

CALIFORNIA STATE UNIVERSITY SACRAMENTO

GRADUATE AND PROFESSIONAL STUDIES IN EDUCATION: COUNSELOR EDUCATION PROGRAM

California State University Sacramento has four specialties in the Counselor Education Program, Masters of Science in Counseling: Career Counseling; Marriage, Couple, and Family Counseling; Rehabilitation Counseling; and School Counseling. These programs are currently CACREP accredited through March 31, 2029. Accreditation was granted January 16, 2021 with retroactive accreditation for graduates on or before January 16, 2019

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 2022 through spring 2023 as our program does not offer summer courses.

	Rehabilitation Counseling	Marriage, Couples, & Family Counseling	School Counseling	Career Counseling
Number of Graduates in 2023	15	21	22	24
Completion Rate	99%	100%	99%	98%
Licensure/Certification Examination Pass Rate	99%	100%	99%	98%
Job Placement Rate	100%	100%	100%	99%
Students Currently Enrolled	46	59	58	61
CACREP Accredited	Yes	Yes	Yes	Yes
CCTC Accredited	No	No	Yes	No
BBS Evaluated	Yes	Yes	Yes	Yes

The California State University Sacramento (CSUS) Counselor Education Program graduates students with a 60 unit 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 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 is embedded within our School Counseling concentration.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

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 provide the results of our programmatic evaluation and assessment activities during 2022- 2023 academic year and to describe program modifications implemented as a result of these findings.

Evaluation & Assessment

The Counselor Education program collects the outcome results from our identified Key Performance Indicators (KPI) in the core and specialty courses through signature assignments associated with identified courses. Students are assessed for knowledge and skills through various courses and dispositions using our dispositions evaluation in three key experiential courses; in addition, we assess knowledge, skills, and dispositions using the Developmental Assessment Matrix each semester to monitor progress and professional growth through graduation. The program faculty regularly discuss student progress in these areas as a regular agenda item and students receive feedback formally in the three key gatekeeping courses, intervention with student concerns are first remediated through our letter of concern process and if more support is needed, through our success plan/ remediation plan process. We have a three-year ,full-time, on-ground/in-person program.

During the final semester, our Counselors-in-Training complete the Counselor Preparation Comprehensive Examination (CPCE) as their culminating exam through our EDC 500: Culminating Experience course. During this culminating experience, students complete their exit survey as the final task prior to graduation. Approximately three months post-graduation alumni are sent the alumni survey with the employer survey going to employers. This information is the final set of collected data.

This data set is analyzed and disseminated via a program outcomes report and disseminated through our Advisory Board, posted on our CSUS Counselor Education webpage, emailed to current students, alumni, site-supervisors, and reviewed by faculty annually. During the course of our Community 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 goals, outcomes, and to make recommendations. 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.

Admissions

The Counselor Education program admits students each spring semester for the upcoming fall. The admission application opens in October and concludes in January of the preceding academic year. Our admission processes include a primary and secondary screening process, 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 measuring the same areas with an in-person selection day that includes individual interviews with faculty, a group assessment activity, and timed writing prompt. Academic year 2022-2023, we had 352 applications submitted and 111 were invited to Interview Day, 86 students were offered admissions, 72 enrolled; 92% of applicants were residents of California and 30% first generation, 42% are underrepresented minorities, and 82% female.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

Applicant Demographics:

Race/Ethnicity		Age		Specialization	
Hispanic/Latino	38%	18-20	0%	Career	28
White	35%	21-22	32%	School	82
Asian	11%	23-24	27%	MCFC	224
Two or More Races	6%	25-29	27%	Rehab	18
Black/African American	3%	30-49	14%	TOTAL	352
Unknown	7%	50-64	0%	Invited to Interview Day	52%

	Career	MCFC	Rehabilitation	School
Matriculated	22	24	10	18
Waitlisted	4	4	0	4
Denied Admission	2	193	7	59
Withdrew Application	0	1	0	0
Declined Admission Offer	0	2	1	1
Special Action	1	0	0	2
Special Action Denied	0	0	0	1

Enrolled Student Demographics:

Fall 2022, we had 224 enrolled students, 92% enrolled full time, 71% take between 7-11 units per semester, 22% take 12 or more units, and 7% take 6 units or less. Average cumulative GPA is 3.89, 100% are residents of California, 42% are first generation, 46% are underrepresented minorities, and 79% female.

