

# 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 CACREP accredited through March 31, 2023.

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 specialties for the period of fall 2020 through spring 2021 as our program does not offer summer courses.

	Rehabilitation Counseling	Marriage, Couples, & Family Counseling	School Counseling	Career Counseling
Number of Graduates in 2021	12	27	27	20
Completion Rate	100%	100%	84%	93%
Licensure/Certification Examination Pass Rate	100%	100%	100%	100%
Job Placement Rate	100%	100%	100%	100%
Students Currently Enrolled	48	59	63	52
CACREP Accredited	Yes	Yes	Yes	Yes
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 were reviewed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for re-accreditation of the Rehabilitation Counseling specialty and for initial accreditation of the Career, School, and MCFC specializations, these specializations were granted accreditation beginning January 16, 2019.

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 2020-2021 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 semester as we have a three-year full-time program. Students 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 2020-2021 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 2020, we had 427 applications submitted, of these 383 were fully completed applications, and 173 were invited to Interview Day, 80 students were offered admissions, 79 enrolled; 92% of applicants were residents of California and 28% first generation, 43% are underrepresented minorities, and 82% female.

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## Applicant Demographics:

Race/Ethnicity		Age		Specialization	
Hispanic/Latino	39%	18-20	0%	Career	55
White	36%	21-22	20%	School	105
Asian	13%	23-24	24%	MCFC	239
Two or More Races	5%	25-29	31%	Rehab	28
Black/African American	4%	30-49	23%	<b>TOTAL</b>	<b>427</b>
Unknown	2%	50-64	2%	Invited to Interview Day	41%

	Career	MCFC	Rehabilitation	School
Matriculated	36%	8%	71%	19%
Waitlisted	16%	18%	0%	25%
Denied Admission	51%	77%	32%	62%
Withdrew Application	0%	1%	0%	0%
Declined Admission Offer	%	%	%	%
Special Action	12%	0	6%	18%
Special Action Denied	0%	0%	0%	0%

## Enrolled Student Demographics:

Fall 2020, we had 249 enrolled students, 90% enrolled full time, 70% take between 7-11 units per semester, 25% take 12 or more units, and 5% take 6 units or less. Average cumulative GPA is 3.89, 100% are residents of California, 47% are first generation, 52% are underrepresented minorities, and 78% female.

Race/Ethnicity		Age		Specialty	
Hispanic/Latino	45%	18-20	0	Career	24% (60)
White	24%	21-22	5%	School	30% (73)
Asian	11%	23-24	15%	MCFC	28% (69)
Two or More Races	5%	25-29	49%	Rehab	18% (47)
Black/African American	7%	30-49	28%		
Unknown	3%	50-64	3%		
Non-Resident Alien	4%				

## 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

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 2021 CPCE Means for CSUS students and the National Sample are listed below, 78 students took the CPCE exam in spring 2021.

Area of Focus	National Mean (2021)	CSUS Mean (2021)
Professional Counseling Orientation & Ethical Practice	13.1	13.3
Social & Cultural Diversity	9.3	9.0
Human Growth & Development	9.0	9.3
Career Development	10.8	12.4
Counseling and Helping Relationships	9.9	9.7
Group Counseling & Group Work	11.8	11.4
Assessment & Testing	9.4	8.9
Research & Program Evaluation	10.7	10.5
Overall	84.1	84.4

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

The exit survey was sent to 86 graduating students in spring 2021; 50 (58.1%) responded in total. 19 from school specialization; 7 from career specialization; 15 from MCFC specialization; and 6 from Rehabilitation specialization, 3 responses were blank. Of the 50 respondents 75% indicated receiving some form of financial aid. 64% of respondents indicated that they have a strong counselor identity established. 70% of respondents belong to a professional counseling organization.

#### **Of the 7 career counseling students:**

- 2 indicated pursuing LPCC licensure
- 2 indicated pursuing an NCC certification in lieu of licensure
- 2 students belonged to a professional organization.

