

APPENDIX A: TEMPLATE FOR ANNUAL PROGRAM REPORT REVIEW

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ANNUAL PROGRAM REPORT

College	College of Education and Allied Studies
Department	Educational Psychology
Program	MS Counseling Degree: Marriage and Family Therapy (MFT), School Counseling (SC), and School Psychology (SP)
Reporting for Academic Year	2022-2023
Last 5-Year Review	MFT: 10-2020; SC and SP: 10-2019
Next 5-Year Review	MFT: 2025; SC and SP: 2024
Department Chair	Dr. Greg Jennings
Authors of Review	Dr. Oanh Tran, Dr. Nancy Deatrick, Dr. Greg Jennings
Date Submitted	October 1, 2023

SELF-STUDY

The Master's of Science in Counseling (MSC) consists of three programs: (1) Marriage and Family Therapy (MFT), (2) School Counseling, and (3) School Psychology. All three programs lead to a MSC. The School Counseling and School Psychology programs also lead to a Pupil Personnel Services (PPS) Credential in their respective fields. The PPS Cluster (i.e., School Counseling and School Psychology) have distinct national training models and profession-specific service learning requirements in public schools. The Marriage and Family Therapy program applies theory, knowledge, and practice required by the California Board of Behavioral Sciences (BBS) for licensure preparation of trainees. All three MS Counseling programs collaborate to develop curriculum.

- **Five-Year Review Planning Goals**

Present your planning goals from your last Five-Year plan.

School Psychology

The School Psychology program follows a 2-year cycle of program planning in accordance with the California Commission on Teacher Credentialing (CTC). The School Psychology program aligns CTC standards with program curriculum, student learning outcomes, and program improvement plans via a Biennial Report. In addition, the School Psychology Program follows the national accreditation requirements of the National Association of School Psychologists (NASP) with a focus on the 2020 national standards. During the 2022-2023 academic year, this program was reviewed by NASP and was awarded full reaccreditation until 2030. NASP accreditation demonstrates professional excellence and high standard for practice to families, administrators, and stakeholders.

The School Psychology Program collects end-of-fall and end-of-spring semester data, with spring data being the most comprehensive of students' self-evaluations, field supervisor evaluations, university supervisor and faculty evaluations, exit surveys, and capstone project for final consideration of the PPS School Psychology credential recommendation. Ongoing data collection helps the program to provide early support to trainees, while targeting progress at different points in the year. As well, program feedback from trainees and field supervisors is valuable in program improvement, such as faculty assignment for courses and development of course content. The program engages in data-based decision making for program improvement and student support and competency of professional skills. Assessment discussion will highlight student learning outcomes relevant to University ILO: Thinking and Reasoning (PLO Critical Thinking) and ILO Diversity (PLO Diversity/Social Justice).

School Counseling

The School Counseling program also follows a 2-year cycle of program planning in accordance with the CTC. The School Counseling program aligns CTC standards with University ILOs and program PLOs that meet the American School Counselor Association (ASCA) counselor competency requirements. The School Counseling program collects semester and annual data on CTC standards, University ILOs, and program PLOs that are integrated into the program curriculum and fieldwork curriculum. The outcome data are evaluated based on CTC standards.

The School Counseling program collects and analyzes data in fall and spring specific to our improvement goals. These data include student self-evaluations, field site supervisor evaluations, capstone project competence, and a national exam. The year after collecting data the School Counseling program reviews year 1 outcome data and makes modifications to meet our improvement goals. All changes are implemented in fall in program curriculum and fieldwork curriculum respectively.

Marriage and Family Therapy

The Marriage and Family Therapy (MFT) program follows a two-year cycle of program planning in accordance with the California Board of Behavioral Sciences (BBS), our state licensing body for Marriage and Family Therapists. The Department of Educational Psychology Marriage and Family Therapy/Professional Clinical Counselor program standards align with BBS Business Regulations and Professions Codes regarding curriculum requirements, which include adherence to academic, as well as, clinical field-placement learning objectives. The MFT/PCC program gathers data each semester on how our curriculum and application process are aligning with the CSUEB's ILO's and our EPSY Department's PLO's. The outcome data is evaluated and updates to curriculum and application process are refined and adjusted for continued improvement.

B. Progress Toward Five-Year Review Planning Goals

Report on your progress toward achievement of the Five-Year Plan. Include discussion of problems reaching each goal, revised goals, and any new initiatives taken with respect to each goal.

School Psychology

The School Psychology program focused on two goals.

- Goal 1: School Psychology Credential Objective 1.1

The overall goal is to improve skill in, and candidate documentation of, critical thinking and evaluation of the social justice/ equity impact of school-based services through a problem-solving model for professional case studies.

Evaluate the impact of School Psychology Intern (3rd-year) service learning, professional work in public schools via Professional Practice Portfolio (PPP) Case Studies. These case studies include assignments in which Intern School Psychologists demonstrated skill to evaluate intervention outcomes and effect size (degree of impact) of interventions in school settings during internship year.

- Goal 2: Evaluate student learning proficiency (and professional readiness) through the PRAXIS II Exam.

The Praxis II Examination in School Psychology assesses Candidates' proficiency in content and process knowledge relevant to the field of school psychology. The exam is aligned with the National Association of School Psychologists' (NASP) National Model. Passing score aligned with standard set-in states that require the PRAXIS II for credentialing or licensing: a score of 147 passes.

Changes implemented:

- The Program continues to integrate the 2020 NASP and CCTC standards across all syllabi and candidate evaluations.

- In fall 2022, our new school psychology tenure-track assistant faculty hire strengthened the program's ability in supporting, mentoring, and teaching trainees. Courses once taught by adjuncts were taught by the new faculty.
- The program continued to update the Program Student Handbook, Supervisor Handbook, and program forms/documents to ensure alignment with University, Department, Program, and NASP policies and practices as information changes.

Data Source (how were results of changes measured?):

1. 2022-2023 School Psychology Professional Practice Portfolio University Supervisor Evaluation. University supervisors reviewed Intern Candidates case studies portfolio based on a standard rubric with the following scale: 1 (Below Expectations), 2 (Developing Competence), 3 (Competence Met), 4 (Exceeding Expectations).

2. 2022-2023 PRAXIS II Exam data in School Psychology. Intern Candidates are required to successfully complete the national exam in school psychology. A passing score is 147.

Summary of Achievement (were objectives met?)

The objectives were met.

1. Professional Practice Portfolio in School Psychology

In 2022-23 the School Psychology faculty continued to evaluate candidates' PLO Critical Thinking skills (Data-Based Decision Making) and by measuring the impact of their work and implementing a Problem-Solving Model into their Professional Portfolio cases during internship year. See Table 1 below.

The 3rd-year Intern performance data indicated that mean scores (1-4 rating, 1=lowest and 4=highest) for each of the 10 NASP Skill Domains were 3.0 and above, indicating competency met for all Candidates across the 10 NASP skill areas. The means for overall skill evaluation for the 10 measured domains ranged from 3.00 (Schoolwide Practices to Promote Learning) to 3.35 (Mental and Behavioral Health Services). **Specifically, (PLO1) Domain 1: Data-based Decision Making (M = 3.15, SD = .31) and (PLO2) Domain 8: Equitable Practices for Diverse Student Populations (M = 3.21, SD = .40) showed Candidates competency in these two key areas.** This goal will continue in 2023-2024.