Race/Ethnicity		Age		Specialty	
Hispanic/Latino	39%	18-20	0	Career	55
White	30%	21-22	11%	School	63
Asian	13%	23-24	21%	MCFC	59
Two or More Races	6%	25-29	37%	Rehab	45
Black/African American	7%	30-49	29%		
Unknown	2%	50-64	2%		
Non-Resident Alien	3%				

CPCE Exam

Each spring in our EDC 500: Culminating Experience course, graduating students take a comprehensive exam: The Counselor Preparation Comprehensive Exam (CPCE) in April. Overall, our students score well on the Counselor Preparation Comprehensive Exam and this last year we had a first time 98% pass rate.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

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 2023 CPCE Means for CSUS students and the National Sample are listed below, 77 students took the CPCE exam in spring 2023.

Area of Focus	CSUS Mean (2023)	National Mean (2023)
Professional Counseling Orientation & Ethical Practice	11.8	10.9
Social & Cultural Diversity	10.6	9.8
Human Growth & Development	11.3	10.3
Career Development	11.0	10.1
Counseling and Helping Relationships	10.1	9.6
Group Counseling & Group Work	12.3	11.4
Assessment & Testing	10.2	9.6
Research & Program Evaluation	12.1	11.2
Overall	89.5	82.6

Responses from the Exit Survey

The exit survey was provided to 77 graduating students in spring 2023; 54 (70%) responded in total. 33% of respondents were Career Counseling; 26% Marriage Couple & Family Counseling; 22% Rehabilitation Counseling; 19% School Counseling; 30% did not respond.

Scholarships & Grants

30 respondents participated in conferences via presenting scholarly work, and/or engaging in research, with faculty. 46 stated having earned scholarships and grants.

License, Credential, & Certification

10 indicated earning their PPS credential; 31 planned to pursue associate status for LPCC; 9 planned to pursue associate status for LMFT; 6 planned to pursue both LPCC and LMFT; 24 earned, or planned to seek, their NCC credential; 8 planned to earn their CCC credential; and 6 planned to earn their CRC credential.

Professional Organizations

28 belong to ACA; 6 belong to ASCA; 4 belong to CCDA; 5 belong to AAMFT; 1 belongs to CRCC; 7 belong to CAMFT; 1 belongs to NAADAC; and 2 belong to NCDA.

Active Participation in Program

34 indicated they were involved in the program, 18 said they were not. Membership: 11 belonged to our Chi Sigma Sigma chapter of Chi Sigma Iota; 6 belong to our Student Counseling Society; 1 was involved in Ambassador/Event Volunteer/Student Advisory; 21 were members of two of the above; and 6 were involved in three of the above.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

Training, curriculum, and preparation: In response to the question as to how well they felt the program prepared them: on a Likert scale from 1-6 (not competent to excellent competence): *Counselor Identity Development*, 25 rated 5; *Ethical Practice* 22 rated 5, 12 rated 4, and 8 rated 3; *Assessment & Testing* rated 4; *Career Development* 17 rated 5 and 17 rated 3; *Social & Cultural Diversity* 27 rated 5 and 4 rated 3; *Human Growth & Development* 23 rated 4 and 21 rated 3; *Group Counseling* 16 rated 3 and 24 rated 4; *Research & Program Evaluation* 12 rated 5 and 17 rated 4.

Advising & Student/faculty relations: 40 indicated active involvement in advising and 15 indicated they were not actively involved in advising. 12 did not attend advising each semester; 38 utilized advising 1-5 times per semester; one indicated 5-10 times per semester; and two 10-12 times per semester. As to the quality of advising, 27 rated "excellent"; 4 rated "above average"; 11 rated "average"; 1 rated "below average"; and 5 rated "needs improvement."

