



CACREP On-Site Visit Team Report

Name of Institution:

San Francisco State University

Academic Department:

Department of Counseling

CACREP Program Liaison:

Dr. Graciela Orozco

Visiting Team Chair:

Dr. Mary Alice Bruce University of Wyoming (retired)

Visiting Team Members:

Dr. Kristin Erickson, Bellevue University

Dr. Stephen Gitonga, Lockhaven University

Dr. Steve Moody, Idaho State University

Date of Site Visit:

October 27, 2019 - October 30, 2019

Multiple Sites

No

Agenda for On-Site Team

Day 1 – October 27, 2019		
Time	Event Description	Location
5:15 PM	Site Team Members check into downtown SF Hotel	Chancellor Hotel, Union Square Area, SF
6:00 PM	Site Team meets with counseling faculty and department chair in downtown San Francisco restaurant – Sears Fine Food Dining. All faculty attending. Family dining. Casual attire appropriate.	Chancellor Hotel, Union Square Area, SF

Day 2 – October 28, 2019		
Time	Event Description	Location
	Breakfast at Hotel	Hotel
8:15 AM	Transport to Campus via Uber/Lyft	
9:00-9:30 AM	Meeting with Rebecca Toporek, Chair of the DoC	BH 524
9:30 -10:30 AM	Meeting with all faculty (except Julie & Tiffany teaching)	COE Conference Room BH – 5 th floor
10:30-11:15 AM	Program Coordinators Meeting	Faculty Offices
	Career & College Counseling w/Elif Balin & Graciela Orozco	BH 530
	School Counseling w/Patricia Van Velsor	BH 533
	Fieldwork Coordinator – Karl Kwan	BH 527
11:30 AM – 12:00 PM	Meet with Lucas Ford, IT for CHSS & Chris Mays, Librarian	LIB in Lobby near Peets Escort to meeting: Molly Strear Escort to Student Union: Molly Strear
12:00-1:00 PM	Lunch	Team gets lunch in Student Union – eat in BH 524
1:00 – 1:30PM	Tiffany O’Shaughnessy, MFT Coordinator, & Karl Kwan, Former MFT Coordinator After meeting take reviewer to Peggy Smith Clinic	BH 532
1:00 – 1:30PM	Julie Chronister, CMHC Coordinator After meeting take reviewer to Peggy Smith Clinic	BH 523
1:00 – 1:30PM	Meeting re assessment – G. Orozco & R. Toporek After meeting take reviewer to Peggy Smith Clinic	BH 531

1:00 – 2:00PM	<p>Meet with Yolanda Gamboa, Counseling & Psych Services and Coordinator of Peggy Smith Clinic in BH 117</p> <p>Internship site for MFT, CMHC, & College</p>	<p>Wanda Lee escorts 1 reviewer to Clinic at 1pm.</p> <p>After meeting Yolanda Gamboa escorts reviewers to BH 524.</p>
2:00-3:00 PM	<p>Break and writing time in small conference room BH 524.</p> <p>At 3:00pm Graciela escorts reviewers to BH 312.</p>	Graciela
3:15-3:45 PM	<p>Meeting in BH 312 with Adjunct faculty – Sharon Bowles, Emma Borens, Kristin Dempsey (Zoom), Andrea Crapanzano, Norm Meshriy</p>	<p>BH 312</p> <p>At end of meeting, Graciela, Wanda & Rebecca escort</p>
4:00-4:50 PM	<p>Classroom meetings with current students.</p> <p>Use existing classrooms. Dr. Steve Moody to BH 312 (MFTs); Dr. Stephen Gitonga to BH 247 (School); Dr. Kristin Erickson to BH 133 (CMHCs); Dr. Mary Alice Bruce to BH 223 (CO/CA). Professors Chronister, O’Shaughnessy, and Fitzgerald greet students in their original classrooms and introduce the reviewers. Molly Strear greets students in BH 223 and introduces reviewer.</p>	<p>Rebecca escorts Mary Alice Bruce to BH 223; Wanda escorts Erickson to BH 133 & Graciela escorts Gitonga to BH 247. At end of meetings, escorts take reviewers to BH 229.</p>
5:00-5:50 PM	<p>Zoom/In-Person meeting with Alumni</p> <p>Max Hartman (CMHC); Kurt Silver (CMHC); Renata Scott (CMHC); Dan Nemiroff, school counselor at Mission High School, SFUSD; Erica Saephan, school counselor at Montera Middle School, OUSD; Matthew Ledesma, school counselor at Carlmont High School, Belmont, CA; Zuleyma Rivera, school counselor at International High School, OUSD; Rico Gelera, college counselor at City College of San Francisco; Saba Gebre, college counselor at City College of San Francisco; Jasmin Bomangee, LMFT & PPSC, Lead Advisor for the College of Science & Engineering’s Student Success Center at San Francisco State; Michael Ceely, LMFT & PPSC in private practice; Leslie Shin (MFT); Leslie Kupper (MFT); Maidere Sorhondo, Career Counselor, SF State Career Center; Jessica Li, Career Counselor,</p>	<p>BH 229 – will need code to enter</p> <p>Escort: Graciela, Rebecca, Wanda escort reviewers to BH 229.</p> <p>Rebecca to set up Zoom in room.</p> <p>Saba to text Rebecca if Zoom goes down or if any help needed with Zoom.</p>