2. Praxis Exam in School Psychology

In the 2022-2023 school year, all **12** School Psychology completers passed this rigorous national exam, indicating very strong content-process knowledge in School Psychology. Their mean score was **170.75**, with a group range of 161-184 (passing is 147). It should be noted that this exam is calibrated on professionals already working in the field of School Psychology. Thus, our students have demonstrated strong critical thinking, knowledge, and content readiness for the profession. This goal will continue in 2023-2024 as this is a key requirement in the program to demonstrate

knowledge and skill competency for school psychology work. As well, this exam is required as part of program credentialing and national certification for graduates. See Table 2 below.

School Counseling

The School Counseling program focused on two goals.

- **Goal 1:** All candidates will receive a passing score of 156 or better on the national competence exam by spring of their second year, 2023.
 - **Goal purpose:** The purpose of this goal is to evaluate candidate counselor competency through scores on a national professional exam (i.e., Praxis School Counseling and Guidance Exam). The exam evaluates candidate counselor competency as set forth by the American School Counselor Association (ASCA). Candidates must receive a score of 156 or better to meet this requirement. A passing score on the exit exam indicates competence in counselor attitudes, knowledge, and skills as set forth by ASCA.
 - **Goal data source:** 2022-2023 national Praxis exam scores
 - In the 2022-2023 school year 17 of 19 candidates (89.47%) passed the Praxis exam, indicating counselor competency in attitudes, knowledge, and skills as set forth by ASCA.
 - The Praxis group mean was 169.78; the group range was 142-190.
 - **Goal discussion:** The nearly 90% passing rate on a national exam provides strong evidence that the candidates have the necessary knowledge for entry into the demanding practice of School Counseling. The candidate group average was above the national passing target of 156. This goal was approximated and will continue.

Although content for this national exam is introduced and reinforced in the program curriculum, candidates have requested more specific overview of the Praxis Exam. Therefore, the program will include an overview session fall 2023 for second-year candidates.

- **Goal 2:** Evaluate candidate competence in profession attitudes, knowledge, and skills through scores on the School Counseling program capstone (i.e., a School Counseling Professional Practice Portfolio- PPP). This capstone project evaluates candidate counselor competence by reviewing how candidates meet all CTC standards to be recommended for the degree and PPS credential. A passing PPP score of “proficient” indicates competence in counselor attitudes, knowledge, and skills.

- Goal purpose: The purpose of this goal is to evaluate candidate counselor competency through scores on the program capstone (i.e., professional practice portfolio). The Professional Practice Portfolio evaluates candidate counselor competency as set forth by the CTC.
- Goal data source: Spring 2023 capstone evaluation score, evaluated by EPSY 693 University Instructor.
- Goal discussion: All candidates, 100% passed the Professional Practice Portfolio in all skill areas. Therefore, the goal was met. This goal will continue, unrevised, for 2023-2024 as it is a requirement to determine readiness for credentialing. The School Counseling program incorporated a training on the capstone at the end of the fall semester facilitated by one of the program faculty. The training reviewed all California Commission on Teaching Credentialing (CTC) standards, supporting evidence, and an overview of the capstone rubric.

Marriage and Family Therapy

Our MFT/PCC Program presented and fulfilled three goals in our last, 2021-2022, CAPR report:

1. Increase and stabilize Student Admissions.
2. Re-evaluate curriculum standards.
3. Stabilize Faculty to maintain program quality.

The MFT program faculty remained steadfast and achieved progress on all three program goals presented in our last CAPR annual report:

1. The first goal to *increase and maintain stable admissions* was met. Over the past 4 years our program has continued a large and steady increase of student admissions. In our 2020 5-year Review, our program reported admitting an average of 18.4 students yearly over a five-year period of time. Over the past 2 years, our program has admitted an average of 33 students each year. This year (2022-2023) our program has an N=70 for first- and second-year cohorts combined. This is the largest 2-year cohort we have had in over 10 years.
2. The second goal was to ensure the *program curriculum continues to meet California State Standards* set forth by the State of California Board of Behavioral Sciences (BBS) regarding graduate training and preparation of students for state licensing. Our program had to add two new courses to meet the new changes in the requirements, Community Mental Health Counseling and Career Counseling. Our goal was to ensure the curriculum contained all Marriage and Family Therapy state licensing required classes. We met this goal and while doing so also became eligible to also offer the new Professional Clinical Counselor (PCC) licensure outcome, which is also monitored and licensed by the California BBS. In the (2021-2022) year, the Program Coordinator also reorganized our entire MFT/PCC program to continue to meet all CA BBS requirements while lowering overall semester unit requirements from 78 semester units

down to 65 semester units. The motivation was to i) move from a weekday- and weekend- run program to a more current cohesive systemic 2-day mid-week Masters MFT/PCC Program, ii) more deeply interweave course curriculum with MFT systemic models, and iii) increase its application for today's diverse and often marginalized communities.

3. A third goal involved *stabilization of faculty*. Our Program lost one tenure track faculty position when she went on research leave for 2009-2011 and never returned. Our Program lost another half time position when another member of our faculty entered the Faculty Early Retirement Program (FERP) and retired in 2015. It then lost its Program Coordinator when she retired in March of 2017, leaving us with only one full-time tenured faculty member (Dr. Terry Soohoo). However, our program strived and remained a successful program by utilizing highly qualified part-time adjunct faculty who continued to have a positive impact on our students. In Fall of 2018, our program was able to put out a search for a new tenure-track faculty position for the MFT/PCC Program Coordinator and that position was successfully filled in Fall of 2019 by Nancy Deatruck, DMFT. With this position being filled, our existing fully tenured faculty member, Dr. Terry Soohoo, along with the Program Coordinator, Nancy Deatruck, have worked very hard to increase the stabilization and the overall quality and growth of the MFT/PCC Program. This has not been without continued challenges and our program has already been in need of a minimum of 1 new full-time faculty member to enhance our successfully burgeoning program. Dr. Soohoo is now officially in his FERP process and is only working 5 units a semester beginning Fall of 2023. This has magnified our MFT Program's need for a minimum of 1 Full-Time Professor. The resulting impact is challenging to maintain program and student cohesion and consistency while having to hire additional adjunct faculty with specific expertise for our growing MFT program.

Summary of Achievement

The results indicated significant steps toward the 5-year plan goals.

C. Program Changes and Needs

Report on changes and emerging needs not already discussed above. Include any changes related to your programs such as program additions and changes, Diversity, Equity and Inclusion efforts (including closing the equity gaps), and any significant events which have occurred or are imminent, program demand projections, notable changes in resources, retirements/new hires, curricular changes, honors received, etc., and their implications for attaining program goals. Organize your discussion using the following subheadings.

School Psychology

1. Overview: Coursework, fieldwork, supervision, and clinical training in the development and competency of professional school psychology skills; Candidates are supported through ongoing feedback and formative and summative evaluations.

2. Curriculum: Our pedagogy reflects recency and national training standards in School Psychology per CTC and NASP requirements. Specifically, the 2020 NASP Standards have replaced the concept of diversity with equity from a systems perspective.

3. Students: The cultural, linguistic, and ethnic backgrounds of School Psychology candidates continues to expand in range and more reflective of the K-12 student population. Candidates integrate coursework, fieldwork, and school-community social justice advocacy and equity work.