Employment: 40 indicated being currently employed; 12 indicated not being currently employed; 15 had received employment offers in their field of study; 18 indicated they were already employed in their field of study; and 3 did not plan to work. 18 indicated intentions to pursue a doctorate in Counselor Education and Supervision in the next 2-4 years, while 30 were still unsure, and 11 indicated "no."

Highlights of the Program: access and opportunities for involvement in leadership and scholarly activities, community building opportunities, and faculty support and interaction.

Areas of Improvement: more clear communication, job assistance, and more opportunities for information about LMFT licensure.

What parts of your education were most impactful for your professional growth?

"Support from professors was 10/10. I'll never forget how supportive they were for everything."

"The faculty is really caring and provides a lot of support."

"Being heavily involved during my time in the program. A lot of professional development opportunities were offered."

What suggestions do you have for the counseling program?

"More information on job search and stats in research."

"More assistance with job searching and specific help for MFT specialization specifically about jobs, licensure, work environments, etc."

"More videos of others providing counseling/therapy services."

"I would like to see more CPCE test like questions on class."

"More administrative help from the university. It's unrealistic to expect profs to take care of everything!"

CALIFORNIA STATE UNIVERSITY SACRAMENTO

Program Modifications: The 2023-2024 academic year included a few hires to support the program, including another full-time staff for the department, and a second student worker to support our fieldwork coordinator. The EDC 500 course in 2023 had its first structured exam review facilitated by program faculty and all course syllabi now have information regarding its content and relationship to CPCE; our proctor is outside of the program. This year, we began to offer the NCE exam. In California, applicants for licensure cannot take the licensing exam until they have completed their hours and are applying for licensure, the BBS then approves the individual to move forward to the exam. Therefore, the students that participate in the NCE exam are doing so for their National Certified Counselor (NCC) credential. We have 8 students participate in Fall 2022, they had 100% pass rate and score at or above the national mean. Our Counselor Education spring symposium was introduced in 2022 virtually, expanded in 2023, we are offering more continuing education and specifically information regarding licensure and credentialing with LPCC/APCC, LMFT/AMFT, and PPS workshops. We are offering continuing education geared towards students and ones geared towards site- supervisors. In fall 2022, we moved our New Student Orientation and combined it with an All Cohorts Retreat as our start to the academic year. These opportunities will provide some more contact and relationship building. Finally, our Alumni Network has been created and will support networking with events and a job board.

Significant Results from the Alumni Survey:

The alumni survey was disseminated approximately 3 months post-graduation, it was disseminated to 77 graduates based on personal email provided in their exit survey. 10 completed the survey.

Questions for alumni included: 1) understand and apply legal and ethical standards; 2) conceptualize clients/ students from multiple theoretical perspectives; 3) understand and apply methods for assessment and program evaluation; 4) understand and apply and multiculturally appropriate interventions; and 5) understand and utilize supervision and/or consultation.

Specialization Specific Responses:

- Career Counseling (n=1)
License/Certification (if applicable): APCC
Currently working in field of study: Yes; Title: Clinician I
When hired: hired while in the program
- Marriage, Couple, & Family Counseling (n=5)
License/Certification (if applicable): 2 AMFT; 3 AMFT and APCC.
Currently working in field of study: Yes; Titles: Therapist, Therapist, Clinical Therapist, Associate (APCC/ AMFT), and Behavioral Health Clinician.
When hired: 4 hired while in the program; 1 hired 6 months after graduation.
- Rehabilitation Counseling (n=2)
License/Certification (if applicable): none
Currently working in field of study: No.
- School Counseling (n=2)
License/Certification (if applicable): 1 NCC, 1 PPS

Results

Q1: 70% strongly agree, 30% strongly agree; Q2: 80% strongly agree, 20% somewhat disagree; Q3: 80% strongly agree, 20% somewhat disagree; Q4: 90% strongly agree, 10% somewhat disagree; Q5: 90% strongly agree, 10% somewhat agree.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

Are there areas that you felt under prepared for?

