

Annual Performance Report 2019
Department of Counseling
San Francisco State University

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

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

The DoC offers three degree programs and six specializations: MS in Counseling with a concentration in Marriage, Family, and Child Counseling (also known as MFT), MS in Counseling with a concentration in Clinical Mental Health Counseling (CMHC); and an MS in Counseling with specializations in Career Counseling, College Counseling, School Counseling, and Gerontological Counseling. Students in the MFT and CMHC programs are license eligible through the California Board of Behavioral Sciences, LMFT and LPCC, respectively. School Counseling students are eligible to apply for the Pupil Personnel Services Credential from the California Commission on Teacher Credentialing. Gerontological Counseling historically was CACREP-accredited; however, gerontological programs are no longer being accredited through this body.

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 and classes are held Monday through Thursday during daytime and evening (9:30am – 10:00pm). No classes are offered on Fridays as this tends to be a day when students go to their internship sites. Summer courses are not guaranteed and, if offered, students are able to take only one or two classes.

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

Francisco, San Francisco State University, Skyline College, City College of San Francisco, among others.

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

Brief Accreditation History and Leadership in the Profession of Counseling

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

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

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

During the very lengthy advocacy to establish counselor licensure in California, former faculty members John Blando and Anita Leal-Idrogo were members of the Board for the Counselor Coalition for Counselor Licensure. Robert Chope and John Blando were instrumental in getting the LPCC legislation passed in California, an effort which took many years. Current faculty members Julie Chronister and Sandra Fitzgerald serve as CALPCC Board Members. We are proud of our central and sustained role in getting counselor licensure in California.

Current Department Chair Rebecca Toporek is an ACA Fellow, a founding member of Counselors for Social Justice (a division of ACA) and founding co-editor of the division's journal serving for more than ten years. She was an ACA Advocacy Task Force member and co-author of the ACA Advocacy Competencies (Lewis, Arnold, House & Toporek, 2002) which

Graduation and Retention Data by Degree			
Degree	Graduates May 2018	Graduates May 2019	Students Who Left Program 2018-2019
M.S. in Counseling (Career, College, Gerontology, School)	15	17	0
M.S. in Counseling – Clinical Mental Health Counseling	5	3	0
M.S. in Counseling – Marriage, Family, and Child Counseling	17	15	0
Total Number of Graduates	37	35	0

Time to Completion of Degree of May 2019 Graduates		
	Number of Students	Percentage
2 years	11	31.4%
3 years	21	60.0%
4 years	2	5.7%
5 years	1	2.9%
Totals	35	100%

DoC Student Assessment Data		
Program	Summary of 2018-2019 evaluation results	Program modifications
Career Counseling	Key Performance Indicators: All students met a minimum of a “B” grade on all indicators. Professional Readiness Behavior Rubric: All students met expectations for target behaviors.	Faculty discussed need for professors to put stronger focus on professional readiness across all courses, refining expectations and rubrics for process notes and mock session tapes. Students needing more help were identified in practicum

	Supervisor Evaluations of Trainees: All trainees met or exceeded expectations by the end of the academic year.	courses as well as other courses and monitoring was provided over the following semester.
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: With the exception of 3% of students, 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>	Faculty discussed need for professors to put stronger focus on professional readiness across all courses, refining expectations and rubrics for process notes and mock session tapes. Students needing more help were identified in practicum courses as well as other courses and monitoring was provided over the following semester.
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>	Faculty discussed need for professors to put stronger focus on professional readiness across all courses, refining expectations and rubrics for process notes and mock session tapes. Students needing more help were identified in practicum courses as well as other courses and monitoring was provided over the following semester.
Marriage, Family, & Child Counseling	<p>Key Performance Indicators: With the exception of 1% of students, all students met a minimum of a “B” grade on all indicators.</p> <p>Professional Readiness Behavior Rubric: With the exception of 3% students, 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>	Faculty discussed need for professors to put stronger focus on professional readiness across all courses, refining expectations and rubrics for process notes and mock session tapes. Students needing more help were identified in practicum courses as well as other courses and monitoring was provided over the following semester.
School Counseling	Key Performance Indicators: With the exception of 1% of students,	Faculty discussed need for professors to put stronger