Academic Year	# of Candidates Enrolled in the Program	Females	Males	Ethnicity	# of Program Completers
2022-2023	39	34	5	Latino: 6; Asian American: 16; White: 12	12
2021-2022	31 (2 students from Year 1 cohort withdrew fall 2021 semester-not counted in final enrollment)	26	5	Latino: 5; Asian American: 9; White: 17	7
2020-2021	30	28	2	Latino: 10; Asian American: 8; White: 12	12

4. Faculty: The School Psychology Program had one full-time faculty, Dr. Oanh Tran (1.0 FTE) and is the School Psychology Program Coordinator. Dr. Jack Davis (.25 FTE school psychology program), Faculty Early Retirement Program (FERP) and Dr. Greg Jennings (.3 FTE school psychology program) and is the Department Chair. The program had a successful tenure-track full-time Assistant Professor search in 2021-2022 and appointed Dr. Kavita Atwal starting fall 2022 (1.0 FTE school psychology). The faculty FTE is essential and required for maintaining the national recognition of the School Psychology Program.

The School Psychology Program at CSUEB is the only nationally accredited Master's/Specialist program in the San Francisco, Bay Area by the National Association of School Psychologists (NASP). The program will continuously engage in collecting data, analyzing assessment results, and documenting NASP and CCTC accreditation requirements. The program will require continued support time and resources for the Coordinator and program faculty to maintain national accreditation. The program was reviewed for NASP re-accreditation in the site visit in fall 2022 and was recognized for full re-accreditation until 2030.

5. Staff: The EPSY Department shares the resources of the Education Administrative Office (EOA). The EOA has lost staffing over the last few years. There have been new staff that have split their time between multiple programs. The Department/College had a significant loss when our main administrative staff who was assigned to assist multiple programs, which made it impossible to be available and support the full needs of multiple programs, left our College in fall 2022. Coordinators were left to take on more administrative duties, along with an already full load for teaching, scholarship, and University service. Our department needs more administrative

assistance to maintain state and national accreditation, as well as release time to commit to the responsibilities associated with credentialing and accreditation.

6. Assessment: The program continues to use a best practice approach to professional portfolio evaluation and national examination. These assessments are also required for national accreditation to illustrate student competency of professional skills and standards.

School Counseling

1. Overview: The CTC required all accredited programs to fully implement the new CTC 2020 standards by fall 2022. The program worked hard to update curriculum since the last annual review and continued to do so.
2. Curriculum: The School Counseling program has redesigned the program curriculum and fieldwork curriculum to meet the new CTC 2020 standards regarding content and evaluation. For example *Standard 27: Determination of Candidate Competence* requires documentation of how each area of skill/knowledge is evaluated (in the program and in field hours) and connected to the course of study. 2022-2023 was the second year of this implementation.
3. Students: The need for culturally-responsive school counselors in California is expected to grow by 17% by 2028. To meet this demand, the School Counseling program maintained a commitment to expand enrollment. The program increased enrollment from 16 (2018) to 30 in 2019, an increase of 87%, then continued enrollment growth in 2022 to 44 students, an additional 46% increase with only tenure-track faculty. A 44:1 ratio of candidates to faculty makes delivering the curriculum challenging, given the national, recommended American School Counseling Association (ASCA) ratio of 12:1.
4. Faculty: The program successfully completed a tenure-track search in 2023 and is pleased to welcome Dr. Ulash Dunlap to the ESPY faculty and School Counseling Program as the Program Coordinator. As the program continues to recruit and support graduate candidates from underrepresented communities who work in underserved schools, it is essential to attain a second tenure-track faculty for the program.
5. Staff: The program needs administrative assistant support for school placements and accreditation data preparation for reporting, given multiple accreditation demands and increasing documentation requirements for candidates pursuing California credentials.
6. Assessment: The increase in student enrollment requires the School Counseling program to be creative in how to collect and analyze data. The School Counseling program needs a counseling assessment platform to help with collecting and analyzing accreditation data, therefore, it needs support in obtaining a counseling accreditation assessment platform such as Tevera.

Marriage and Family Therapy

1. Overview: The CA BBS requires compliance with its Regulations and Professional Codes and the MFT and PCC program are striving to address all of these requirements as we have reorganized and reduced our program's units from 78 to 65 total program semester units.
2. Curriculum: The MFT/PCC program has redesigned the program curriculum and fieldwork curriculum to meet the new restructured unit load successfully. The Masters MFT/PCC Program course curriculum now emphasizes a more explicit social justice and anti-racist lens to each and every course while continuing to interweave MFT systemic models and practical application for today's diverse and often marginalized communities. The continued increase in student enrollment with no increase in faculty makes delivering this new refined curriculum all the more challenging. This program improvement and growth also speaks to the value and importance of having consistent adjunct faculty in order to maintain this diverse systemic growth and consistency.
3. Students: The MFT/PCC program has increased by more than 100%. From 2018-2020 our program graduated 30 students. From 2020-2022 our program will have graduated 64 students. From 2022-2024 our program is estimated to graduate 72. The diversity of our students continues to grow and evolve each year as well.
4. Faculty: In Fall of 2019, Nancy Deatruck, DMFT filled the 2-year vacant position of Program Coordinator. However the only fully tenured MFT program faculty member, Dr. Terry Soohoo, FERPed as of fall 2023; therefore the program is still in need of a minimum of 1 other full-time faculty member to enhance our successfully burgeoning program. It is challenging to maintain cohesion and consistency while utilizing so many different adjunct faculty members in our program.
5. Staff: The MFT/PCC has needed additional staff to aid in supporting the challenges our program currently has since losing Justin Woo, a support staff member, in September 2020. A single administrative assistant then supported the entire EPSY Department; unfortunately she left the College. One person does not have the allotted time to share in supporting the needs of our program. Our need for support staff is vital due to the efficiency and time-consuming process of admissions, scheduling, student enrollment, graduation, curriculum resource acquisition, and general communication and support for lecturers.
6. Resources: (facilities, space, equipment, etc.) Our program has held more in-person classes in the Arts and Education building as the pandemic lifted and restrictions on public gatherings abated.
7. Assessment: Our program focuses on assessment for learning throughout the program by integrating resilience, resourcefulness, reflectiveness, and reciprocity into what our students do in class, and at their clinical fieldwork placement sites. As evidenced in the following example, we assess resilience by having students self-evaluate their own program dispositions and clinical aptitudes regularly. Our program assesses

resourcefulness by observing how our students get below the surface and capitalize on resources in themselves, their cohort, and in their community. Our program assesses reflectiveness by having students develop a capstone project designed for them to demonstrate their competence professionally and clinically. Reciprocity is assessed by training our students in counseling communication skills throughout the program.

II. SUMMARY OF ASSESSMENT

• **Program Learning Outcomes (PLO)**

List all your PLO in this box. Indicate for each PLO its alignment with one or more institutional learning outcomes (ILO). For example: "PLO 1. Apply advanced computer science theory to computation problems (ILO 2 & 6)." Program Learning Outcome(s) Assessed. List the PLO(s) assessed. Provide a brief background on your program's history of assessing the PLO(s) (e.g., annually, first time, part of other assessments, etc.)

School Psychology

The School Psychology program integrates program learning outcomes with standards for competency defined by the National Association of School Psychologists (NASP). Candidates demonstrate required knowledge and skill through a year-long Professional Practice Portfolio (PPP) during year three of their training, also known as the capstone project. The Portfolio requires field-based case studies in which Candidates demonstrate professional knowledge and standards, and competency is service delivery. All professional components of the PPP are evaluated at the end of Spring semester.