	Dropbox; Neepa Parikh, Office of Career Planning at Golden Gate University	
6:00 – 6:15 PM	Graciela & Rebecca to meet briefly with team	BH 524
6:15 PM	Transport to Hotel	Driver to hotel: Wanda

Day 3 – October 29, 2019		
Time	Event Description	Location
7:00 AM	Breakfast	
8:00 AM	Catch UBER to SF State – Get dropped off on 19 th Avenue; go to ADMIN Building; Rebecca to greet team @ 9:00am.	Meet in lobby of Admin Building with Rebecca @ 9:00am
9:15-9:45 AM	Meeting with Provost Jennifer Summit. (Allow 15 minutes to get to meeting with Dean Alvarez) All reviewers attend this meeting.	ADM 455C Rebecca to escort reviewers to next mtg
10:00 -10:30 AM	Meeting with Dean Alvin Alvarez, HHS 203 CACREP team leader, Mary Alice Bruce & Stephen Gitonga attend this meeting.	Rebecca to escort reviewers to next mtg
10:00 – 10:45 AM	Meeting with SFSU internship site, HSS, 2 nd Floor,: Student Resource Center (Director David Woo, Amie Tat, Michelle Cahill, Taryn Wong are alums of our program) CACREP team members, Kristin Erickson & Steve Moody attend this meeting.	Escort to SRC: Rebecca
10:45-11:15 AM	Mary Alice Bruce & Stephen Gitonga attend meeting with Dean of Graduate Studies, Sophie Clavier, ADM 254 CACREP	Escort: Rebecca
11:30 AM - 12:00 PM	All four reviewers attend meeting with Dean of Undergraduate Studies, Lori Beth Way in ADM 447.	Escort: Rebecca
12:00-12:45 PM	Lunch On Campus	Eat in Burk Hall 524
1:00 – 3:45 PM	Dr. Mary Alice Bruce to visit Career Site: USF Career Center – Supervisor Juli-Ann Brockway/Ellen Kelley; 2130 Fulton Street; SF, CA 94117	Driver: Elif Balin; Juli-ann/Ellen want to meet at 2pm

	415.422.5555 (school) (confirmed)	
1:00 – 3:45 PM	<p>Dr. Steve Moody to visit 2 sites:</p> <p>CMHC site:</p> <p>UCSF Citywide, Phillip Cha -- phillip.cha@ucsf.edu</p> <p>982 Mission Street, 2nd Floor, SF</p> <p>415.977.0168 (confirmed)</p> <p>Queer Life Space</p> <p>Chris Holleran, MFT</p> <p>Director of Operations/Training Director</p> <p>Queer LifeSpace</p> <p>2275 Market St. #7</p> <p>San Francisco, CA 94114</p> <p>phone (415) 358-2000 ext.312</p> <p>Fax (415) 864-1307</p> <p>cholleran@queerlifespace.org</p> <p>www.queerlifespace.org (confirmed)</p>	<p>Escort: Karl to travel with guest via public transportation</p> <p>Queer Life Space can meet either at 1:00 or 3:00pm</p>
1:00 – 3:45 PM	<p>Dr. Stephen Gitonga will visit school sites:</p> <p>1:00pm Allen School (San Bruno Park School District)</p> <p>(Supervisor Lisa Thorsen-Spano, 650.773.0113 - cell)</p> <p>875 West Angus Ave.; San Bruno, CA 94066</p> <p>650.624.3100 (school) (confirmed)</p> <p>Riordan High School (Supervisor Jon Aguilar)</p> <p>175 Frida Kahlo Way; SF, CA 94112</p> <p>415.586.8200 (school) (confirmed)</p>	Driver: Patricia Van Velsor
1:00 – 3:45 PM	Dr. Kristin Erickson will visit two sites:	Driver: Sandra Fitzgerald