"Diagnosing, Assessments (intakes) documentation, applying counseling techniques/ theories"

"DSM codes, law and ethics exam"

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

"Community/club involvement, peers, select faculty, and overall sense of belonging."

"Learning about therapy in a hands-on manner"

"Peer support, Diagnosis class, group supervision course"

"The connections, the experience, the knowledge, and the practice in the field."

Thank you for everything. It was truly the best experience of my life and glad I am starting my career."

Significant Results from the Employer Survey

The employer survey was disseminated approximately 3 months post-graduation, it was disseminated to 40 employers based on information provided by providers as well as through our site partner listserve requesting our sites to complete if they hired a graduate. 10 completed the survey.

Questions about employees included: 1) understand and apply legal and ethical standards; 2) conceptualize clients/students from multiple theoretical perspectives; 3) understand and apply methods for assessment and program evaluation; 4) understand and apply and multiculturally appropriate interventions; 5) understand and utilize supervision and/or consultation; and 6) To what degree would you rate your employee' knowledge and skill compared to others in a similar role and with similar years of experience.

Specialization Specific Responses:

- Career Counseling (n=2)
Employer Titles: Counselor/Coordinator & Senior Graduation & Retention Coordinator
Years of Experience: 28 & 15
Ratings: Q1: 2 agree; Q2: 2 agree; Q3: 1 "agree", 1 "somewhat agree"; Q4: 1 "agree", 1 "somewhat agree"; Q5: 1 "agree", 1 "somewhat agree"; Q6: 1 "meets expectations", 1 "exceeds expectations".
- Marriage, Couple, Family Counseling (n=2)
Employer Titles: Marriage & Family Therapist & "other" not disclosed.
Years of Experience: 35 & 10
Ratings: Q1: 2 agree; Q2: 2 agree; Q3: 2 "agree"; Q4: 2 "agree"; Q5: 2 agree; Q6: 1 "meets expectations", 1 "meets expectations".
- Rehabilitation Counseling (n=1)
Employer Titles: "other" not disclosed.
Years of Experience: 16
Ratings: Q1: agree; Q2: agree; Q3: "agree"; Q4: "agree"; Q5: "agree"; Q6: "exceeds expectations."
- School Counseling (n=5)
Employer Titles: PPS & "other" not disclosed.
Years of Experience: 7, 11, 25, 15, & 10
Ratings: Q1: 4 "agree; Q2: 4 agree; Q3: 4 "agree"; Q4: 2 "agree"; Q5: 2 "agree"; Q6: 1 "exceeds expectations", 1 "meets expectations".

CALIFORNIA STATE UNIVERSITY SACRAMENTO

Significant Results from our Dispositions Processes:

	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)	352 applicants to the program for cohort 13 (224 to MCFC and 82 to SC; 28 to CC; 18 to RC)	352
Admissions: Secondary Screening	Re-assessed against three processes: interview with faculty and student volunteer; group activity with moral dilemma; and timed writing prompt	72 students were admitted to cohort 13 with the following: 22 student to MCFC, 18 students were admitted to SC, 22 to CC, and 10 to RC.	72
Semester 1	Semester 1: Developmental Assessment Matrix	(cohort 12) 99% scored 1.6 (which is "meets standards" for semester 1. One student scored a 1.5 (which is "below standard") and a letter of concern was filed, were able to remediate the concern same semester.	met
Semester 2	Semester 2: Developmental Assessment Matrix	(cohort 12) 100% scored 1.7 (which is "meets standards" for semester 2.	met
Semester 3	Semester 3: Developmental Assessment Matrix	(cohort 11) 100% scored 1.8 (which is "meets standards" for semester 3. All students were approved to move forward to Practicum.	met
Semester 4	Semester 4: Developmental Assessment Matrix	(cohort 11) 98% scored 1.9 (which is "meets standards" for semester 4. All students were approved to move forward to Internship except one who was dismissed from the program.	met
Semester 5	Semester 5: Developmental Assessment Matrix	(cohort 10) 98% scored 2.0 (which is "meets standards" for semester 4. Most students were approved to move forward to Internship, two students were placed on a Remediation/Success Plan. (cohort 10): One student remained on a remediation plan and was delayed a semester in graduation.	met
Semester 6	Semester 6: Developmental Assessment Matrix	(cohort 10) 99% scored 2.1 (which is "meets standards" for semester 4. Most students were approved to move forward to Internship.	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, all approved to move to culminating experience.	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, two were accepted late.	met