- PLO1 – Demonstrate Critical Thinking in data-based decision making- understand and utilize assessment methods for identifying strengths and needs, developing effective interventions, services, and programs, and measuring progress and outcomes within a multitiered system of supports (*as defined by the 2020 National Association of School Psychologists, Domain 1*). (Thinking and Reasoning ILO)
- PLO2 – Demonstrate Equitable Practices for Diverse Student Populations- knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning; factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. (*as defined by the 2020 National Association of School Psychologists, Domain 8*). (Diversity ILO)

School Counseling

The School Counseling program follows the ASCA counselor competency standards and CTC accreditation standards when evaluating PLOs. As part of CTC accreditation, the School

Counseling Program assesses PLOs annually and as part of the course learning objectives. This process ensures that our candidates are meeting the required counselor competencies and standards. The School Counseling program has two PLOs:

- PLO1 – Apply data-based decision-making to inform counseling attitudes, knowledge, and skills (ILO 1 & 2).
- PLO2 – Apply concepts of social justice to promote diversity, equity, and inclusion to inform counseling attitudes, knowledge, and skills (ILO 1 & 3)

Institutional Learning Objectives (ILOs)	Program Learning Outcomes (PLOs)	Student Learning Outcomes (SLOs)	Courses Assessing PLO's and times	Assessment activity or assignment used to measure each SLOs	Assessment tool used to measure outcome success		
ILO 1: Thinking and reasoning	PLO1: Data-based decision-making	SLO1: Apply foundations of educational counseling using research and program evaluation	EPSY 681: Foundations in School Counseling Spring- year 1	School counseling program review paper	School Counseling Program Profile rubric		
ILO 3: Diversity							
ILO 2: Communication	PLO2: Diversity and inclusion	SLO2: Evaluate educational foundations of academic, college/career, and social-emotional development	EPSY 661: Academic Counseling Fall- year 1	Individual student planning paper	Individual student planning paper rubric		

ILO 3: Diversity		utilizing fundamental principles of professionalism, ethics, and legal mandates	EPSY 693B: Project in Counseling Spring- year 2	PRAXIS National Examination	PRAXIS Passing Score: 156		
ILO 1: Thinking and reasoning	PLO1: Data-based decision-making	SLO5: Articulate principles of program development to promote academic, college/career, and social-emotional success	EPSY 693B: Project in Counseling Spring- year 2	Electronic practice portfolio PRAXIS National Examination	Electronic portfolio rubric PRAXIS Passing Score: 156		
ILO 2: Communication							

Currently reported measures of SLO (data) are in **bold**.

B. Summary of Assessment Process

Summarize your assessment process briefly using the following sub-headings.

School Psychology

1. Instrument(s): The Professional Portfolio is the culminating, year-long assignment for Interns during the Internship. Candidates must demonstrate NASP Training Standard skills to receive a recommendation for credentialing. The 2022-2023 year marked the tenth year of implementation of a comprehensive Case Study Portfolio. Interns completed a school-wide, evidence-based project as well as academic and social emotional intervention projects that required measurement of intervention effect size. Additionally, the program utilizes the Praxis II Exam in School Psychology, a national examination for professionals already in the field to demonstrate high-level knowledge and skill.
2. Sampling Procedure: School Psychology Interns submit PPP case studies throughout their Internship-third year for feedback, with the final PPP submission at the end of spring semester for comprehensive evaluation by the University supervisor. The PPP includes 10 case studies that demonstrate skill development in the core NASP 2020 domain areas.
3. Sample Characteristics: The School Psychology program samples all third-year Interns.

4. **Data Collection:** The School Psychology program evaluates the Professional Portfolio for all third-year Interns with a culminating evaluation in the spring semester. All Interns are required to take and pass the Praxis II Examination in School Psychology.

5. **Data Analysis:** For PPP - The following is the range of evaluative ratings Program Faculty apply to each of the 10 Program Learning Outcomes, based on National Association of School Psychology (NASP) 2020 Training Standards

- 1: Competence Not Met
- 2: Competence Developing, Not Met
- 3: Competence Met
- 4: Competence Strongly Met (Above Expectations)

For PRAXIS II - A passing score of 147 is required. Mean portfolio and Praxis scores, as well as the percentage of students passing are reported.

School Counseling

1. **Instrument(s):** The School Counseling program uses the Praxis School Counseling and Guidance Exam (a pre-existing instrument) and capstone rubric of the Professional Portfolio (pre-existing instrument) to assess student progress on PLOs. The Praxis is a national exam based on the American School Counseling Association (ASCA) counselor competencies. Candidates who receive a score of 156 or higher indicates counselor competence attitudes, knowledge, and skills as set forth by ASCA competencies. The Praxis was developed by ETS. PLO's 1 (Data Based Decision Making) and 2 (Diversity and Inclusion) are areas within the Praxis domains. Praxis Examination in School Counseling information is available at <<https://www.ets.org/praxis/nasp/epp/supporting-candidates/test-prep.html?null=5421>>

The capstone rubric is a program specific rubric based on CTC standards. Candidates who receive a passing score of proficient in their Professional Portfolios demonstrate counselor competence in attitudes, knowledge, and skills as set forth by CTC standards. The rubric was created by School Counseling program faculty in consultation with CTC standards and includes the following four sections:

- Fieldwork Experience- hours accrued, services provided, and highlights of the experience across all fieldwork sites
- Professional Identity- philosophy and beliefs about school counseling, education, and student success; data-driven decision-making
- Student Development- support for student Academic Development, college and career development, and student social/emotional development.
- Professional Development- leadership and advocacy, Program development, and Research, program evaluation, and technology

2. **Sampling Procedure:** The School Counseling program samples all year-2 candidates for the Professional Portfolio and the Praxis exam in School Counseling.

3. **Sample Characteristics:** Year-2 candidates have completed course work related to all ASCA counselor competencies. The year 2 candidates work at a field site to help them procure training hours to demonstrate their attitudes, knowledge, and skills in the aforementioned ASCA counselor competencies as they relate to the CTC standards.
4. **Data Collection:** The School Counseling program collects scores on the Praxis from all year 2 candidates at the end of the fall semester. The School Counseling program collects scores on the capstone rubric from all year 2 candidates at the end of the spring semester
5. **Data Analysis:** The School Counseling program quantitatively analyzes individual scores on the Praxis by comparing individual candidate scores to the national average of 156 (a cut-off score for passing) and by comparing scores within the School Counseling program (aggregate means). The School Counseling program also qualitatively analyzes individual capstone rubric scores to determine passing “competency” levels.

Marriage and Family Therapy

Summary of Assessment

Over the last three years, the MFT/PCC program has designed and implemented multiple curriculum changes as we responded to changes in educational training requirements set forth by the BBS. Our program is modeled on the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) accreditation standards (with the intention of seeking accreditation), along with BBS standards for educational and clinical requirements, in evaluating student learning outcomes.

The MFT Program utilizes individual grading rubrics for each class for data collection and analysis. The Student Learning Outcomes this past year were regarding Diversity and Social Justice. Instruments utilized were two tests and four case vignette assessments. (*See below for the case vignette rubric applied to social justice*). ILO's and PLO's are chosen annually to evaluate different classes to assess for quality improvement.

