Go to http://air.sfsu.edu/assessment/resources for information about mission statements and links to SFSU statements

**Mission Statement Assessment Activity Report Due April 21, 2017 to the Office of Academic Planning**

**Mission Statements – What do we do, why do we do it, how do we do it, who are we doing it for?**

**Why are they important?** (from NAU) Understanding and articulating your program's overall goals, purpose, and values accomplishes a number of things for your degree program. First, it synthesizes the many unique talents and goals of your faculty and aligns them into a single, common purpose. The identification of a common purpose assists faculty in making decisions concerning program and course level learning outcomes. In addition, it guides and focuses your program's decision processes concerning important assessment questions and directions needing investigation, based on your program's larger direction, values, and goals.

A program mission statement (from NAU, UConn and elsewhere)

- Is a broad statement of the educational purpose of the program, describes the community the program serves, and states the values and guiding principles which define its standards
- Sets the tone and philosophical position from which the programs goals/objectives/outcomes are developed
- Describes both the purpose and the learning environment of the program
- Reflects how the program contributes to the education and careers of students graduating from the program
- Reflects how the teaching and research efforts are used to enhance student learning
- Is aligned with department, college and university missions
- Should be distinctive for the program

**Mission Statement Rubric** – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their mission statement.

The program's mission statement concisely articulates its guiding purpose and identity, clarifies the educational value of its curriculum, and aligns with the university's broader public mission.

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<td>Clear statement of program’s purpose and identity, the educational value of curriculum, and its link to university’s mission</td>
<td>Mission statement articulates program’s purpose but may lack broader context</td>
<td>Vague mission statement with little connection to specific program</td>
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**San Francisco State University Mission Statement Academic Senate Policy #S15-176**

From the heart of a diverse community, San Francisco State University honors roots, stimulates intellectual and personal development, promotes equity, and inspires the courage to lead, create, and innovate.

SF State is a major public urban university, situated in one of the world’s great cities. Building on a century-long history of commitment to quality teaching and broad access to undergraduate and graduate education, the University offers comprehensive, rigorous, and integrated academic programs that require students to engage in open-minded inquiry and reflection. SF State encourages its students, faculty, and staff to engage fully with the community and develop and share knowledge.

Inspired by the diversity of our community that includes many first-generation college students, and the courage of an academic community that strives to break down traditional boundaries, SF State equips its students to meet the challenges of the 21st century. With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective.
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**Mission Statement Assessment Activity Report Due April 21, 2017 to the Office of Academic Planning**

**Mission Statement Activity Report Template**

Department ______ COUNSELING ________________________________

College ______ CHSS ________________________________

1. What was your most recent mission statement prior to any revisions?

We aspire to develop culturally competent, psychologically-minded, emotionally grounded, socially responsible professionals who will become Licensed Psychotherapists (Marriage & Family Therapists), Licensed Professional Clinical Counselors (LPCC), Credentialed School Counselors, Certified Rehabilitation Counselors, Career Counselors, College Counselors, and Gerontological Counselors.

Through our six graduate programs, our undergraduate minor in counseling, and our partnerships with community agencies, collaboratively we strive to prepare students to help meet the growing counseling needs in our society. Our department’s faculty and the curriculum we have designed aspire to achieve excellence in the following core areas: strength-based professional identity, recovery focus, multicultural competence, community betterment, social engagement and advocacy, and action research.

To these ends, our faculty have made local, national, and international scholarly contributions to multicultural competence in counseling, social justice, and health equity. Our faculty work to provide a solid learning environment for students with disabilities, students from diverse ethnic backgrounds and sexual orientations, as well as students from a range of socioeconomic groups. By the end of graduate studies, our students should embody multicultural competence and humility, have grown deep connections to the local community, and embrace best practices in counseling.

The Department of Counseling is committed to excellence and professionalism, and the faculty strives to guide and to prepare students towards that end. Combined, our students provide thousands of hours per year of counseling services to San Francisco Bay Area communities. They are in schools, community mental health and rehabilitation agencies, colleges and universities, careers centers, nonprofits, and hospitals. Our students reflect the diversity of California and especially the San Francisco Bay Area.

All six counseling specializations are accredited by one or more national accrediting bodies including the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE), and the California Commission on Teacher Credentialing (CTC).

2. Please describe the process of revising or developing your mission statement. What informed your discussions about your new or revised mission statement (e.g. changes in the profession, new focus of the department)? How were department faculty members involved? Was it developed in department meetings or other gatherings?

