

# CALIFORNIA STATE UNIVERSITY SACRAMENTO

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## *GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION: COUNSELOR EDUCATION PROGRAM*

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California State University Sacramento has four specialties under the Counselor Education Masters of Science in Counseling Program: Career Counseling; Marriage, Couple, and Family Counseling; Rehabilitation Counseling; and School Counseling. These programs are currently in process of accreditation and re-accreditation.

The Rehabilitation Counseling specialty is CACREP accredited through October 31, 2021. Graduates of this specialty are considered CACREP graduated beginning July 1, 2017. This specialization was previously accredited by CORE since 1978 and became CACREP accredited due to the merger on July 1, 2017.

Each year, the Council of Accreditation for Counseling and Related Educational Programs (CACREP) requires programs to report a) number of graduates in the past academic year, b) pass rates on credentialing examinations, c) completion rate, and d) job placement rates of students/graduates. The following table represents the reporting of our CACREP accredited Rehabilitation Counseling program (as well as MCFC, School, and Career Counseling) for the period of fall 2019 through spring 2020 as our program does not offer summer courses.

|   | Rehabilitation Counseling | Marriage, Couples, & Family Counseling | School Counseling | Career Counseling |
|---|---------------------------|--|-------------------|-------------------|
| Number of Graduates in 2019                   | 12                        | 13                                     | 28                | 18                |
| Completion Rate                               | 100%                      | 100%                                   | 100%              | 100%              |
| Licensure/Certification Examination Pass Rate | 100%                      | 100%                                   | 100%              | 100%              |
| Job Placement Rate                            | 100%                      | 100%                                   | 92%               | 99%               |
| Students Currently Enrolled                   | 52                        | 70                                     | 76                | 48                |
| CACREP Accredited                             | Yes                       | No                                     | No                | No                |
| CCTC Accredited                               | No                        | No                                     | Yes               | No                |

The California State University Sacramento (CSUS) Counselor Education program graduates students with an M.S. in Counseling degree with a concentration in one of the four areas: Career Counseling; Marriage, Couple, and Family Counseling; Rehabilitation Counseling; and School Counseling with an Embedded PPS-SC Credential. The MS in Counseling has been reviewed and evaluated by the California Board of Behavioral Sciences (BBS) for the Licensed Professional Clinical Counselor (LPCC) curriculum, as the core courses and specialization courses provide the opportunities for our students to

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seek licensure as an LPCC. Additionally, the BBS has reviewed the Marriage, Couple, and Family Counseling (MCFC) program for the Licensed Marriage and Family Therapy license (LMFT).

The California Commission on Teacher Credentialing (CCTC) has accredited our School Counseling program for the Pupil Personnel Services- School Counseling credential and the curriculum in embedded within our School Counseling concentration. Finally, our program, inclusive of all specializations, are being reviewed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for re-accreditation of the Rehabilitation Counseling specialty (currently accredited through October 31, 2021) and for initial accreditation of the Career, School, and MCFC specializations with our site visit scheduled for October 7-9, 2020.

The CSUS Counselor Education program has an assessment plan to outline specific assessment/data collection points for each academic year. The purpose of this report is to organize and share the results of various department and student assessments and analyze department efforts that occurred during 2019-2020 academic year. The Counselor Education program collects the outcome results from our identified Key Performance Indicators in the core and specialty courses through the signature assignments assigned across the various courses offered. Students are assessed for knowledge, skills, and dispositions using our dispositions evaluation annually and faculty meet to discuss student progress in these areas, it is the communicated through faculty advising each year as we have a three year full time program. Student then complete the Counselor Preparation Comprehensive Examination (CPCE) as their culminating exam upon their final semester in the program. The program review includes an exit survey given to students in their final semester; alumni survey, collected three months after graduation; and an employer survey collected three months after graduation. This information is disseminated through our Advisory Board, posted on our CSUS Counselor Education webpage, and reviewed by faculty annually. During the course of our Advisory Board meetings each fall/spring semesters, part-time faculty, site-supervisors, alumni, and community members have the opportunity to provide feedback on our program outcomes and share larger community needs. The Counselor Education program has strong, long-standing partnerships within the broader Sacramento community and these conversations inform our training curriculum and changes made alongside the collected data from the aforementioned areas. The follow are the results of our data collection from the 2019-2020 academic year along with qualitative data from our students, alumni, and advisory board groups.