Student Learning Outcomes include measuring university ILO's and Department of Educational Psychology PLO's. The relationship between them is listed below:

<u>ILO</u>	<u>PLO</u>
Thinking and Reasoning	Critical Thinking
Communication	Communication
Diversity	Understanding Diversity
Collaboration	Collaboration
Sustainability	Active Engagement in Learning
Specialized Discipline	Ethical Practice

Case Vignette- Social Justice Rubric:

Required Criteria:	Thoroughly covered 95-100%	Covered Well: 85-95%	Covered Somewhat: 75-85%	Covered Little to None: 0-74%
<p>Cultural Self-Awareness: Identification of how therapist's positionality, identities, assumptions, stereotypes, judgments, and how biases influence relationships in the therapeutic process.</p>	<p>Student was able to fully identify in ALL 4 Vignettes personal cultural awareness in what ways the therapist's positionality influences relationships in treatment; Fully identified and included cultural self-and other awareness in identifying all mandated reporting issues; and fully utilized and addressed cultural awareness in working with co-creating client's clinical treatment plan.</p>	<p>Adequately identify in ALL 4 Vignettes personal cultural awareness in what ways the therapist's positionality influences relationships in treatment; Adequately identified and included cultural self-and other awareness in identifying most mandated reporting issues; and adequately utilized and addressed cultural awareness in working with co-creating client's clinical treatment plan.</p>	<p>Limited identification in 3-4 Vignettes of personal cultural awareness in what ways the therapist's positionality influences relationships in treatment; Limited identification of cultural self-and other awareness in identifying some mandated reporting issues; and adequately utilized and limited utilization and addressed cultural awareness in working with co-creating client's clinical treatment plan.</p>	<p>Limited to no identification in 2-3 Vignettes of personal cultural awareness in what ways the therapist's positionality influences relationships in treatment; Limited to no identification and included cultural self-and other awareness in identifying little mandated reporting issues; limited to no utilization and addressed cultural awareness in working with co-creating client's clinical treatment plan.</p>

<p>Knowledge of Diverse Views: Exemplifies strong evidence of knowledge of diverse views in areas such as values, communication styles, and practices.</p>	<p>Student was able to fully exemplify in ALL 4 Vignettes strong knowledge of diverse views in individuals, couples, and families; student addressed space for these diverse views in each vignette; and fully utilized and addressed and incorporated space for strong knowledge of diverse views in working with co-creating client's clinical treatment plan.</p>	<p>Adequately exemplified in ALL 4 Vignettes purposeful knowledge of diverse views in individuals, couples, and families; student addressed space for these diverse views in each vignette; and fully utilized and addressed and incorporated space for purposeful knowledge of diverse views in working with co-creating client's clinical treatment plan.</p>	<p>Limited exemplification in 3-4 Vignettes of some knowledge of diverse views in individuals, couples, and families; student addressed space for these diverse views in each vignette; and fully utilized and addressed and incorporated space for some knowledge of diverse views in working with co-creating client's clinical treatment plan.</p>	<p>Limited to no exemplification in 2-3 Vignettes of knowledge of diverse views in individuals, couples, and families; student addressed space for these diverse views in each vignette; and fully utilized and addressed and incorporated space for knowledge of diverse views in working with co-creating client's clinical treatment plan.</p>
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<p>Reflection on Interaction with Diverse People and Perspectives: Strong analysis of how specific interactions with people of diverse identities and positions influence one's understandings.</p>	<p>Fully demonstrates in ALL 4 Vignettes strong evidence of Reflecting on Interactions with and between Diverse People and their Perspectives; Fully demonstrates Reflecting and Engaging in Interactions with and between Diverse People and their Perspectives while addressing making space for these diverse views in small group discussions; and Fully demonstrates strong evidence of working with Reflecting on Interactions with Diverse People and including their Client's Perspectives while co-creating clinical treatment plan with the small group.</p>	<p>Adequately exemplified in ALL 4 Vignettes purposeful evidence of Reflecting on Interactions with and between Diverse People and their Perspectives; Adequately demonstrates Reflecting and Engaging in Interactions with and between Diverse People and their Perspectives while addressing making space for these diverse views in small group discussions; and Adequately demonstrates purposeful evidence of working with Reflecting on Interactions with Diverse People and including their Client's Perspectives while co-creating clinical treatment plan with the small group.</p>	<p>Limited exemplification in 3-4 Vignettes some amount of evidence of Reflecting on Interactions with and between Diverse People and their Perspectives; Limited exemplification of demonstrating Reflecting and Engaging in Interactions with and between Diverse People and their Perspectives while addressing making space for these diverse views in small group discussions; and Limited demonstration of evidence of working with Reflecting on Interactions with Diverse People and including their Client's Perspectives while co-creating clinical treatment plan with the small group.</p>	<p>Limited to no exemplification in 2-3 Vignettes with virtually no amount of evidence of Reflecting on Interactions with and between Diverse People and their Perspectives; Limited to no exemplification of demonstrating Reflecting and Engaging in Interactions with and between Diverse People and their Perspectives while addressing making space for these diverse views in small group discussions; and Limited to no demonstration of evidence of working with Reflecting on Interactions with Diverse People and including their Client's Perspectives while co-creating clinical treatment plan with the small group.</p>
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<p>Various Lived Context(s):</p> <p>Explains how context influences social justice. Context(s) may include: interdisciplinary, historical, political, cultural, economic, environmental, artistic, geographic, social. Influences may include: inequality; othering and inclusivity; intersectionality; amplifying or silencing of narratives.</p>	<p>Fully explains in ALL 4 Vignettes how context influences social justice in various client lived contexts; Fully explains how context influences social justice in various lived contexts and addressed making space for these various contexts in small group case vignettes; and Fully explains how particular context influences social justice in various lived contexts and how this influences are addressed in their co-created client’s clinical treatment plan.</p>	<p>Adequately explains in ALL 4 Vignettes how context influences social justice in various client lived contexts; Adequately explains how context influences social justice in various lived contexts and addressed making space for these various contexts in small group case vignettes; and Adequately explains how particular context influences social justice in various lived contexts and how this influences are addressed in their co-created client’s clinical treatment plan.</p>	<p>Limited explanation in 3-4 Vignettes of how context influences social justice in various client lived contexts; Limited explanation of how context influences social justice in various lived contexts and addressed making space for these various contexts in small group case vignettes; and Limited explanation of how particular context influences social justice in various lived contexts and how these influences are addressed in their co-created client’s clinical treatment plan.</p>	<p>Limited to no explanation in 2-3 Vignettes of how context influences social justice in various client lived contexts; Limited to no explanation of how context influences social justice in various lived contexts and addressed making space for these various contexts in small group case vignettes; and Limited to no explanation of how particular context influences social justice in various lived contexts and how these influences are addressed in their co-created client’s clinical treatment plan.</p>
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<p>Power Structures: Explains how power systems, dynamics, and/or mechanisms influence social justice. Power structures may include institutionalization of privilege, oppression, poverty, violence, marginalization, and minoritization.</p>	<p>Fully explains in ALL 4 Vignettes how various power structures influence social justice; Fully explains how various power structures influence social justice and addressed making space for managing these various power structures in workshop in small group discussions; and Fully explains how these various power structures influence client's experience of social justice and how this influences co-creating client's clinical treatment plan.</p>	<p>Adequately explains in ALL 4 Vignettes how various power structures influence social justice; Adequately explains how various power structures influence social justice and addressed making space for managing these various power structures in workshop in small group discussions; and Adequately explains how these various power structures influence client's experience of social justice and how this influences co-creating client's clinical treatment plan.</p>	<p>Limited explanation in 3-4 Vignettes how various power structures influence social justice; Limited explanation of how various power structures influence social justice and addressed making space for managing these various power structures in workshop in small group discussions; and Limited explanation in how these various power structures influence client's experience of social justice and how this influences co-creating client's clinical treatment plan.</p>	<p>Limited to no explanation in 2-3 Vignettes how various power structures influence social justice; Limited to no explanation of how various power structures influence social justice and addressed making space for managing these various power structures in workshop in small group discussions; and Limited to no explanation how these various power structures influence client's experience of social justice and how this influences co-creating client's clinical treatment plan.</p>
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<p>Critical Perspectives: Reflects on one's own and others' perspectives regarding social justice. Perspectives may include: lived experiences; positionality, values, attitudes, and biases.</p>	<p>Fully reflects in ALL 4 Vignettes on critical perspectives regarding social justice issues in Small Group Reflections; Fully reflects on critical perspectives regarding social justice issues in Small Group Discussions and addressed making space for managing these various critical perspectives; and Fully reflects on critical perspectives regarding social justice issues and how this influences co-creating their client's clinical treatment plan.</p>	<p>Adequately reflects in ALL 4 Vignettes on critical perspectives regarding social justice issues in Small Group Reflections; Adequately reflects on critical perspectives regarding social justice issues in Small Group Discussions and addressed making space for managing these various critical perspectives; and Adequately reflects on critical perspectives regarding social justice issues and how this influences co-creating their client's clinical treatment plan.</p>	<p>Limited reflection in 3-4 Vignettes on critical perspectives regarding social justice issues in Small Group Reflections; Limited reflection on critical perspectives regarding social justice issues in Small Group Discussions and addressed making space for managing these various critical perspectives; and Limited reflection on critical perspectives regarding social justice issues and how these influences co-creating their client's clinical treatment plan.</p>	<p>Limited to no reflection in 2-3 on critical perspectives regarding social justice issues in Small Group Reflections; Limited to no reflection on critical perspectives regarding social justice issues in Small Group Discussions and addressed making space for managing these various critical perspectives; and Limited to no reflection on critical perspectives regarding social justice issues and how these influences co-creating their client's clinical treatment plan.</p>
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<p>Advocacy: Identifies individual or group opportunities and actions intended to advance social justice. Advocacy may include historical, current, or future: civic engagement, policy, future research. building/supporting coalitions /communities, and elevating awareness.</p>	<p>Fully reflects on personal advocacy issues in Reflection paper in Section 1; Fully reflects on client advocacy issues in Lit Review and addressed space for managing these various advocacy issues in workshop in Section 2; and Fully reflects on client advocacy issues and how this influences their client’s clinical treatment plan in Section 3.</p>	<p>Adequately reflects on personal advocacy issues in Reflection paper in Section 1; Adequately reflects on client advocacy issues in Lit Review and addressed space for managing these various advocacy issues in workshop in Section 2; and Adequately reflects on client advocacy issues and how this influences their client’s clinical treatment plan in Section 3</p>	<p>Limited reflection on personal advocacy issues in Reflection paper in Section 1; Limited reflection on client advocacy issues in Lit Review and addressed space for managing these various advocacy issues in workshop in Section 2; and Limited reflection on client advocacy issues and how this influences their client’s clinical treatment plan in Section 3</p>	<p>Limited to no reflection on personal advocacy issues in Reflection paper in Section 1; Limited to no reflection on client advocacy issues in Lit Review and addressed space for managing these various advocacy issues in workshop in Section 2; and Limited to no reflection on client advocacy issues and how this influences their client’s clinical treatment plan in Section 3</p>
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C. Summary of Assessment Results