	<p>all students met a minimum of a “B” grade on all indicators.</p> <p>Professional Readiness Behavior Rubric: With the exception of 1.5% of students, 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>	<p>focus on professional readiness across all courses, refining expectations and rubrics for process notes and mock session tapes. Students needing more help were identified in practicum courses as well as other courses and monitoring was provided over the following semester.</p>
<p>In Fall 2018, 4.5% of students across all programs were identified with some concern through the Professional Readiness Behavior Rubric: In rank order, from most to less serious, the domains where students scored lower were: Legal and Ethical Conduct; Accountability and Reliability; and Social and Emotional Maturity. Actions taken varied depending on the situation including interventions such as review by a committee including faculty, the student’s advisor, the Department Chair, who then met with the student and developed a remediation plan with follow up.</p> <p>In Spring 2019, 3.0% of students across all programs were identified with some concern through the Professional Readiness Behavior Rubric. In rank order, from most to less serious, the domains where students scored lower were Legal and Ethical Conduct and Accountability and Reliability.</p>		

Program Evaluation – Qualitative Data

1. Student survey data themes (2017; n=22):
 - a. Students reported that faculty are accessible and foster an inclusive environment for learning; yet, students were concerned about the sense of community among students.
 - b. Students were generally pleased with the quality of courses and their experiences at internship sites; however, they identified the quality of advising and the new student orientation as areas for improvement.
 - c. Opportunities for students to provide feedback about the program and the department as well as access to counseling and psychological services were two additional areas marked for improvement by students.

2. Alumni survey data themes (2017; n=19):
 - a. Alumni were very pleased with accessibility to faculty, content of courses, and faculty preparedness on multicultural and ethical issues with diverse populations.
 - b. Alumni were also very pleased with the quality of fieldwork supervision.
 - c. The two items of concern to alumni were assistance in securing a post-masters’ job placement and accommodations provided by professors when requested.

3. Program assessment data themes:

- a. 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.
- b. Student remediation for student learning outcomes was needed in first-semester practicum courses, specifically on process notes and mock session recordings. Clinical skills develop over time; thus, students needing more help were identified and monitoring was provided over the next semester.
- c. With respect to the assessment of students' professional dispositions, a few students of concern were identified using the Professional Readiness and Behavior Rubric. Remediation, which addresses difficulties related to professional behavior, involves meeting with an adviser and/or the Student Evaluation Committee.

Program Modifications

1. Subsequent program modifications based on survey results:
 - a. Faculty have been encouraged to consult with Disability Programs and Resource Center (DPRC) on a regular and ongoing basis in order to meet student needs. This year, DPRC began implementing a new process whereby their office communicates directly with professors who have students with learning disabilities in their courses. This new process is initiated before the semester begins.
 - b. In order to respond to student needs for more opportunities to provide feedback to the program and the department, several initiatives have been implemented.
 - First, student leaders from the Counseling Student Association (CSA) attend faculty meetings on a regular basis in order to inform faculty on student activities and issues of concern as well as stay informed about developments in the department and university.
 - All students are provided an opportunity to review a tentative schedule of classes each semester and provide input to the Department Chair before the schedule is finalized. Input is sought via iLearn and direct emails from the Department Chair regarding the schedule of classes.
 - Further, the Department Chair and the Counseling Student Association (CSA) Advisor meet regularly with CSA to discuss results of their independent survey of students, concerns and needs identified by CSA, and to consult with them for student input on various departmental decisions.
 - In Spring 2019, the Department Chair held a Town Hall meeting to provide students with an opportunity to identify concerns and vision their ideal future for the department. The results of that Town Hall, as well as the results of a climate survey done in Fall 2018 by CSA, were analyzed and a Summer Student Action Group was created including the Chair and students who were interested in addressing the feedback. The group

identified two goals to begin to work on in the summer of 2019: develop a set of recommendations for integrating multicultural and social justice more systematically across all curriculum and improvements to the website for clearer information and access to resources for students.

