provide input regarding concerns or conflicts about the schedule.

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 asynchronous modules were developed in addition to the traditional spring all day orientation 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. Based on student feedback after the summer 2021 series, the onboarding was expanded to five sessions, alternating synchronous and asynchronous online with the final session in person the week before classes started. Based on student feedback from that experience summer 2022, the summer 2023 onboarding sessions transitioned all sessions to synchronous online with the last one in person for more opportunities for community building and professional development. Students were asked to provide feedback about their experience in the form of a survey after each session.

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

Preparation for the onboarding sessions were done in partnership between the department chair and a first year student in addition to coordinating with the Counseling Student Association. Building on the framework and feedback from the summer 2022 sessions, the summer 2023 onboarding curriculum included the traditional virtual synchronous all day orientation in April attended by 52 admitted students (93%) consisting of a welcome to the program, orientation to the specialization and course advising, and internship workshop and internship fair followed by an in person on campus social the day after the orientation (attended by 23 new students and 10 continuing students). The summer onboarding module series had five parts, four of which were virtual synchronous and the last one in person the week before classes began: 1) "Who are we: Envisioning Yourself in the Program and in the DoC Community" including content regarding cultural awareness, intersectionality, and cultural communication; 2) "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.; 3) "Take Care of You: Resources for Success and Survival" focused on campus and department resources and self-care; 4) "Nuts and Bolts: Navigating the Program"; and 5) "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. Feedback forms at the end of each module identified topics they wanted to know more about. In general, participants hoped to learn more about transitioning to internship, making sure they knew the different forms of communication, and financial aid and scholarships. Thus, in the summer 2023 orientation and onboarding modules, more information and time was devoted to these topics. Feedback from students regarding the summer 2023 modules included appreciation for discussions regarding the imposter phenomenon, resources available to students, activities and community building with peers, and they identified very few areas in need of more discussion.

2) Mentoring Projects: Peer Mentoring and Alumni-Student Mentoring

In 2022-2023, the DoC launched two new mentoring projects for graduate students: Peer mentoring (matching first year students with advanced students) and Alumni-Student Mentoring (matching alumni with DoC students in their last year of the program. The department chair and an advanced graduate student partnered to develop a structure for both

projects that involved matching students based on preferred shared identities and counseling specializations and required mentors and mentees to a commit to four sessions. For the Peer mentoring project, 21 pairs of mentors and mentees were matched together and asked to commit to meeting four times over the year (once for a group kick-off in person, 2 times independently, then a fourth time in person as a celebration social hour). For the Alumni-Student mentoring project, 17 pairs of mentors and mentees were matched together based on counseling specialization and preferred identity or interest areas.

Program Response to 2022-2023 Mentoring Project Feedback and Program Modifications

Based on the responses of surveys from the Peer mentoring projects there were four themes: more guidance on the conversations & point to hit in the pairing (ex. scholarships, internship, school information, resume, mock interview, jobs and more clarity about responsibilities of each member. In addition, one student recommended that mentorship pairs share a meal together and another recommendation to create groups of three rather than pairs. In preparing the fall 2023-2024 Peer Mentoring Project the student assistant and department chair decided to build in more structured guidance in the initial group meeting as well as more frequent check-ins with the mentoring pairs.

3) Graduate Survey Program Feedback

During the 2022-2023 academic year, two efforts were made to gather feedback from students regarding their experience in the program. These two efforts targeted graduating and recently graduated students. The first effort was a collaboration with the Office of Graduate Studies to include department specific questions related to the DoC program objectives in the Graduating Student Survey that all students are asked to complete when they apply for graduation. This was a pilot project for Graduate Studies and unfortunately, the implementation of this survey was delayed until fall 2023. The results of this survey will hopefully be available for the 2023-2024 Performance Report. The second effort was a modification of the survey of recently graduated students to go beyond questions about their post degree employment to include questions about their experience in the program. This survey was sent to graduates in June and September (2023) and received 24 responses. The three questions included "What were some of the most positive aspects of your experience while in the program?", "What were some of the biggest challenges of your experience while in the program?", and "Is there anything more generally you'd like to share with us". Concepts that were mentioned by two or more students are summarized below.

In terms of the positive aspects reported by graduates, all 24 graduates identified one or more positive aspects of their experience. Analysis of their qualitative responses included the following themes: 15 graduates identified care and understanding of professors as well as faculty expertise and commitment; 13 noted the support, diversity and community with their peers; four described increase in self-awareness and applying their academic and clinical learning to their counseling practice; four graduates highlighted the importance of their internship experience; three noted the positive impact of the clinical courses and coaching; two graduates described the financial support of the training grants and one noted the "relative affordability" of the program; two noted appreciating the diversity, multicultural focus", and social justice perspectives.

In terms of the biggest challenges identified by the graduates, 22/24 identified challenges resulting in the following themes: eight students identified remote learning and other challenges related to the pandemic; four expressed concerns about preparedness or lack of teaching experience of some of the new adjunct faculty; four students noted challenges juggling personal responsibilities with program demands; three students identified mental health issues and a desire for more counseling/therapy resources; two students identified problems with their internship and wanted more responsivity from the department; two students identified challenges related to understanding or meeting graduation requirements or department processes; two students identified unpaid internship or lack of financial support; two college counseling students noted a need for integrating content and cases related to college counseling more consistently into core courses. In addition to the above, there were several comments that were noted a single time and these were shared with the faculty.

Six graduates responded to the question "Is there anything more generally you'd like to share with us". Of these, two expressed appreciation for the alumni-student mentoring project. There were several comments that were noted a single time and these were shared with the faculty.

Program Response to 2022-2023 Survey of Graduates

During the 2023-2024 academic year, the feedback received through the Survey of Graduates is being considered by the department in conjunction with multiple transitions. Discussions center on strengthening areas identified as positive impacts and addressing challenges. For example, the 2024-2025 academic year will see three additional full time faculty, hence there will be fewer lecturer faculty. Regarding financial challenges of students, several faculty were successful in procuring a third large federal training grant that will provide substantial stipends to school counseling students, potentially easing some of the financial burden. Additional areas of challenges are important for the department to strategically consider. There are also efforts underway to develop a standard process for assessing student experience annually. In the past several years, the program evaluation efforts have targeted specific initiatives and challenges (e.g., COVID). And, although there has been important value to getting specific feedback on those initiatives, it could be helpful to create and use an instrument and process that will be consistent over time to be able to compare year to year, as well as look developmentally across cohorts. To this end, the department chair has convened a work group of students and faculty to begin developing this evaluation process for implementation in Spring 2024.

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.