Summarize your assessment results briefly using the following sub-headings.

School Psychology

1. Main Findings: Third-year School Psychology graduate Interns complete a 1200 hour, nationally-recognized Internship providing assessment, teacher consultation, school-wide mental health intervention and planning, and individual counseling services. They completed a rigorous Professional Portfolio highlighting their professional practice and demonstrated strong skill and knowledge consistent with NASP 2020 Training. In Spring 2023, all candidates passed Portfolio evaluation and demonstrated competence-level learning in each of the 10 key Program Learning Outcome areas! (100% showing competency). It is important to highlight PLO1 (M = 3.15) Data-based Decision and PLO2 (3.21) Equitable Practices domains, candidates performed slightly above average, suggesting strong skill development in awareness and understanding of diversity and social justice issues with vulnerable, diverse populations. Additionally, All School Psychology Interns also demonstrated nationally recognized levels of specialized knowledge in school psychology via the professional PRAXIS II examination. One hundred percent of the Interns successfully passed the exam in 2022-2023 (12 candidates). These results suggest that graduates complete the program with content knowledge expected of highly qualified professionals already practicing in the field. In summary, the aggregate School Psychology cohort data suggest that candidates showed

proficient skills, knowledge, dispositions, aptitudes, and readiness for Internship and beginning School Psychology services, respectively.

Evaluation of Student Learning Outcomes for School Psychology Graduates

Table 1. Professional Practice Portfolio Evaluation, Year 3 (Spring 2023)

Spring 2023 Completers (N = 12)		
NASP 2020 Standards Areas Assessed	Mean Range 1-4 (Standard Deviation)	Percentage of Candidates Demonstrating Competency (Scores of 3 or above)
*(PLO1) Domain 1: Data-based Decision Making	3.15 (.31)	100
Domain 2: Consultation & Collaboration	3.15 (.31)	100
Domain 3: Academic Interventions	3.13 (.29)	100
Domain 4: Mental and Behavioral Health Services	3.35 (.48)	100
Domain 5: School-wide Practices to Promote Learning	3.00 (.00)	100
Domain 6: Services to Promote Safe and Supportive Schools	3.15 (.31)	100
Domain 7: Family, School, and Community Collaboration	3.13 (.31)	100
*(PLO2) Domain 8: Equitable Practices for Diverse Student Populations	3.21 (.40)	100
Domain 9: Research and Evidence-based Practice	3.08 (.29)	100
Domain 10: Legal, Ethical, and Professional Practice	3.08 (.29)	100

The above means are aggregate Domain Scores for each of the 2020 NASP Training Skill Areas. University faculty evaluation Portfolio sections on the following scale:

- 1: Competence Not Met
- 2: Competence Developing, Not Met
- 3: Competence Met
- 4: Competence Strongly Met (Above Expectations)

Table 2. School Psychology Program Praxis II Examination (#5402), Year 3 (Spring 2023)

Candidate	Professional Practice	Direct/Indirect Services	Systems-Level Services	Foundations of School Psych Service Delivery	TOTAL SCORE (Passing Score is 147)
1	21	17	13	27	163
2	27	21	15	29	179
3	23	23	11	27	169
4	26	21	15	27	176
5	23	21	15	26	171
6	28	20	13	28	175
7	19	19	12	26	161
8	23	20	11	27	165
9	26	21	16	31	182
10	23	18	12	24	161
11	23	18	13	25	163
12	28	21	15	32	184
Mean	24.16	20	13.41	27.41	170.75

SD	2.82	2.82	2.82	2.82	2.82
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12 Candidates (completers for 2022-2023). 100% Passing. Total Passing Score is 147.

PRAXIS II Information available at:

<https://www.ets.org/praxis/nasp/requirements>

2. Recommendations for Program Improvement: In Spring 2023, students recommended a) more collaborative work across cohorts for connecting, sharing of knowledge, and supporting one another, b) a stronger buddy system in which advanced students support more junior students, and c) continue to expand and develop the mentoring program where recent graduates support current interns, and senior students support junior students. Additionally, the Program hosts Lunch and Learn series for candidates' professional development beyond classroom learning. Students expressed the importance of Lunch and Learn and wanted more variety of topics.