	<p>Ohloff Recovery Programs</p> <p>(415) 575-1100 ext. 590</p> <p>Supervisor Elissa Stevens, estevens@ohlhoff.org</p> <p>601 Steiner Street, SF 94117 (confirmed)</p> <p>Community Overcoming Relationship Abuse (CORA)</p> <p>Supervisor Joan Pezanoski</p> <p>2211 Palm Ave., San Mateo 94403 (confirmed)</p> <p>650.652.0800 (agency #)</p>	
4:00-4:30p.m.	<p>Meeting with CSA/CSI Student Leaders</p> <p>Chelsea Hammes, Tina Gilman, Minh An Nguyen, Josh Lee, Susan Cuong</p>	<p>BH 132</p> <p>Graciela to open room</p>
4:30-5:30 PM	Work time in office	Conference Room BH 524
5:30 PM	Return to Hotel	Faculty person to drive them to their hotel: Molly Strear

Day 4 – October 30, 2019		
Time	Event Description	Location
	Breakfast and check out of hotel	
8:00 AM	Transport to Department via UBER	
9:00-10:00 AM	Exit interview with Faculty (Graciela Orozco, Wanda Lee, Julie Chronister, Sandra Fitzgerald, Patricia Van Velsor), Chair Rebecca Toporek; Dr. Alvin Alvarez, Dean of HSS; Dean of Graduate Studies, Dr. Sophie Clavier; Dean Lori Beth Way, and Provost Summit. (Some administrators only first part of meeting).	COE Conference Room BH 503 – 5 th floor
10:30 AM	Transport Team to Airport	Driver(s): UBER – several faculty as back-ups

Entry-Level Programs

CACREP Program Title	Degree Awarded	Program Name
Career Counseling	M.S.	Career Counseling
Clinical Mental Health Counseling	M.S.	Clinical Mental Health Counseling
College Counseling & Student Affairs	M.S.	College Counseling and Student Affairs
Marriage, Couple & Family Counseling	M.S.	Marriage, Couple and Family Counseling
School Counseling	M.S.	School Counseling

Program(s) Description

The Department of Counseling (DoC) celebrated its 70th anniversary last year and is housed in the College of Health & Social Sciences, one of the six colleges at San Francisco State University, and is primarily responsible for the training of graduate students in counseling. The DoC offers three master's degrees: Master of Science in Counseling; the Master of Science in Counseling with a Concentration in Marriage, Family, and Child Counseling; and the Master of Science in Clinical Mental Health Counseling. The College Student Personnel Counseling Program meets CACREP requirements for College Counseling and Student Affairs and the MFCC Program meets requirements for Marriage, Couple, and Family Counseling. The training programs are 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.

Section 1: The Learning Environment

THE INSTITUTION

Standard	Response
A. Academic Unit Responsibility	MET
B. Institutional Media	NOT MET
C. Sufficient Financial Support	NOT MET
D. Graduate Assistantships	MET
E. Faculty Support	MET
F. Learning Resources	MET
G. Technical Support	MET
H. Personal Counseling Services	MET
I. Counseling Instruction Environments	MET

THE ACADEMIC UNIT

Standard	Response
J. Degree Credit Hour Requirements	MET
K. Student Diversity Efforts	MET
L. Admissions Decisions	MET
M. New Student Orientation	MET
N. Student Handbook	MET
O. Retention, Remediation, and Dismissal Policy	MET
P. Academic Advisor	MET
Q. Faculty Diversity Efforts	MET
R. Core Faculty Resources	MET
S. Core Faculty Credit Delivery	MET
T. FTE Ratio	NOT MET
U. Faculty Work Loads	MET
V. Clerical Assistance	MET

FACULTY & STAFF

Standard	Response
W. Core Faculty Education Requirements	MET
X. Core Faculty Professional Identity	MET
Y. Core Faculty Program Authority	MET
Z. Non-Core Faculty	MET
AA. Non-Core Faculty Orientation	MET
BB. Faculty Preparation and Experience	MET
CC. Academic Unit Leader	MET
DD. Practicum and Internship Coordinator	NOT MET

Strengths:

The long-standing excellent reputation of the program and efforts of the faculty consistently result in recruitment of a high number of applicants as well as excellent retention and graduation rates.

Dean Alvarez is supportive of the program faculty and strategic moves forward in support of undergraduate education.

Faculty and students clearly value diversity and social justice, realizing their role in global change.

The Peggy Smith Clinic provides excellent supervised opportunities for students to practice counseling skills.

The reputation of the program stays strong thanks to the leadership of Dr. Orozco and Dr. Toporek and Dr. Lee.

Suggestions:

(Not necessarily related to a specific Standard, but for program enhancement or improvement)

To keep communication flowing and understanding of department issues, lecturers would like to be invited to program faculty meetings and involved in other department activities such as tea time together.

Lecturers appear to be underutilized resources, many of whom are willing and could provide mentoring and support to students.

Specific Requirements:

1.B. While the website claims the CMHC program is accredited, and current faculty search materials claim accreditation, this program is not currently accredited by CACREP.