The Counselor Education program admits students each spring semester for the upcoming fall. The admission application opens in October and concludes in December of the preceding year, with supplemental material submission in early January culminating in our Interview Day in February. The initial screening includes materials that allow us to holistically assess knowledge, skills, and dispositions with a secondary screening that involves a faculty interview, group experience, and timed writing prompt. Fall 2019, we had 353 applicants to our program and 161 were invited to Interview Day and 80 enrolled; 94% of applicants were residents of California and 35% first generation, 46% are underrepresented minorities, and 82% female.

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## Applicant Demographics:

| Race/Ethnicity         |     | Age   |     | Specialty                |            |
|------------------------|-----|-------|-----|--------------------------|------------|
| Hispanic/Latino        | 39% | 18-20 | 0   | Career                   | 49         |
| White                  | 33% | 21-22 | 15% | School                   | 128        |
| Asian                  | 10% | 23-24 | 26% | MCFC                     | 142        |
| Two or More Races      | 6%  | 25-29 | 35% | Rehab                    | 34         |
| Black/African American | 6%  | 30-49 | 21% | <b>TOTAL</b>             | <b>353</b> |
| Unknown                | 5%  | 50-64 | 3%  | Invited to Interview Day | 46%        |

|                          | Career | MCFC | Rehabilitation | School |
|--------------------------|--------|------|----------------|--------|
| Offered Admission        | 81%    | 16%  | 74%            | 25%    |
| Waitlisted               | 0      | 19%  | 10%            | 15%    |
| Denied Admission         | 48%    | 63%  | 16%            | 58%    |
| Withdrew Application     | 3%     | 1%   | 3%             | 2%     |
| Declined Admission Offer | 0      | 3%   | 3%             | 6%     |
| Special Action           | 6%     | 0    | 6%             | 1%     |
| Special Action Denied    | 6%     | 0    | 0              | 0      |
| n=                       | 31     | 153  | 31             | 85     |

## Student Demographics:

Fall 2019, we had 247 enrolled students, 87% enrolled full time, 67% take between 7-11 units per semester, 24% take 12 or more units, and 8% take 6 units or less. Average cumulative GPA is 3.92, 100% are residents of California, 46% are first generation, 48% are underrepresented minorities, and 78% female.

| Race/Ethnicity         |     | Age   |     | Specialty |          |
|------------------------|-----|-------|-----|-----------|----------|
| Hispanic/Latino        | 40% | 18-20 | 0   | Career    | 24% (59) |
| White                  | 26% | 21-22 | 2%  | School    | 32% (80) |
| Asian                  | 14% | 23-24 | 21% | MCFC      | 26% (64) |
| Two or More Races      | 5%  | 25-29 | 49% | Rehab     | 18% (44) |
| Black/African American | 7%  | 30-49 | 23% |           |          |
| Unknown                | 4%  | 50-64 | 4%  |           |          |
| Non-Resident Alien     | 3%  |       |     |           |          |

## CPCE Exam

Each spring (generally March or April) in the EDC 500: Culminating Experience course, graduating students take a comprehensive exam: the Counselor Preparation Comprehensive Exam (CPCE). Our students routinely score very well on the Counselor Preparation Comprehensive Exam. The faculty

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discuss student scores each spring at our end of year retreat. For program improvement, this is one area of evaluation of the program; faculty will continue to focus on teaching essential content which aligns with CACREP Standards, focus on areas of improvement based on the area of focus scores below. The 2020 CPCE Means for CSUS students and the National Sample are listed below, 70 students took the CPCE exam in spring 2020.