3. Next Step(s) for Closing the Loop: Given student feedback for improvement, the program this year implemented more structured activities and check-in points for cross cohort collaboration and mentoring support (e.g., field placement discussion across cohorts). Case assignments for internship preparation required collaboration and discussion with mentors to allow for sharing of knowledge. Invite intern mentors to participate in supervision meetings for further mentoring. The program has scheduled professional development conversations and mentoring talks with alumni and practitioners in the field to connect with program candidates for professional learning. All these activities support the development of skills and knowledge for the Professional Practice Portfolio and professional examination.

4. Other Reflections: Field supervisors/districts and candidates felt the program had high caliber training. Based on exit surveys and supervisor field evaluations, the following were noted: field supervisors indicated that intern candidates demonstrated background knowledge to support schools, students, and families. The program did a good job training the candidates. Candidates felt instructors were knowledgeable and offered a range of diverse skill development. Candidates felt prepared for report writing and assessments. Candidates appreciated the multiple opportunities of a combined program.

The program partners with many local districts for student field placements. The program will continue these partnerships and annual supervisor advisory meetings to connect with field-based supervisors to ensure comprehensive, well-rounded training experiences.

To extend and enhance student learning, we increased student financial support for professional development through conference attendance, such as participation in the NASP Convention conference through A2E2 grant. Conference registration, airfare, accommodations, and meals were entirely covered for approximately 10 students. Per trainee feedback, the program has facilitated and supported a post-Convention debriefing and sharing meeting for all trainees.

The program has made several changes to the admissions application beginning fall 2021. The Graduate Record Examination (GRE) is no longer required, but is optional. In addition, our University has initiated a Basic Skills Requirement (BSR), consistent with the California Commission on Teacher Credentialing (CTC). These verified courses will take the place of the Writing Skills Test (WST). Over the past year, our application rate increased by almost 10%.

The program continued avenues for social justice and equity discussions. The School Psychology Program supports our student club (recognized by the University) [Social Justice League](#) (SJL). The SJL's mission is to promote and advocate for diversity and equality for underserved populations. SJL are committed to fighting social injustices, promoting awareness about social issues, providing resources and supporting underprivileged communities. SJL has been a powerful voice and presence in various events, such as Fresh Food for Families, Mental Health Awareness month, and blanket donations to the Hayward community.

School Counseling

1. **Main Findings:** Year-2 candidates demonstrated counselor competency in attitudes, knowledge, and skills as set forth by ASCA and CTC standards in the spring, 2022. The Praxis scores indicated that candidates possessed attitudes, knowledge, and skills consistent with the requirements of professional school counselors as set forth by ASCA. Overall year-2 candidates obtained an average score of 169.79, which was higher than the previous year's average and 13 points higher than the national target of 156. Eighteen of 20 candidates scored 156 or higher, 90% meeting the national target.

Results support continued demonstration of strength in PLO1 – Apply data-based decision-making to inform counseling attitudes, knowledge, and skills. Additionally, ILO Diversity (PLO Diversity/Social Justice) is clearly demonstrated, as identified in the Praxis evaluation of Section II. Delivery of Service, A. Guidance and Counseling:

13. Knows and responds to the needs of students from various backgrounds (e.g., socioeconomic, cultural, linguistic) a. describes the potential impact of socioeconomic, cultural, and linguistic differences on academic and social outcomes; and b. applies interventions to meet the needs of a variety of students

14. Knows the needs of and responds to students with diverse issues (e.g., sexual orientation, family situations, alcoholism/drug use) a. describes the potential impact of diversity issues (sexual orientation, family situations, drug and alcohol abuse effects) on academic and social outcomes.

Two candidates' Praxis performances were close to the national passing score of 156, but they did not pass it. Therefore, both candidates completed a remediation project. Specifically, they reviewed the literature in an area of challenge related to the American Association of School Counselors (ASCA) National Model (i.e., service delivery, service management, or accountability/assessment) and documented how they have applied the

knowledge to a case in schools. Both candidates applied the key concepts to a level demonstrating readiness for independent work in schools.

School Counseling Praxis Exam Total Performance Scores, Spring 2023

Candidate	Score
1	171
2	150
3	175
4	187
5	164
6	174
7	177
8	190
9	162
10	171
11	172
12	165
13	170
14	142
15	156
16	183
17	178
18	176
19	163
Mean	169.78
SD	12.03

(One student delayed graduation and will take in 2022-2023)

Professional Practice Portfolio (PPP) School Counseling, Spring 2023

Professional Practice Portfolio Sections	Percentage Demonstrating Professional Competence (score of 2) (n=20)
Professional Identity: Belief statement and Vision Statement	100%
Professional Identity: Professional Disclosure Statement	100%
Resume and Letters of Recommendation	100%
Student Development: Academic and College Development	100%
Student Development: Social-Emotional Development	100%
Educational Foundations	100%
Professional Development: Leadership and Advocacy	100%

Professional Development: Program development and research, Program evaluation, and technology	100%
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The School Counseling capstone rubric scores indicated that all candidates possessed attitudes, knowledge, and skills consistent with the required school counseling standards as set forth by CTC. All 20 year -2 candidates obtained a proficiency score on all rubric categories, which indicated competency in all CTC standards.

2. **Recommendations for Program Improvement:** (*changes in course content, course sequence, student advising*) The standardized Praxis examination is a robust measure of knowledge and skill. However, one improvement recommendation is to incorporate direct observation of clinical/professional knowledge and skill (e.g., through case presentation evaluation). Thus, the School Counseling program will continue planning for additional supervisor evaluation of counseling competency during the 2023-2024 year.
3. **Next Step(s) for Closing the Loop:** (*recommendations to address findings, how & when*) The School Counseling program needs to identify assessment points throughout year 1 to monitor counselor competency development better. Specifically, the program will review the Counseling Rating Scale-Revised (CCS-R) (Lambie, 2020), a training measurement tool to incorporate for pre-practicum, year 1, evaluation of trainees.
4. **Other Reflections:** The School Counseling program is fortunate to have a new, dynamic Coordinator, Dr. Ulash Dunlap, who began as a Tenure Track Assistant Professor this fall 2023. She will be collaborating with the School Psychology and the Marriage and Family Therapy programs' Coordinators as well as with the EPSY Chair in learning about the program and the department. An additional Tenure Track faculty is needed to sustain the program's training and community service excellence.

Marriage and Family Therapy

1. **Instrument(s):** The MFT Program utilizes individual grading rubrics for each class for data collection and analysis. Instruments were two tests (1-assessing knowledge of CPS Reporting and 1-assessing Intimate Violence protocols for treatment and reporting) and four case vignette assessments. ILO's and PLO's are chosen annually to evaluate different classes to assess for quality improvement. An example is EPSY 642- Family Violence and Trauma Therapy in which understanding of intimate partner violence and child protective service reporting are evaluated.
2. **Sampling Procedure:** In assessing "Social Justice" for EPSY 642 - class a grading rubric was used (example rubric shown in previous section describing instruments used)

to assess how assignments could include addressing diversity needs of clinical populations and applying thoughtful and creative interventions to address complex challenges and everyday problems. Two Tests covered specifically: 1) Intimate Partner Violence- IPV and 2) Child Abuse and Reporting Issues- CPS. Questions assessed key course materials and assigned readings. Further, data were used to assess social justice issues and approaches in connection to developing quantitative, qualitative, and mixed methods research projects.