1.C. An actual budget must be made available to evidence sufficient financial support for the program.

1.T. After further explanation, the team was still unable to understand the formula used to calculate the ratio and asked the faculty to further explain their reasoning and calculations.

1.DD. A job description must be provided for the practicum and internship coordinator.

Section 2: Professional Counseling Identity

FOUNDATION

Standard	Response
A. Mission Statement and Objectives	MET
B. Program Objectives	NOT MET
C. Student Professional Identity	MET

COUNSELING CURRICULUM

Standard	Response
D. Syllabi	MET
E. Counseling-related Research	MET
F. Common Core Areas	

F.1 PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Standard	Response
F.1.a History and Philosophy	MET
F.1.b Role, Functions, and Relationships	MET
F.1.c Community Outreach and Emergency Teams	MET
F.1.d Advocacy for the Profession	MET
F.1.e Advocacy Processes	MET
F.1.f Professional Counseling Organizations	MET
F.1.g Professional Counseling Credentialing	MET
F.1.h Current Labor Market Information	MET
F.1.i Ethical Standards	MET
F.1.j Impact of Technology	MET
F.1.k Self-Evaluation	MET
F.1.l Self-Care Strategies	MET
F.1.m Counseling Supervision	MET

F.2 SOCIAL AND CULTURAL DIVERSITY

Standard	Response
F.2.a Multicultural and Pluralistic Characteristics	MET
F.2.b Theories of Multicultural Counseling and Identity Development	MET
F.2.c Multicultural Counseling Competencies	MET
F.2.d Impact of Heritage, Attitudes, Beliefs, and Experiences	MET
F.2.e Effects of Power and Privilege	MET
F.2.f Help-Seeking Behaviors	MET
F.2.g Impact of Spiritual Beliefs	MET
F.2.h Eliminating Barriers, Prejudices, and Processes Of Oppression	NOT MET

F.3 HUMAN GROWTH AND DEVELOPMENT

Standard	Response
F.3.a Theories of Individual and Family Development	NOT MET
F.3.b Theories of Learning	NOT MET
F.3.c Theories of Personality Development	NOT MET
F.3.d Theories of Addictions and Addictive Behaviors	MET
F.3.e Biological, Neurological, and Physiological Factors	NOT MET
F.3.f Systemic and Environmental Factors	NOT MET
F.3.g Effects of Crisis, Disasters, and Trauma	NOT MET
F.3.h Differing Abilities and Differentiated Interventions	NOT MET
F.3.i Promoting Resilience, Optimum Development, and Wellness	MET

F.4 CAREER DEVELOPMENT

Standard	Response
F.4.a Theories of Career Development, Counseling, and Decision Making	NOT MET
F.4.b Interrelationships Between Work and Life Roles	NOT MET
F.4.c Identifying and Using Career Informational Resources	NOT MET
F.4.d Work Environment and Clients' Life Experiences	NOT MET
F.4.e Assessment of Contributing Factors to Career Development	NOT MET
F.4.f Program Planning, Implementation, and Evaluation	NOT MET
F.4.g Advocacy Strategies	NOT MET
F.4.h Facilitating Client Skill Development	NOT MET
F.4.i Assessment Tools and Techniques	NOT MET
F.4.j Ethical and Culturally Relevant Strategies	NOT MET

F.5 COUNSELING AND HELPING RELATIONSHIPS

Standard	Response
F.5.a Theories and Models Of Counseling	MET
F.5.b Systems Approach to Conceptualizing Clients	MET
F.5.c Theories of Consultation	NOT MET
F.5.d In-Person and Technology-Assisted Relationships	NOT MET
F.5.e Impact of Technology	NOT MET
F.5.f Counselor Characteristics and Behaviors	MET
F.5.g Interviewing, Counseling, and Case Conceptualization Skills	MET
F.5.h Treatment or Intervention Plans	MET
F.5.i Measurable Client Outcomes	NOT MET
F.5.j Evidence-Based Counseling	MET
F.5.k Community-Based Resources	NOT MET
F.5.l Suicide Prevention	NOT MET
F.5.m Crisis Intervention	MET
F.5.n Personal Model of Counseling	MET

F.6 GROUP COUNSELING AND GROUP WORK

Standard	Response
F.6.a Theoretical Foundations	MET
F.6.b Group Dynamics	MET
F.6.c Therapeutic Factors	MET
F.6.d Effective Group Leaders	MET
F.6.e Group Formation	MET
F.6.f Types of Groups	MET
F.6.g Designing and Facilitating Groups	MET
F.6.h Small Group Experience	MET