| Area of Focus  | National Mean (2020) | CSUS Mean (2020) |
|--|----------------------|------------------|
| Professional Counseling Orientation & Ethical Practice | 11.7                 | 11.0             |
| Social & Cultural Diversity                            | 10.0                 | 9.1              |
| Human Growth & Development                             | 10.6                 | 10.5             |
| Career Development                                     | 10.3                 | 10.2             |
| Counseling and Helping Relationships                   | 11.3                 | 10.9             |
| Group Counseling & Group Work                          | 10.8                 | 10.3             |
| Assessment & Testing                                   | 10.2                 | 9.0              |
| Research & Program Evaluation                          | 8.8                  | 7.4              |
| Overall  | 83.6                 | 78.3             |

Our students averaged around the national average in the following domains: Human Growth and Development, and Career Counseling, with 34% of our students scoring above the national average.

## **Significant Responses from the Exit Survey**

The exit survey offered to graduating students in spring 2020 had 66 participants; 24 respondents from school specialization; 17 from career specialization; 13 from MCFC specialization; and 11 from Rehabilitation specialization. Of the 66 respondents, 22 stated they were still seeking employment in a profession related to their degree, one reported not seeking employment for personal reasons, two relocating for Ph.D. programs; and four reported “unemployed” or “still seeking employment” status.

Employed in Elementary/Secondary High School Setting: 23%

Employed in Community College/University Setting: 39%

Employed in Outpatient Clinical Setting: 15%

Other: 23%

Worked full time: 32%

Worked part time: 45%

Unemployed: 20%

Received some form of financial aid: 75%

## **Exit survey: 66 respondents**

Of the 17 career counseling students:

- 12 indicated wanted to earn LPCC licensure

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- 4 belonged to a professional organization

## Of the 13 MCFC students:

- 6 indicated wanting to seek dual licensure as an LPCC and an MFT, 6 indicated MFT only, and 1 indicated seeking only LPCC licensure
- 8 indicated belonging to a professional organization

## Of the 11 Rehabilitation Counseling students:

- 2 indicated not actively seeking any licensure or credentialing, 5 indicated seeking both LPCC and CRC credentialing, 3 indicated only seeking CRC credentialing, with 1 student indicating seeking only the NCC
- 5 indicated belonging to a professional organization

## Of the 25 school counseling students:

- 24 indicated earning their PPS, 12 students indicated seeking LPCC licensure, 3 indicated seeking only NCC credentialing, 7 students reported not seeking any licensure or credentialing post-graduation
- 20 students belonged to a professional organization

Training, curriculum, and advising: 33% rated their training as "excellent"; 37% rated "good"; 20% rated "adequate" 10% rated "inadequate."

Student/faculty relations: 31% rated their relationships as "excellent"; 34% rated "good"; 27% rated "average"; 5% rated "poor" and 3% rated "terrible."

Highlights of the Program: diversity of professors and wealth of knowledge, varied faculty experiences, multiculturalism, faculty support and interaction.

Areas of Improvement: increased communication, communication and organization around due dates, more support for CPCE, increased rigor, structured advising, and more effort across core courses to include CPCE related materials. For school counseling: more focus on middle and high school related services.

## **What were the best things about your classes/degree program at CSUS?**

*"I really appreciated the first-hand experience heard from certain professors and I learned so much through field study and learning from my supervisors in the field. I also loved the abundant resources we were given in our school counseling courses."*

*"The experiential aspect--discussions and reflections to grow as a counselor that happened in class. The guidance/expertise from faculty. Enjoyed having a range of personalities and styles to deliver content, but still knew that each class met standards."*

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*“The diversity of professors and their wealth of knowledge.”*

*“The student and the relationships built allowed for free expression and optimal learning. Also, many professors were VERY dedicated to providing us with the information and resources we will need to be successful counselors and future colleagues in the field.”*

*“The cohort system, the vast majority of the faculty, and the availability for evening classes.”*

*“I really enjoyed it being in cohort format.”*

*“I appreciated the variety of teaching practices and the emphasis on modern counseling practices. The environment was very welcoming and the counseling community was very supportive.”*

