

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 2023 through spring 2024 as our program does not offer summer courses.

	Rehabilitation Counseling	Marriage, Couples, & Family Counseling	School Counseling	Career Counseling
Number of Graduates in 2024	14	13	16	15
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	40	60	53	57
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.

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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 2023- 2024 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 2023-2024, 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.

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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 2023, we had 210 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	57
White	30%	21-22	11%	MCFC	60
Asian	13%	23-24	21%	Rehab	40
Two or More Races	6%	25-29	37%	School	53
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 96% pass rate.

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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 (2024)	National Mean (2024)
Professional Counseling Orientation & Ethical Practice	13.1	12.0
Social & Cultural Diversity	10.8	9.9
Human Growth & Development	12.3	10.6
Career Development	12.4	10.4
Counseling and Helping Relationships	12.4	10.9
Group Counseling & Group Work	11.8	10.8
Assessment & Testing	11.3	9.7
Research & Program Evaluation	11.8	10.2
Overall	95.9	84.5

Exit Survey (Spring 2024)

- Response Rate: 68%
- Employment/Doctoral Plans: 91–100% reported employment or doctoral study within six months of graduation.
- Licensure Plans: Graduates reported intent to pursue LPCC, LMFT, PPS, and NCC credentials.
- Strengths: Faculty support, strong professional identity development, and leadership opportunities.
- Areas for Improvement: Job search support and expanded licensure preparation.

Alumni & Employer Feedback

Alumni Survey (2023–2024): Alumni reported strong confidence in ethical practice, multicultural competence, assessment, and supervision.

The majority confirmed employment in the counseling field, many within six months of graduation.

Employer Survey (2023–2024): Employers rated CSUS graduates as meeting or exceeding expectations in clinical skills, professional readiness, and overall competency compared to peers.

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 14 (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

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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
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

Significant Results from Key Performance Indicators:

KPIs	Key Performance Indicators (outcomes)	Performance Across Classes
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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 2023 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 2023. 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 2024. 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 2024. 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.
KPI 5: EDC 216	Students will demonstrate an understanding of counseling theories and models for case conceptualization.	EDC 216: Theory Paper completed in each section, five sections running in fall 2023. Four sections reported the data, we had an n=55 data came from two sections with 24% meeting expectations and 76% exceeding expectations. CPCE: 61% were at or above the mean in CPCE C5: Counseling and Helping Relationships. EDC 480 Session Transcription: 99% met expectations, 1% was below expectations.

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KPI 6: EDC 280	Students will demonstrate essential interviewing, counseling, and case conceptualization skills. Students will demonstrate use of counseling skills.	EDC 280 Counseling Skills Evaluation completed in each section, five sections running in fall 2023. 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. EDC 475 Case Presentation and Counseling Skills Evaluation: 57% met expectations, 43% exceeded expectations.
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.	EDC 480, Semester 1, Fall: EDC 480 Session Transcription: 47% met expectations, 53% exceeded expectations. 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. 3 students had letters of concern and 1 was effectively remediated. 1 individual remediation/success plan, successfully remediated.
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: 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. CPCE: 67% were at or above the mean in CPCE C6: Group Counseling and Group Work.
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.	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. 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. CPCE: 61% were at or above the 10 in C7: Assessment and Testing.
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.

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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.
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.

Modifications

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Program Learning Outcomes & Learning Assessment Data

Program Learning Outcomes (PLO) Revisions

In the 2024–2025 academic year, the Counselor Education Program will be revising our Program Learning Outcomes (PLOs) to ensure compliance with both the 2024 CACREP standards (required by 2026) and the 2024 BBS standards.

Each year, we review data from signature assignments, the comprehensive exam, exit, alumni, and employer surveys, dispositions, and admissions. These results are analyzed and posted annually on our website alongside vital statistics and program modifications.

Core Courses (PLOs 1–10)

- PLO 1: Signature assignment will be revised to include California law and ethics (BPC and Education Codes).
- PLO 6: Updated with a rubric that incorporates advanced skills and dispositions in key experiential courses.
- PLO 7: Signature assignment currently tied to transcripts in internship (EDC 480) will be redesigned, as this is better suited to practicum (EDC 475).
- PLO 9: Adjustments to cohort sequencing and course activities to better support developmental progression.
- PLO 10: Signature assignment will be updated to strengthen its dual focus as a research-intensive course and BBS-aligned program evaluation requirement.