F.7 ASSESSMENT AND TESTING

Standard	Response
F.7.a Historical Perspectives	MET
F.7.b Initial Assessment Meetings	MET
F.7.c Assessment of Risk to Self and Others	MET
F.7.d Identifying and Reporting Trauma and Abuse	NOT MET
F.7.e Diagnostic And Intervention Planning	MET
F.7.f Testing and Assessment Concepts	MET
F.7.g Statistical Concepts	MET
F.7.h Reliability and Validity	MET
F.7.i Academic/Educational, Career, Personal, and Social Development	MET
F.7.j Environmental Assessments and Behavioral Observations	NOT MET
F.7.k Symptom Checklists and Testing	MET
F.7.l Using Assessment Results to Diagnose	NOT MET
F.7.m Assessment Selection, Administration, and Interpretation	MET

F.8 RESEARCH AND PROGRAM EVALUATION

Standard	Response
F.8.a Importance of Research	MET
F.8.b Evidence-Based Counseling	MET
F.8.c Needs Assessments	MET
F.8.d Outcome Measures	MET
F.8.e Evaluating Interventions and Programs	MET
F.8.f Research Methods	MET
F.8.g Research and Program Evaluation Designs	MET
F.8.h Statistical Methods	MET
F.8.i Analysis and Use of Data	MET
F.8.j Reporting Research and Program Evaluation Results	MET

Strengths:

The faculty demonstrate commitment to multicultural counseling perspectives throughout the curriculum.

The Group course syllabus is a model syllabus for this core area. The syllabus provides clarity in standards covered and clear expectations on assignments.

Assignments for the Group course are comprehensive and provide excellent opportunities for students to gain knowledge and integrate this knowledge with meaningful experiences and real-world application.

The Research course syllabus is well organized and provides clear delineation of CACREP standards being addressed.

The research course provides a diverse look at counseling research methodologies including quantitative and qualitative designs. Additionally, focus is placed on understanding and critiquing counseling research articles. Overall, comprehensive study of how to use counseling literature and introduction to performing research.

Suggestions:

The Core Areas table needs to be updated to indicate in which courses each standard is covered.

Some syllabi listed as including standards do not clearly show those specific standards. Such extraneous syllabi should be removed from self-study.

As with all areas, the team needs to see key performance indicators across time in the program. The team has addressed this in the assessment section of CACREP standards.

Specific Requirements:

2.B. The program objectives must reflect input from all persons involved in the program including personnel in cooperating agencies.

For the following standards, syllabi must be adjusted to indicate how standards are met.

2.F.2.h.

2.F.3. a.b.c.e.f.g.h.

2.F.4.a.b.c.d.e.f.g.h.i.j.

2.F.5.c.d.e.i.k.l.

2.F.7.d.j.l.

Section 3: Professional Practice

ENTRY-LEVEL PROFESSIONAL PRACTICE

Standard	Response
A. Professional Liability Insurance	MET
B. Recordings and/or Live Supervision	MET
C. Formative and Summative Evaluations	MET
D. Professional Activities and Resources for Students	MET
E. Group Leadership or Co-Leadership	MET

ENTRY-LEVEL PROFESSIONAL PRACTICE

Standard	Response
F. Practicum Duration	MET
G. Direct Service with Clients	MET
H. Individual/Triadic Supervision	MET
I. Group Supervision	NOT MET

INTERNSHIP

Standard	Response
J. Internship Duration	MET
K. Direct Service Hours	MET
L. Individual/Triadic Supervision	MET
M. Group Supervision	MET

SUPERVISOR QUALIFICATIONS

Standard	Response
N. Faculty Supervisor Qualifications	MET
O. Student Supervisor Qualifications	MET
P. Site Supervisor Qualifications	MET
Q. Orientation, Consultation, and Professional Development	MET
R. Supervision Agreements	NOT MET

PRACTICUM AND INTERNSHIP COURSE LOADS

Standard	Response
S. Course Load and Ratio for Individual/Triadic Supervision	MET
T. Course Load and Ratio for Group Supervision	MET
U. Group Supervision Ratio	MET
V. Course Load and Ratio for Supervision of Student Supervisors	MET

Strengths:

The CACREP team members visited multiple sites and were impressed with the professionalism and level of commitment site supervisors/coordinators had towards student learning.

The internship fair was mentioned multiple times by site personnel and students. This is clearly a strength of the department and provides a great venue for students and sites to connect.

Suggestions:

A few sites mentioned that they would like to have a little more communication with the program particularly following career fairs and times of recruitment.

In addition, several sites reported that they would like more consistent communication throughout the semester.

Students talked about wishing for faculty encouragement to make video recordings for supervision rather than just audio recordings.

Specific Requirements:

3.I. The team suggests that group supervision during Practicum needs to be more than “debriefing about clients” (as stated by faculty and students). The lack of any audio/video recordings during field site Practicum adds to the team’s concerns. Only recordings of student mock interviews conducted in the Peggy Smith Clinic are available.