**Fall 2016** – Dr. Lee identified a need to refine our mission statement as we had several different versions of a very long statement (see appendix A) – Prof. O’Shaughnessy volunteered to lead a process that would allow our department to clarify our values and generate a new mission statement.
January 2017 – Held one-hour working session with tenure/tenure-track faculty allowing us to articulate our values and vision for the department. Specifically we explored our key values as counselor educators, and we answered the following questions:

1. What is your dream for our department?
2. What is the purpose of our department?
3. What would you like to see change?
4. What kind of department do we want to create?
5. What do you see as our major strengths and assets?
6. What should distinguish our graduates? (That is, how would someone know that they are working with an SF State Graduate?)
7. What would it look like if our department were fulfilling our highest purpose?

The process involved individual and group work and we began to merge our various ideas into one cohesive whole. At the conclusion of this working session, we formed a committee of Profs. O’Shaughnessy, Cerezo, and Fitzgerald to further consolidate the ideas generated and to poll current students, alumni, and interested stakeholders regarding their values/vision (see appendix B).

February 2017 – Sent survey to current students, alum, and supervisors asking for their responses to the questions listed in appendix B. Consolidated the results from that survey with the data collected in the January meeting and generated a rough draft of a new mission statement.

April 2017 – Had another one-hour discussion with all tenure/tenure-track faculty to review the draft and work on making any changes needed so that all felt that the mission statement represented our purpose and described our department well. This draft was approved by the faculty via a unanimous vote with the caveat that we would also request stakeholder feedback. Sent this draft back out to students, alumni, and stakeholders for review asking for feedback using the form in appendix C. The results were largely positive. Ten people responded, and 90% agreed or strongly agreed that the mission statement accurately captures the values and vision of our department, and that they are proud to be connected to an organization with this mission. The one person who did not agree with these statements also did not leave any feedback regarding changes. In response to the narrative feedback provided, we made one minor change to the location of a hyphen as suggested.

May 2017 – Final version of mission statement is unanimously accepted by department faculty.

3. What is your revised mission statement?

The mission of the Department of Counseling at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research.
Go to http://air.sfsu.edu/assessment/resources for information about mission statements and links to SFSU statements.

About the Department
Culturally competent, psychologically-minded, and emotionally grounded Licensed Psychotherapists (Marriage & Family Therapists), Credentialed School Counselors, Certified Rehabilitation Counselors, Career Counselors, College Counselors, and Gerontological Counselors are needed in the field of human services. The department’s six graduate programs, its undergraduate minor in counseling, and our partnerships with community agencies collaboratively prepare students who are well-grounded to help meet the growing demands in the field. Our department’s faculty and the curriculum we have designed aspire to achieve excellence in three core areas: Multicultural Competence, Community Partnerships, and Action Research.

Our faculty are locally, nationally, and internationally recognized in their scholarly contributions to multicultural competence in counseling, social justice, and health equity. Our faculty work to provide a solid learning environment for students with disabilities, students from diverse ethnic and sexual orientations, as well as students from a range of socioeconomic groups.

By the end of graduate studies, our more than 275 students should embody multicultural competence, have grown deep connections to the local community, and embrace best practices in counseling. Combined, our students provide thousands of hours per year of counseling services to San Francisco Bay Area communities. They are in schools, community mental health and rehabilitation agencies, colleges and universities, careers centers, nonprofits, and hospitals, to name a few. Our students reflect the diversity of California and especially the San Francisco bay area.

Graduates of our department will have the necessary preparation to be eligible to sit for the National Board of Certified Counselors examination, known as the National Counselor Examination® and the National Certified Rehabilitation Counselor Exam. We prepare MFT, School, and Rehabilitation counseling students for three credentials respectively: MFT license eligibility (Marriage & Family Therapy Program), PPS Credentialing (School Counseling Program), and CRC Credentialing (Rehabilitation Program). All six counseling specializations are accredited by national accrediting bodies including the Council of Accreditation in Counseling and Related Educational Programs (CACREP), the Council on Rehabilitation Education (CORE), and the National Council for Accreditation of Teacher Evaluation (NCATE). The Career Counseling specialization is one of only eight in the country to receive this accreditation.

Finally, the Department of Counseling is committed to excellence and professionalism, and the faculty strive to guide and to prepare students towards that end.

4. Please post your revised mission statement on your department web page.

We are in the process of taking this step today. Will likely be visible on our webpage tomorrow.

Given that this year you revised your mission statement, the next step would be to review of your program learning goals in the 2017-18 academic year. If that is not the case, please notify the Associate Dean of Academic Planning. Thank you!