#### **Of the 15 MCFC students:**

- 6 indicated wanting to seek dual licensure as an LPCC and an MFT.
- 9 indicated wanting to seek licensure as only an MFT.
- 13 indicated belonging to a professional organization

#### **Of the 6 Rehabilitation Counseling students:**

- 1 indicated not actively seeking any licensure or credentialing
- 4 indicated pursuing CRC credentialing.
- 1 student indicating seeking dual LPCC licensure and CRC Credentialing
- 1 indicated belonging to a professional organization

#### **Of the 19 school counseling students:**

- 6 students indicated seeking LPCC licensure.
- 2 indicated seeking only NCC credentialing.
- 12 students reported not seeking any licensure or credentialing post-graduation
- 15 students belonged to a professional organization

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Training, curriculum, and advising: 34% rated their training as "excellent"; 36% rated "good"; 21% rated "adequate" 9% rated "inadequate."

Student/faculty relations: 33% rated their relationships as "excellent"; 32% rated "good"; 25% rated "average"; 7% 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, specialization courses offered at different times. For school counseling: more focus on middle and high school related services.

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

*"My professors are very passionate about what they teach and were very understanding"*

*"Really love all the professors in our program they made class enjoyable and were flexible with us during the pandemic."*

*"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."*

*"Supportive Faculty and Program Coordinators (it has been amazing!). Support during Field Study, both from my EDC 480 professor and my field study site supervisors. Support and opportunity for professional growth in the program."*

*"Having professors, faculty, and campus who cared about me, being part of a bigger campus community, and gaining the skills, tools and knowledge to in my student work."*

*"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."*

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

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

*“I really enjoyed utilizing the CCDS in Eureka Hall during our first year, and it was great to be able to learn with students in other specializations.”*

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

Employment in the field: 100% of respondents stated they are working in their field.

Quality of advising: 55% strongly agreed, 44% somewhat agreed, 0% strongly disagreed, 1% 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

40% surveyed graduated from School Counseling; 20% from Career Counseling; 1% did not state; 20% from Marriage, Couple, and Family Counseling; and 19% from Rehabilitation Counseling.

Demographics from survey: Caucasian: 10%; Hispanic/Latino: 60%; Asian: 10%; Black: 10%; and Two or More Races: 20%. With 20% stating they are bilingual.

Where are students employed based on respondent’s title: 30% school counseling; 0% vocationalrehabilitation organization; 60% community-based therapist; and 10% 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 fantastic”*

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Areas of Improvement:

*“Advising.”*

*“Provide school counseling students with more school counseling classes.”*

*“More classes that involve specific issues (MFT) or working with specific populations. a class dedicated to working with couples.”*

*“I don't think the school counseling specialization should have to take the Counseling Children and Youth course”*

**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:**

	<b>Student Dispositions</b>	<b>Results</b>	<b>n</b>
Admissions: Initial Screening	knowledge (GPA 3.0 or above) and writing sample; skills (Resume and 2 Letters of Recommendation); dispositions (personal statement and LORs)	~383 applicants to the program ( ~ 239 to MCFC and ~105 to SC; ~55 to CC; ~ 28 to RC)	383
Admissions: Secondary Screening	Re-assessed against three processes: interview with faculty and student volunteer; group activity with moral dilemma; and timed writing prompt	20 students were admitted into all specializations, except RC 19 students were admitted.	173

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Year 1	Year 1: Expectation is student will range from beginning to developing (0-28)	(cohort 10) 100% scored at or above beginning to developing	met
Year 2	Year 2: Expectation is student will range from developing to maturing (28-56)	(cohort 9) 96% scored at or above developing to mature; 1 was placed on a IR/SP	met
Year 3	Year 3: Expectation is student will range from maturing to integrating (56-84)	(cohort 8) 94% scored at or above maturing to integrating; 2 were placed on a IR/SP	met
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	met
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	3 students were placed on Individual Remediation/Success Plans (IR/SP), 1 graduated on time, 2 had their graduation date extended.	3 students were placed on IR/SP during the 2020-2021 AY	3