3.R. To monitor student learning, supervision agreements need to detail format and frequency of consultation.

Section 4: Evaluation in the Program

EVALUATION OF THE PROGRAM

Standard	Response
A. Systematic Evaluation Plan for Program Objectives	NOT MET
B. Use of Data in Program Evaluation	NOT MET
C. Use of Program Evaluation Data to Inform Program Modifications	MET
D. Development, Posting and Notification of Annual Report	NOT MET
E. Annual Posting of Data	MET

ASSESSMENT OF STUDENTS

Standard	Response
F. Systematic Assessment of Individual Student Progress	NOT MET
G. Systematic Assessment of Individual Student Dispositions	NOT MET
H. Process for Use of Data for Retention, Remediation and Dismissal	NOT MET

EVALUATION OF FACULTY AND STUDENTS

Standard	Response
I. Written Procedures for Student Evaluation of Faculty	MET
J. Student Evaluation of Faculty	MET
K. Student Evaluation of Supervisors	MET

Strengths:

N/A

Suggestions:

With the support of Provost Summit, Dean Clavier, and Dean Way, faculty can strategically move forward with a solid assessment plan.

The team suggests the faculty step back and collaboratively develop meaningful student learning outcomes.

Specific Requirements:

4. A. 3. The faculty did not present nor demonstrate an effective method for how they could review or analyze their data.

4.B.1.The faculty need to evidence aggregation of student knowledge, skills, and professional dispositions.

4.B.3. The faculty must collect data from systematic follow-up studies of site supervisors.

4.D. The faculty must provide evidence that students, program faculty, institutional administrators, and personnel in cooperating agencies are notified that the report is available.

4.F. 2. Measurement across multiple points in time cannot depend on two points of time within the same semester class.

4.F.3. Assessment of the KPI clearly must capture the specific concept of the standard.

4.G.3. Data gathered must be systematically aggregated, reviewed and analyzed.

4.H. The faculty must demonstrate evidence of a systematic process in place for the use of individual student assessment data in relation to retention, remediation, and dismissal. At this time, steps of the process are known only up to the point of the student meeting with the three-person committee.

Section 5.B. Career Counseling

5.B.1. FOUNDATIONS

Standard	Response
5.B.1.a History and Development	NOT MET
5.B.1.b Emergent Theories	NOT MET
5.B.1.c Career Development Principles and Decision Making	NOT MET
5.B.1.d Tests and Assessments	MET

5.B.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.B.2.a Roles and Settings	NOT MET
5.B.2.b Career Counseling Advocacy	NOT MET
5.B.2.c Diverse Populations	MET
5.B.2.d Attitudes and Decision-Making	MET
5.B.2.e Impact of Globalization	MET
5.B.2.f Gender Roles and Responsibilities	MET
5.B.2.g Occupational Information and Resources	MET
5.B.2.h Planning and Search Resources	NOT MET
5.B.2.i Professional Organizations, Standards, and Credentials	NOT MET
5.B.2.j Legal and Ethical Considerations	NOT MET

5.B.3. PRACTICE

Standard	Response
5.B.3.a Intake Interview and Assessment	NOT MET
5.B.3.b Strategies to Help Clients Develop Skills	MET
5.B.3.c Employability, Job Search, and Job Creation Skills	NOT MET
5.B.3.d Use of Technology	NOT MET
5.B.3.e Marketing and Promoting	NOT MET
5.B.3.f Career Information Resources	NOT MET
5.B.3.g Managing Programs and Services	NOT MET

Strengths:

OVERALL STRENGTHS:

Graduating students are known for their competence in the workplace and their counseling skills.

Dr. Balin provides much appreciated helpful mentoring and support to the career counseling students.

Graduating students are in high demand as job applicants.

Suggestions:

Carefully consider how current students and interns can increase service to the undergraduate students of SFSU and develop a strong campus presence.

The team anticipates the successful hiring of a new faculty member can result in a higher number of career counseling students accepted.

Specific Requirements:

For the following standards, syllabi must be adjusted to indicate how standards are met.

5.B.1.a.b.c.

5.B.2.a.b.h.i.j.

5.B.3.a.c.d.e.f.g.