*“The diversity amongst the program, faculty and students.”*

*“Practicum experience was excellent, weekly supervision meetings with practicum and field study CSUS supervisor, professors who read papers and gave helpful feedback, diagnosis and treatment planning, flexibility/understand of faculty in regards to personal challenges, guest speakers in lectures.”*

*“Faculty interaction and support, cohort support, pushing me to figure out my counselor identity and theoretical basis.”*

*“The focus on multiculturalism in all classes.”*

## **Significant Results from the Alumni Survey:**

Employment in the field: 88% surveyed stated they are working in their field, 12% marked employed but not employed in their field, and only one individual marked unemployed.

Quality of advising: 41% strongly agreed, 18% somewhat agreed, 11% strongly disagreed, 30% did not respond.

Understand and apply legal and ethical standards and multicultural competencies: 53% strongly agreed, 18% somewhat agreed, 29% did not respond. 53% strongly agreed, 18% somewhat agreed, 29% did not respond 53% strongly agreed, 18% somewhat agreed, 5% somewhat disagreed, and 24% did not respond.

Understand and apply methods for evaluating counseling effectiveness: 29% strongly agreed, 24% somewhat agreed, 5% somewhat disagreed, 42% did not respond

47% surveyed graduated from School Counseling; 18% from Career Counseling; 23% did not state; 6% from Marriage, Couple, and Family Counseling; and 6% from Rehabilitation Counseling.

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Demographics from survey: Caucasian: 18%; Hispanic/Latino: 53%; Asian: 12%; Black: 12%; and Two or More Races: 5%. With 26% stating they are bilingual.

Where are students employed based on respondents title: 29% school counseling; 1% vocational rehabilitation organization; 1% community based therapist; and 18% in Student Advising/Retention Coordination.

## Highlights of the Program:

*"I always received guidance when I sought it, and also was aware of the avenues I had available to seek it."*

*"Advising was really well in a one on one setting with my supervisors."*

*"The professors in our program are the best! I could not have made it without them. They brought humor, personality, vast amount of knowledge, and so much understanding!!! I am made at sac state and i would not have it any other way. A special shout out to Dr. Scarton for her constant guidance!"*

## Areas of Improvement:

*"When reaching out to seek support from the main career advisor there was rarely a reply. In the beginning of the program, it was unclear whom to reach out to when Dr Liles left. I recommend mandatory advising once a year to meet with an advisor and seek support. Sometimes asking for support is difficult but when it is mandatory, opening up is easier with life circumstances. I went through a lot, as did my classmates throughout this program. The mandatory counseling helps, I just want my professors to be aware of what I was dealing with or at least having one person from our program knowing what I was going through."*

*"Academic advising mostly came from professors or workshops offered through the Student Counseling Society. I wish there was a more centralized location on campus for graduate academic advising."*

## Significant Results from the Employer Survey:

On our employer survey, employers rated our employee' knowledge and skill as both "excellent" and "very good".

## Significant Results from the Dispositions Survey:

|                                 | Student Dispositions   | Results   | n   |
|---------------------------------|--|---|-----|
| Admissions: Initial Screening   | knowledge (GPA 3.0 or above) and writing sample; skills (Resume and 2 Letters of Recommendation); dispositions (personal statement and LORs)   | ~335 applicants to the program ( ~ 120 to MCFC and SC; ~70 to CC; ~ 25 to RC) | 363 |
| Admissions: Secondary Screening | Re-assessed against three processes: interview with faculty and student volunteer; group activity with moral dilemma; and timed writing prompt | 22 students were admitted into SC and CC; 21 into MCFC and RC                 | 200 |