CALIFORNIA STATE UNIVERSITY SACRAMENTO

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.	Four students had a Letter of Concern filed. One student was placed on IR/SP during the 2020-2021 AY and one student remained on an IR/SP from the previous academic year.	6
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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: Ethical-Decision Making Model Analysis completed in each section, four sections running fall 2022. Not all sections reported the data, we had an n=11, with reported data broken down by the following: 18% exceed expectations; 55% meet expectations, 27% are below expectations. Students are learning to use ethical standards to apply to ethical dilemmas and in this case, we have 82% of our students are meeting/exceeding standards as evidenced by this signature assignment using the developed rubric to assess across each section. Area of improvement: low response rate. CPCE: 92% were at or above a 10 in CPCE C1: Professional Counseling Orientation and Ethical Practice
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: Cultural Broker Interview is completed in each section, four running fall 2022. Not all sections reported the data, we had an n=14 with one section reporting with 100% exceeded expectations. Area of improvement: low response rate and potential inflation. CPCE: 70% were at or above the 10 in CPCE C2: Social and Cultural Diversity.
KPI 3: EDC 214	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.	EDC 214: Three Generations Project is completed in each section, three running in spring 2023. All sections reported the data, we had an n=66 with 61% exceeding expectations and 39% meeting expectations. CPCE: 83% were at or above a 10 in CPCE C3: Human Growth and Development.
KPI 4: EDC 260	Students will demonstrate understanding of approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	EDC 260: Work History Paper completed in each section, four sections running in spring 2023. Not all sections reported the data, we had an n= 30 reported by two sections with 97% exceeding expectations and 3% meeting expectations. CPCE: 77% were at or above the mean in CPCE C4: Career Development.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

KPI 5: EDC 216	Students will demonstrate an understanding of counseling theories and models for case conceptualization.	<p>EDC 216: Theory Paper completed in each section, five sections running in fall 2022. Four sections reported the data, we had an n=55 data came from two sections with 24% meeting expectations and 76% exceeding expectations.</p> <p>CPCE: 61% were at or above the mean in CPCE C5: Counseling and Helping Relationships.</p> <p>EDC 480 Session Transcription: 99% met expectations, 1% was below expectations.</p>
KPI 6: EDC 280	Students will demonstrate essential interviewing, counseling, and case conceptualization skills. Students will demonstrate use of counseling skills.	<p>EDC 280 Counseling Skills Evaluation completed in each section, five sections running in fall 2022. Four sections reported the data, we had an n=55 with data reported from two sections with 15% exceeding expectations and 85% meeting expectations by final evaluation.</p> <p>EDC 475 Case Presentation and Counseling Skills Evaluation: 57% met expectations, 43% exceeded expectations.</p>
KPI 7: EDC 480	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>EDC 480, Semester 1, Fall: EDC 480 Session Transcription: 47% met expectations, 53% exceeded expectations.</p> <p>EDC 480, Semester 2, Spring: EDC 480 Final Transcription completed in each section with seven sections running, data not reported from all sections. n=35, 94% exceeded expectations with 6% meeting expectations.</p> <p>3 students had letters of concern and 1 was effectively remediated. 1 individual remediation/success plan, successfully remediated.</p>
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.	<p>EDC 219: Group Co-Facilitation completed in each section with five sections running, data not reported from all sections. N=28 with 56% meeting expectations, 43% exceeding expectations, and 7% not meeting expectations. Areas of improvement: higher reporting rates.</p> <p>CPCE: 67% were at or above the mean in CPCE C6: Group Counseling and Group Work.</p>
KPI 9: EDC 218	<p>Students will demonstrate use of ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results and will</p> <p>demonstrate use of assessment results to diagnose developmental, behavioral, and mental disorders.</p>	<p>EDC 218: Comprehensive Assessment Report completed in each section, four sections running, data not reported from all sections. N=35 with 49% exceeding expectations and 51% meeting expectations, data reported from two sections.</p> <p>EDC 231: Assessment Project & Client File completed in each section, four sections running, data reported from one section. N=20, 95% meeting expectations and 5% below expectations.</p> <p>CPCE: 61% were at or above the 10 in C7: Assessment and Testing.</p>