Section 5.C. Clinical Mental Health Counseling

5.C.1. FOUNDATIONS

Standard	Response
5.C.1.a History and Development	MET
5.C.1.b Theories and Models	MET
5.C.1.c Case Conceptualization and Treatment Planning	MET
5.C.1.d Addiction and Co-Occurring Disorders	MET
5.C.1.e Tests and Assessments	MET

5.C.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.C.2.a Roles and Settings	MET
5.C.2.b Mental and Emotional Disorders	MET
5.C.2.c Mental Health Service Delivery	MET
5.C.2.d Diagnostic Process	MET
5.C.2.e Potential to Mimic and/or Co-Occur	MET
5.C.2.f Crisis and Trauma	MET
5.C.2.g Biological and Neurological Mechanisms	MET
5.C.2.h Psychopharmacological Medications	NOT MET
5.C.2.i Legislation and Policy	NOT MET
5.C.2.j Cultural Factors	NOT MET
5.C.2.k Professional Organizations, Standards, and Credentials	NOT MET
5.C.2.l Legal and Ethical Considerations	NOT MET
5.C.2.m Practice and Management Issues	MET

5.C.3. PRACTICE

Standard	Response
5.C.3.a Treatment Planning and Caseload Management	NOT MET
5.C.3.b Techniques and Interventions	NOT MET
5.C.3.c Interfacing with Legal System	MET
5.C.3.d Interfacing with Health Care Professionals	MET
5.C.3.e Advocacy Strategies	MET

Strengths:

The team commends the active professional involvement of faculty in the community and the program's strong commitment to diversity and social justice.

The team noted the extensive work in phasing out the rehabilitation counseling program and developing the Clinical Mental Health specialization that can better help meet the needs of students as well as the community.

The team admires the careful work of Dr. Chronister and Dr. Fitzgerald in developing a program in-keeping with current issues and trends in the field.

Suggestions:

The team suggests forming an advisory board to consult and support faculty and students.

Specific Requirements:

For the following standards, syllabi must be adjusted to indicate how standards are met.

5.C.2.h.i.j.k.l.

5.c.3.a.b.

Section 5.E. College Counseling and Student Affairs

5.E.1. FOUNDATIONS

Standard	Response
5.E.1.a History and Development	NOT MET
5.E.1.b Student Development Theories	NOT MET
5.E.1.c Organizational, Management, and Leadership Theories	NOT MET
5.E.1.d Student Development Principles	NOT MET
5.E.1.e Assessments	NOT MET

5.E.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.E.2.a Roles and Settings	NOT MET
5.E.2.b Emergency Management Plan	NOT MET
5.E.2.c Collaboration	NOT MET
5.E.2.d Risk Factors and Warning Signs	NOT MET
5.E.2.e Violence Prevention Models	NOT MET
5.E.2.f Substance Abuse	NOT MET
5.E.2.g Current Trends	NOT MET
5.E.2.h Culture, Finance, and Personnel Practices	NOT MET
5.E.2.i Environmental, Political, and Cultural Factors	NOT MET
5.E.2.j Barriers to Learning and Career Opportunities	NOT MET
5.E.2.k Learning Styles and Other Personal Characteristics	NOT MET
5.E.2.l Policies, Programs, and Services	NOT MET
5.E.2.m Needs of Diverse Individuals	NOT MET
5.E.2.n Higher Education Resources	NOT MET
5.E.2.o Professional Organizations, Standards, and Credentials	NOT MET
5.E.2.p Legal and Ethical Considerations	NOT MET

5.E.3. PRACTICE

Standard	Response
5.E.3.a Collaboration	NOT MET
5.E.3.b Personal/Social Development	NOT MET
5.E.3.c Interventions	NOT MET
5.E.3.d Addiction Prevention and Intervention	NOT MET
5.E.3.e Multiple Data Sources	NOT MET

Strengths:

Three counseling program graduates work in the Student Success Center, and three interns currently serve there. All contribute to the wellbeing of undergraduate students.

The team noted from multiple sources the positive impact made by current students as well as

alumni working in the Bay area.

Suggestions:

The program faculty may want to consider how college counseling students can be a stronger presence on campus and provide needed services to engage undergraduate students to achieve greater retention and graduation rates.

The faculty may want to seek opportunities to increase service to the university campus with workshops, presentations and other programming efforts.

The faculty may want to seek additional collaborative partnerships to better serve mental health needs of undergraduate students.

An additional faculty line that is designated to coordinate the college counseling program can help in student recruitment and leadership across the university community.

Regarding syllabi: Topics associated with the standards were often challenging to find in the syllabi; this made verifying standards difficult. In addition, several key syllabi did not reference the 2016 CACREP Standards, failed to reference the College Counseling and Student Affairs Section 5 E standards in particular, or still made reference to the 2009 CACREP standards.

Specific Requirements:

No standards are met; thus, syllabi must be adjusted to indicate how College Counseling and Student Affairs standards are met.