- Finally, the Department of Counseling is initiating a “Chair’s Advisory Council” made up of student representatives from each of the specializations and CSA. This group will meet regularly to discuss issues identified by students as well as to solicit input regarding department initiatives, functioning, and decisions. The group will begin to meet in Fall 2019 and is expected to become a regular part of the fabric of the DoC.
- c. To address student feedback on advising and the New Student Orientation, current students participate as volunteers in this event in order to bring in the student perspective. Self-care and wellness, proactive internship search, and clearer course sequencing guidelines are some of the topics that advisors have expanded in their presentations during New Student Orientation. The DoC also created a system that intended to provide “real time” information during advising week regarding course availability. This system has been in place for 5+ years and after careful evaluation, the DoC is working to revamp this system. In addition, website renovations currently underway include enhanced advising information.
- d. With respect to access to Counseling and Psychological Services (CAPS) by students in the department, this is a challenge given that the demand for services outweighs the availability. Unfortunately, CAPS is very understaffed, offers a very limited number of sessions, and waiting lists are long for all students on campus. We encourage students beginning with the initial student orientation, as well as in practicum and internship courses, to seek professional counseling for additional support and to experience the counseling process. In addition, the website renovation underway includes a section devoted to resources for student well-being including mental health and self-care.
- e. Students often express concerns about the need to build a stronger sense of community. Most students experience long commutes to campus. Because housing is very expensive in San Francisco, many of our students live in surrounding areas, which only adds to their commute time and results in additional stress as they try to balance all their responsibilities (family, personal, job, internships, classes). These circumstances make it more difficult to find common days and times that work for students to attend campus events and develop greater sense of community. The DoC is exploring ways to expand virtual events as well as holding a welcome event each fall. In addition, over the past several years, each specialization has piloted different types of events to help build community within specializations and continues to refine their efforts. For example, the Clinical Mental Health Counseling program has been centrally involved in the California LPCC organization and hosted several professional development events inviting students, alumni and community members. The MFT

program instituted an “MFT Connect” as an opportunity for students and faculty to meet to discuss MFT concerns and developments.

- f. To address Alumni desires for more assistance with post degree employment and internships, the DoC is working with SF State Career Services to develop more streamlined resources. Additionally, the renovation project on the website is seeking to provide a way for students and alumni to access job postings rather than only through the student and alumni list serves. In 2017, a new Counseling Alumni Association was created and over the 2018-2019 year, plans for the group, its relationship to the university alumni association, and the events and benefits it can offer include expanding networking and professional development opportunities which will enhance the sense of support for alumni.
2. Additional program modifications originated, discussed, and implemented by Department of Counseling faculty:
 - a. In Fall 2017, faculty began discussing a new formative process for student evaluation in the area of professional dispositions. A Student Evaluation Committee (SEC) was formed in Spring 2017 and charged with developing a new instrument and process for reviewing student process. The SEC committee developed the Professional Readiness Behavior Rubric (PRBR) in alignment with CACREP standards and expectations. In Spring 2018, the Department launched a pilot run using the instrument and process. The instrument has been used every semester since that pilot and has been accompanied by a training video and instructions for faculty. The SEC Committee follows up with each student who is identified through the PRBR process.
 - b. Key performance indicators were implemented in Fall 2018. In Spring 2019, data again were gathered on KPIs. Measurement of student learning is taking place via multiple measures and via multiple points in time. The department is utilizing Excel Spreadsheets for collecting and analyzing KPI data, but that could change in the future if a better format is found.
 - c. In 2018, a syllabus template was developed and all courses are transitioning to using that template to enhance consistency across all sections of courses including CACREP Standards, KPI's, PRBR expectations, and other departmental policies.