## Significant Results from Key Performance Indicators:

KPIs	Key Performance Indicators (outcomes)	Performance Across Classes
KPI 1: 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: 84% exceeded expectations, 16% met expectations  EDC 480: 93% exceeded expectations and 7% met expectations on the ethics section of the Final Counselor Trainee Evaluation (CTE)
KPI 2: 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: 76% exceeded expectations, 24% met expectations  EDC 480: 86% exceeded expectations and 14% met expectations on the Human Diversity/Cultural Sensitivity section of the Final Counselor Trainee Evaluation (CTE)

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<p>KPI 3: 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: 73% scored at or above the mean in C2: Social &amp; Cultural Diversity in the CPCE</p>
<p>KPI 4: 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>85% exceeded expectations, 15% met expectations, 0 below</p>
<p>KPI 5: EDC 216</p>	<p>Students will demonstrate an understanding of counseling theories and models for case conceptualization.</p>	<p>EDC 216: 92% met Expectations, 8% did not meet</p> <p>EDC 480: Career: 50% exceeded expectations and 50% met expectations; MCFC: 80% exceeded expectations and 20% met expectations; School: 100 % exceeded expectations</p>
<p>KPI 6: 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: 98% met or exceeded expectations, 2% did not meet</p> <p>EDC 475: 100% were at or above expectation</p>
<p>KPI 7: 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: 97% met and/or exceeded expectations, 3% were identified as below in some of the 13 areas assessed in the CTE.</p> <p>Fall 2020 midterm results 26% exceeded expectations overall and 74% met expectations; Spring 2021 midterm results 100% of students met and/or exceeded expectation, 73% exceeded expectations overall and 27% met expectations.</p> <p>EDC 480, Spring 2021midterm: 100% of students met and/or exceeded expectations in the 13 areas assessed in the CTE. Spring 2021 final evaluation results with 84% exceeded expectations overall with 16% meeting expectations overall.</p>

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KPI 8: 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: 100% exceeded expectations  EDC 500: 100% were at or above the mean in C6 in CPCE for understanding of group process
KPI 9: 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.	38% exceeded expectations and 58% met expectations, 4% did not meet expectations
KPI 10: EDC 250	Students will demonstrate a knowledge of qualitative, quantitative, and mixed research methods.	EDC 250: 100% of students met or exceeded expectations  EDC 500: 73% scored at or above the mean in C8, CPCE, Research & Program Eval
KPI 11: 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: 54% exceeded expectations, 46% met expectations, 0% did not meet expectations  EDC 480, Final Case Study: 70% exceeded expectations and 30% met expectations
KPI 12: 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  EDC 480 CTE: 80% exceeded expectations overall and 20% met expectations
KPI 13: EDC 264	Students will demonstrate knowledge of career development program planning, organization, implementation, administration, management, and evaluation.	Data not collected 2020
KPI 14: EDC 266	Students will demonstrate planning, implementing, and administering career counseling programs and services.	Data not collected 2020

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KPI 15: 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: 97% met or exceeded expectations, 3% did not meet expectations EDC 480 Final Case Study School: 100 % exceeded standards across all areas measured
KPI 16: EDC 274	Students will demonstrate use of curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.	EDC 247: data not collected 2021  EDC 480 CTE: 73% met expectations and 37% exceeded expectations
KPI 17: EDC 240B	Students will understand the medical and psychosocial aspects of disability, including attention to coexisting conditions.	Data not collected 2021
KPI 18: 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, course restructure underway  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 students via assigning faculty advisors and instructing all students to meet with their advisor once per semester at a minimum. 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, including reviewing the content in the CPCE to ensure students are gaining familiarity throughout the program. We have revised the role of Fieldwork coordinator to a single individual and are working to coordinate fieldwork through that contact, along with our External Relations Coordinator who helps with agreements/MOU processes. We have expanded our Community Advisory board to include a Student Advisory Committee to have another channel for collecting and disseminating information from students. Our Community Advisory Board has served as a needed source of input that the faculty has been utilizing and several changes have come as a result of these meetings.

Need more information? Please contact Dr. Anthony Rivas, CACREP  
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