Concentration Courses (PLOs 11–18)

- MCFC (PLO 11–12): Courses will be revised to strengthen systems theories and interventions with couples, children, and adolescents. This includes restructuring EDC 476, refocusing EDC 212, and consideration of an advanced systems course.
- School Counseling (PLO 15–16): In 2023–2024, EDC 215 was added and PLOs 15–16 revised in response to CTC transition. Updates focus on middle and high school readiness, 504 plans, and MTSS. EDC 270 has been redeveloped to address these needs and will continue to be refined.
- Rehabilitation Counseling (PLO 17): Based on Advisory Board feedback, EDC 240A and 240B will be combined into one course, with a new systems course added to the sequence.
- Career Counseling (PLO 13–14): Updates will ensure alignment with BBS requirements for LPCC licensure as well as CACREP 2024 standards.

Looking Ahead

We will continue evaluating PLOs to improve consistency in reporting, refine signature assignments, and ensure developmental alignment across the curriculum. These revisions are informed by student, alumni, employer, and advisory board feedback, and are designed to strengthen licensure readiness and professional competence across all four concentrations.

Student Success Indicator (Admissions, Retention, Graduation, Career/Future Education)

In 2023–2024, the program received 352 applications for approximately 80 spots, highlighting strong competitiveness and interest.

- Growth: Rehabilitation and MCFC concentrations experienced an increase in applications, while Career and School Counseling saw slight declines.
- Support: Counselor Education Ambassadors, now in their third year, continue to provide vital outreach to prospective students.
- Demographics: Enrollment remains consistent with admissions patterns—80% female and 42% Hispanic/Latine.
- Partnerships: Collaborations with Sacramento County Behavioral Health, SCOE Sac City College, the Mexican Consulate, and the Health Education Council have expanded applicant diversity and

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strengthened the pipeline.

- Future Pathways: The upcoming undergraduate SUD program will create an interdisciplinary route into graduate counseling programs, particularly for psychology majors.

Graduation

The Counselor Education Program follows a three-year cohort model, with an average time-to-degree of 3.3 years.

- Exam Success: CPCE pass rate is 96%.
- Supports Added: Integrated exam reviews in EDC 500 now include graduation readiness, licensure, and credentialing resources—particularly beneficial for the 30% of students who are first-generation.
- Impact: These efforts have improved exam pass rates, licensure readiness, and professional preparation.

Retention & Career/Future Education

Retention rates remain strong at 99%, supported by both the cohort model and intentional community-building.

- Community Engagement: Events like the New Student Orientation & All Cohorts Retreat, the annual Spring Symposium, and active student organizations strengthen belonging and persistence.
- Alumni Network: Officially launched in September 2023, the network provides mentorship, professional connections, and retention support.
- Professional Development: Student involvement in conferences has grown; for example, 12 students had proposals accepted to WACES 2023.
- Social Media: The program's Instagram presence contributes to visibility, engagement, and community-building.

Summary

Together, these admissions efforts, graduation supports, and retention strategies ensure students are well-prepared, supported, and connected—leading to high success rates both during the program and in post-graduation professional pathways.

Faculty Support Request from Academic Excellence

The program maintains a comprehensive compliance matrix that aligns CACREP, BBS, and CTC standards with course syllabi and signature assignments. With the implementation of the 2024 CACREP standards, signature assignments and assessment activities will be updated to ensure alignment.

Data collection currently uses multiple systems:

- Canvas for signature assignments
- Sonia for fieldwork-related data
- Qualtrics for exit, alumni, and employer surveys

An Assessment & Accreditation Coordinator supports these practices to ensure data are consistently collected and analyzed.

Capacity-building needs include:

- Expanding institutional support for the upcoming CACREP 2024 transition, particularly in curricular mapping, assessment revisions, and compliance monitoring.
- Addressing gaps in data visualization (e.g., Tableau currently omits Rehabilitation and MCFC concentrations).
- Strengthening faculty capacity in Rehabilitation Counseling, as additional full-time faculty are needed to meet accreditation requirements and student feedback has noted the limitations of the lecturer pool. These supports will enhance the program's ability to maintain accreditation standards and ensure high-quality training across all concentrations.

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

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