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|-------------------------------------|--|---|----|
| Year 1                              | Year 1: Expectation is student will range from beginning to developing (0-28)  | (cohort 9) 100% scored at or above beginning to developing                        | 69 |
| Year 2                              | Year 2: Expectation is student will range from developing to maturing (28-56)  | (cohort 8) 100% scored at or above developing to mature                           | 84 |
| Year 3                              | Year 3: Expectation is student will range from maturing to integrating (56-84)   | (cohort 7) 94% scored at or above mating to integrating; 3 were placed on a IR/SP | 77 |
| Advancement to Candidacy (ATC)      | submitted during first semester of final year to faculty advisor/coordinator then to Office of Graduate Studies for review of all grades/curriculum completed and in process in preparation for graduation | all ATCs approved   |    |
| Personal Counseling Hours           | submitted along with Advancement to Candidacy, students are to have completed 10 hours of personal counseling prior to submitting for ATC  | all submitted verification of hours complete                                      |    |
| Individual Remediation/Success Plan | 4 students were placed on Individual Remediation/Success Plans (IR/SP), three completed successfully and one was dismissed from the program  | 4 students were placed on IR/SP during the 2019-2020 AY                           | 4  |

## Significant Results from Key Performance Indicators:

| KPIs              | Key Performance Indicators (outcomes)  | Performance Across Classes   |
|-------------------|--|--|
| KPI 1:<br>EDC 252 | Students will demonstrate knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | EDC 252: 83% exceeded expectations, 17% met expectations<br><br>EDC 480: 93% exceeded expectations and 7% met expectations on the ethics section of the Final Counselor Trainee Evaluation (CTE)             |
| KPI 2:<br>EDC 210 | Students will demonstrate understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.                                      | EDC 210: data not collected fall 2019<br><br>EDC 480: 81% exceeded expectations and 19% met expectations on the Human Diversity/Cultural Sensitivity section of the Final Counselor Trainee Evaluation (CTE) |



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| <p>KPI 3:<br/>EDC 214</p> | <p>Students will demonstrate knowledge of the theories of individual and family development across the lifespan, theories of normal and abnormal personality development, and will understand strategies and interventions using developmental theories.</p> | <p>EDC 214: 87% exceeded expectations, 13% met expectations, 0 below</p> <p>CPCE: 62% scored at or above the mean in C2: Social &amp; Cultural Diversity in the CPCE</p>   |
| <p>KPI 4:<br/>EDC 260</p> | <p>Students will demonstrate understanding of approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.</p>  | <p>84% exceeded expectations, 16% met expectations, 0 below</p>  |
| <p>KPI 5:<br/>EDC 216</p> | <p>Students will demonstrate an understanding of counseling theories and models for case conceptualization.</p>  | <p>EDC 216: 100% met expectations</p> <p>EDC 480: Career: 50% exceeded expectations and 50% met expectations; MCFC: 70% exceeded expectations and 30% met expectations; School: 100 % exceeded expectations</p>  |
| <p>KPI 6:<br/>EDC 280</p> | <p>Students will demonstrate essential interviewing, counseling, and case conceptualization skills. Students will demonstrate use of counseling skills.</p>  | <p>EDC 280: 100% were at or above expectation</p> <p>EDC 475: 100% were at or above expectation</p>  |
| <p>KPI 7:<br/>EDC 480</p> | <p>Students will demonstrate use of counseling skills and theories via live supervision and audio/video recordings of skills. Students will integrate knowledge and skills, building on conceptualization skills appropriate per specialty.</p>              | <p>EDC 480, Semester 1: 95% met and/or exceeded expectations, 5% were identified as below in some of the 13 areas assessed in the CTE.</p> <p>Fall 2019 midterm results (n=83), 24% exceeded expectations overall and 76% met expectations; fall 2019 midterm results (n=83) 100% of students met and/or exceeded expectation, 69% exceeded expectations overall and 31% met expectations.</p> <p>EDC 480, Semester 2: 100% of students met and/or exceeded expectations in the 13 areas assessed in the CTE.</p> <p>Spring 2020 midterm results (n=83) with 65% exceeding expectations and 35% meeting expectations; 100% of students</p> |