Section 5.F. Marriage, Couple, and Family Counseling

5.F.1. FOUNDATIONS

Standard	Response
5.F.1.a History and Development	MET
5.F.1.b Theories of Family Systems and Dynamics	MET
5.F.1.c Theories of Marriage, Couple, and Family Counseling	MET
5.F.1.d Sociology of the Family	MET
5.F.1.e Systems Perspective	MET
5.F.1.f Assessments	MET

5.F.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.F.2.a Roles and Settings	MET
5.F.2.b Marriage, Couples, and Family Structures	MET
5.F.2.c Assessments	MET
5.F.2.d Diagnostic Process	NOT MET
5.F.2.e Human Sexuality	NOT MET
5.F.2.f Aging and Intergenerational Influences	MET
5.F.2.g Crisis and Trauma	NOT MET
5.F.2.h Addiction	NOT MET
5.F.2.i Interpersonal Violence	MET
5.F.2.j Unemployment, Under-Employment, and Changes	MET
5.F.2.k Career, Life, and Gender Roles	MET
5.F.2.l Physical, Mental Health, and Psychopharmacological Factors	MET
5.F.2.m Cultural Factors	MET
5.F.2.n Professional Organizations, Standards, and Credentials	NOT MET
5.F.2.o Ethical and Legal Considerations	MET
5.F.2.p Practice and Management Considerations	MET

5.F.3. PRACTICE

Standard	Response
5.F.3.a Assessment, Evaluation, and Case Management	MET
5.F.3.b Family Wellness	MET
5.F.3.c Techniques and Interventions	MET
5.F.3.d Treatment, Planning, and Intervention	MET
5.F.3.e Interfacing with the Legal System	NOT MET

Strengths:

The Marriage, Couple and Family program has a strong professional identity that is clearly passed along to students.

The Program has included latest evidence-based practices along with critical topics such as sexuality, culture, and attachment needed for work with couples and families.

MFT students highlighted their much-appreciated support offered by Dr. O'Shaughnessy and Dr. Kwan.

Suggestions:

Many of the syllabi that are being used to demonstrate contextual dimensions do not reference standards. This does not allow for verification of standards. Trying to look for standards being met is difficult as often topics for the standard were difficult to find in the syllabi.

Requirements:

2.d, 2.e, 2.g, 2.h, 2.n, 2.o, and 3.e

Section 5.G. School Counseling

5.G.1. FOUNDATIONS

Standard	Response
5.G.1.a History and Development	MET
5.G.1.b School Counseling Program Models	MET
5.G.1.c P-12 Career Development Models	MET
5.G.1.d Collaboration and Consultation	MET
5.G.1.e P-12 Assessments	MET

5.G.2. CONTEXTUAL DIMENSIONS

Standard	Response
5.G.2.a Leadership and Advocacy	MET
5.G.2.b Consultation	MET
5.G.2.c College and Career Readiness	MET
5.G.2.d School Leadership and Multidisciplinary Teams	MET
5.G.2.e Emergency Management Plans	MET
5.G.2.f School Counseling Advocacy	MET
5.G.2.g Risk Factors and Warning Signs	MET
5.G.2.h Psychopharmacological Medications	MET
5.G.2.i Substance Abuse	MET
5.G.2.j Leadership Styles	MET
5.G.2.k Community Resources and Referral Sources	MET
5.G.2.l Professional Organizations, Standards, and Credentials	MET
5.G.2.m Legislation and Policy	MET
5.G.2.n Legal and Ethical Considerations	MET

5.G.3. PRACTICE

Standard	Response
5.G.3.a Mission Statement and Objectives	MET
5.G.3.b Design and Evaluation	MET
5.G.3.c Curriculum Design, Lesson Planning, and Classroom Management	MET
5.G.3.d Academic Development	MET
5.G.3.e Career Counseling Interventions and Assessments	MET
5.G.3.f Personal/Social Counseling	MET
5.G.3.g School and Postsecondary Transitions	MET
5.G.3.h Academic Achievement	MET
5.G.3.i Promotion and Graduation Rates	MET
5.G.3.j College and Career Readiness Interventions	MET
5.G.3.k Promoting Equity	MET
5.G.3.l Collaboration and Teamwork	MET
5.G.3.m Peer Intervention Programs	MET
5.G.3.n Accountability Data	MET
5.G.3.o Program and Student Advocacy	MET

Strengths:

The team noted the following strengths of the school counseling program:

1. The program provides rigorous preparation of the students prior to internship.
2. Students get invaluable experience during the two to three years of internship.
3. There is regular contact between site supervisors and faculty.
4. The program flexibility enables students to take diverse specializations and emphases.
5. Graduates from the SFSU are making observable impact in schools and communities in the San Francisco area.
6. Alumni from the SFSU counseling program continue to support SFSU students during their internship.
7. The team noted the great contribution to the program by Katsufumi Araki and Gary Straub.
8. Dr. Van Velsor and Dr. Strear are much appreciated for their current knowledge of school counseling trends, dedicated hard work, participation in ASCA and other professional organizations, and mentoring of students.

Suggestions:

Specific Requirements:

N/A