CALIFORNIA STATE UNIVERSITY SACRAMENTO

KPI 10: EDC 250	Students will demonstrate a knowledge of qualitative, quantitative, and mixed research methods.	EDC 250: Final Portfolio completed in each section, five sections running, data not reported from all sections. N=46 with data reported from two sections. CPCE: 86% scored at or above the mean in CPCE C8: Research and Program Evaluation.
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: Genogram Analysis Paper completed in each section, three sections running, data reported from Rivas and Luke's sections, n=34 with 53% meeting expectations, 44% exceeding expectations, and 3% below expectations. EDC 231: Client File Project, 64% met expectations, 36% exceeded 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 476: one section running, n=17 with 53% meeting expectations, 44% exceeding expectations, and 3% below expectations EDC 212: No reported data (EDC 212 was not run due to change in cohort sequence and when it was offered).
KPI 13: EDC 264	Students will demonstrate knowledge of career development program, planning, organization, implementation, administration, management, and evaluation.	EDC 264: Final Written Proposal completed, one section running, n=19 with 100% exceeding expectations.
KPI 14: EDC 266	Students will demonstrate planning, implementing, and administering, career counseling programs and services.	EDC 266: no data reported.
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: This course has been moved in the sequence and a new foundations of school course will replace it in the sequence so no data due to that change.
KPI 16: EDC 274	Students will demonstrate use of curriculum design, lesson plan development, classroom management strategies, and differentiated, instructional strategies.	EDC 274, no data reported.
KPI 17: EDC 240B	Students will understand and apply the medical and psychosocial aspects of disability, including attention to co-occurring conditions, and its impact on clients.	EDC 240B, no data reported.

CALIFORNIA STATE UNIVERSITY SACRAMENTO

KPI 18: EDC 239	Students will demonstrate skills and conceptualization of rehabilitation counseling, utilizing strategies to enhance coping and adjustment to disability.	EDC 239: no data reported.
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Modifications

The Counselor Education program appreciates the feedback from the students, alumni, site-supervisors, part-time faculty, community members, employers, and our community advisory board. 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 the following changes as a result of the program outcomes mentioned above.

We have hired another student worker, therefore one can support fieldwork and the other programmatic needs under the supervision of the respective coordinators. This will allow us to intentionally track students to ensure they are making advising appointments each semester.

In preparation for the CACREP 2024 standards, we will be revisiting our signature assignments and KPI's. We have altered the cohort sequence and will be updating our Assessment, Diagnosis, and Multicultural classes to support where they are in the developmental sequence and to address the areas where we can improve student learning. We are looking to better incorporate ethics, multicultural competencies, and disability more intentionally in other classes during this process of revising our signature assignments. We have updated our culminating experience to provide test review support and to have a route to communicate information and this next academic year, we plan to strengthen our New Student Orientation & All Cohorts Retreat as well as our Spring Symposium.

We have expanded our Community Advisory board to include our Student Advisory Committee who will report out their collected information as part of our formative data collection processes. 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. We disseminate all collected data during these board meetings, including both our outcomes report as well as any student-initiated data reporting. The Community Advisory Board recommended students have more IEP/504 training so for spring 2024, we plan to have them more actively involved in the college simulation (vs observing).

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