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|                    |  | met and/or exceeded expectations in the 13 areas assessed in the CTE, spring 2020 final evaluation results with 84% exceeded expectations overall with 16% meeting expectations overall (n=43) |
| KPI 8:<br>EDC 219  | Students will demonstrate knowledge of dynamics associated with group process and development and theoretical foundation of group counseling and group work.   | EDC 219: data not collected fall 2019<br><br>EDC 500: 63% were at or above the mean in C6 in CPCE for understanding of group process   |
| KPI 9:<br>EDC 218  | Students will demonstrate use of ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results and will demonstrate use of assessment results to diagnose developmental, behavioral, and mental disorders.                               | 82% exceeded expectations and 18% met expectations   |
| KPI 10:<br>EDC 250 | Students will demonstrate a knowledge of qualitative, quantitative, and mixed research methods.  | EDC 250: data not collected fall 2019<br><br>EDC 500: 64% scored at or above the mean in C8, CPCE, Research & Program Eval (n=70)  |
| KPI 11:<br>EDC 234 | Students will demonstrate an understanding of theories and models of family systems and dynamics, family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. | EDC 234: 18% exceeded expectations, 82% met expectations, 0 below (n=28)<br><br>EDC 480, Final Case Study: 70% exceeded expectations and 30% met expectations                                  |
| KPI 12:<br>EDC 476 | Students will demonstrate techniques and interventions of marriage, couple, and family counseling; students will conceptualize and implement treatment, planning, and intervention strategies.   | EDC 234: 100% exceeded expectations<br><br>EDC 480 CTE: 80% exceeded expectations overall and 20% met expectations   |
| KPI 13:<br>EDC 264 | Students will demonstrate knowledge of career development program planning, organization, implementation, administration, management, and evaluation.  | Data not collected 2019  |
| KPI 14:<br>EDC 266 | Students will demonstrate planning, implementing, and administering career counseling programs and services.   | Data not collected 2019  |

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| KPI 15:<br>EDC 270  | Students will demonstrate knowledge and understanding of design and evaluation of school counseling programs, use of accountability data to inform decision making, and use of data to advocate for programs and students. | EDC 270: 100% exceeded expectations<br><br>EDC 480 Final Case Study School: 100 % exceeded standards across all areas measured             |
| KPI 16:<br>EDC 274  | Students will demonstrate use of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.   | EDC 247: data not collected 2019<br><br>EDC 480 CTE: 66% met expectations and 33% exceeded expectations                                    |
| KPI 17:<br>EDC 240B | Students will understand the medical and psychosocial aspects of disability, including attention to coexisting conditions.   | Data not collected 2019  |
| KPI 18:<br>EDC 239  | Students will demonstrate skills and conceptualization of rehabilitation counseling, utilizing strategies to enhance coping and adjustment to disability.  | EDC 239: Data not collected 2019, course restructure underway<br><br>EDC 480 CTE: 0% exceeded expectations overall and 30% met expectation |

## **Modifications**

The Counselor Education program appreciates the feedback from the students, alumni, site-supervisors, part-time faculty, community members, and employers. The program is striving for a culture of high support and high rigor to prepare students for field placement and post-graduate requirements by specialty. The program has recently made several changes as a result of the program outcomes mentioned above.

We have initiated a structured faculty advising system to support the fall/spring group advising events already in place. We have reviewed our curricular and programmatic outcomes to align with CACREP, CCTC, and BBS standards ensuring it meets the most up to date requirements as part of our recent accreditation processes but also as a needed look at the larger program outcomes. We are working on restructuring our exit survey and creating an examination preparation series led by Coordinators for the EDC 500 culminating experience, and with that reviewing the content in the CPCE to ensure students are gaining familiarity along the way. We have identified a Fieldwork Advisor and are working to coordinate fieldwork through that contact, along with our External Relations Coordinator who helps with agreements/mou processes. This has helped us streamline processes and maintain a master list of sites, agreement dates, and placements. Finally, the created Advisory Board that began meeting spring 2020 has served as a needed sources of input that the faculty will be utilizing during these reviews and several changes have come as a result of these meetings such as the suggested classes in our cohort course sequences.

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