3. **Sample Characteristics:** There were 32 (n) students with the following test and case vignette performance data:

<u>Assignments</u>	Thoroughly Covered 95-100%	Covered Well 85-94%	Covered Somewhat 75-84%	Covered Little to None: 0-74%
Test 1- IPV	28	4		
Test 2- CPS Reporting	30	2		
Experiential Case Vignettes <i>(Social Justice Rubric applied- see below)</i>	24	8		

4. **Data Collection:** Students took two tests and responded to 4 complex case vignettes

5. **Data Analysis:** Student assignments challenged their understanding and skill related to diversity and social justice skills through test taking and their critical therapeutic evaluations through practicing 4 various case vignettes. For this report, the analysis was to identify the percentage of students who fully or adequately identified key areas of the DEI knowledge and skill.

Summary of Assessment Results

Marriage and Family Therapy

1. **Main Findings:** One hundred percent of the assessed students (32) demonstrated evident competency in *Cultural Self-Awareness, Knowledge of Diverse Views, Reflection on Interaction with Diverse People and Perspectives, Various Lived Context, Power Structures, Critical Perspectives, and Advocacy*, in the four vignette assessment- as measured by the provide rubric scores- with “thoroughly” or “well- covered” ratings.

The program focused on learning assessment throughout the program by integrating in the PLO’s of Critical Thinking, Communication, Diversity, Collaboration, Ethical Practice, and Active Engagement in Learning into what our students do in class, and at their clinical fieldwork placement sites. Students appeared to improve throughout the semester as evidenced by lower initial grades in testing and overall improvement in final test scoring and improvement in case vignettes.

As evidenced in the following example, we assessed Critical Thinking, Communication, and Ethical Practice by having students participate in a self-study of their own program dispositions and clinical aptitudes regularly. We assessed Diversity and Social Justice by observing how our students get below the surface and capitalize on resources in themselves, their cohort, and in their community. We assess Active Engagement in Learning by having students develop a capstone project designed for them to demonstrate their competence professionally and clinically. Reciprocity is assessed by training our students in counseling communication skills throughout the program.

2. **Recommendations for Program Improvement:** (*changes in course content, course sequence, student advising*) Program curriculum is based upon a comprehensive and substantive understanding and foundation of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories, research, legal and ethical principles, professional practice, clinical skills, and the cultural context in which they are embedded.

Fieldwork: The program will continue to strengthen fieldwork by providing a rich and varied clinical training experience with excellent supervision. Students gain clinical experience within the program’s clinical training guidelines at an approved community mental health-based agency, clinic, hospital, school, or other mental health-based agency. All supervisors are either Approved Supervisor designates or equivalent. One specific improvement has been the requirement that all sites must provide opportunities to work with a culturally diverse population of families, couples, and individuals and children.

Another area of improvement has been MFT faculty’s increased contact with student clinical placement field site supervisors to better monitor student performance. Contact with site supervisors has assisted faculty in making a stronger connection of the theory learned in the classroom with clinical practice involved in working with individual clients and within mental health agencies. In addition to contact with site supervisors, faculty members continue to invite

graduates to come to classes and discuss the translation and transition of graduate school learning to serving clients and working within agencies.

Clinical Dispositions: The Marriage Family Therapy Program has implemented a Professional Dispositions and Clinical Aptitudes rubric. The rubric is an important tool that assists MFT faculty in assessing and monitoring student progress in the program. The rubric allows for a quantitative method of measuring each student's performance in specific areas. These professional dispositions and clinical aptitudes are widely accepted as important in the field of counseling. The rubric allows faculty to screen out students who might master the academic knowledge and technical skills of counseling but are performing poorly in clinical application of learning so that it impacts their ability to perform in the counseling profession. The tool provides a concrete guide for students' growth and development as they progress through the program. Based on responding to needs for more comprehensive student assessment and evaluation, the rubric assessment has become a critical addition to evaluate less concrete aptitudes and dispositions that are also important to be an effective counselor.

3. Next Step(s) for Closing the Loop: (*recommendations to address findings, how & when*).

Next steps include completing data collecting data rubrics for all classes within the MFT Program and developing the data collected for quality improvement of teaching and for improvement for student engagement. We average about 3-5 syllabi a year for retrofitting. All classes should be updated and reviewed by the due date of our next 5-year annual report. This could move at a much quicker pace if we had more support staff.

4. Other Reflections: Faculty continue to monitor all classes and respond to student feedback from formal student course evaluations, mid-semester class evaluations to make within semester adjustments, and formal and informal contact with students regarding course content and structure. Faculty review student comments and suggestions and discuss innovative ways to modify teaching techniques and classroom delivery style. Review with students has become more important to monitor performance by additional part-time faculty.

Faculty have collaborated with faculty from other institutions and attended trainings to discuss ways to modify program curriculum to respond to continual changes in state licensing standards. The MFT program is currently in the fourth year of new program requirements, and we will be monitoring new courses and licensing requirements in fieldwork closely. In addition, faculty replaced the Thesis with a culminating project and may introduce other methods better aligned to clinical practice during the 2023-2024 academic year. Faculty anticipate the next review for CAPR will include more information about state legislation and curriculum modification, as well as updates on the program movement towards professional accreditation.

The program's commitment to social justice and diversity has produced a dynamic and multicultural infused curriculum throughout all of the program's curriculum. In addition to specialized courses with multicultural content in MFT, faculty work to incorporate cultural considerations into all coursework. Learning processes are highly interactive, including emphasis on both personal growth and professional knowledge and skills. The program has a long tradition of serving the community through its clinical traineeship placements serving agencies throughout

the Bay area serving diverse client populations. Graduates of the MFT program have been highly successful in securing employment in community agencies, private practices, hospitals, and school-affiliated programs. Graduates are regarded very highly by local employers and are recognized for the strength of their clinical training and cultural competency.

D. Assessment Plans for Next Year

Summarize your assessment plans for the next year, including the PLO(s) you plan to assess, any revisions to the program assessment plan presented in your last five-year plan self-study, and any other relevant information.

School Psychology

The School Psychology program assessment plan for 2023-2024 will include reviewing the PPP guidelines and scoring rubric to ensure continued focused data collection and data-based decision making for candidates. Assessment will continue to include Professional Practice Portfolio and PRAXIS II examination data collection in spring 2024.

- PLO1-(Critical Thinking ILO) – Demonstrate Data-based decision making- understand and utilize assessment methods for identifying strengths and needs, developing effective interventions, services, and programs, and measuring progress and outcomes within a multitiered system of supports.
- PLO2- (Equity/Social Justice ILO). Provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts.

School Counseling

The School Counseling program assessment plan for 2023-2024 is as follows:

- PLO1 – Apply data-based decision-making to inform counseling attitudes, knowledge, and skills (ILO 1 & 2)
 - The School Counseling Program plans to continue assessing this PLO via the Praxis Examination in cohort year 2 for spring 2024.
- PLO2 – Apply concepts of social justice to promote diversity, equity, and inclusion to inform counseling attitudes, knowledge, and skills (ILO 1 & 3)
 - The School Counseling Program plans to continue assessing this PLO in cohort year 2, spring 2024. All candidates will take the Praxis exam, analyzing specifically the Delivery of Services domain, which focuses on cultural responsibility. It will also continue to be assessed in spring of year 2 as part of their Professional Practice Portfolio/capstone via the program rubric.

Marriage and Family Therapy

The MFT/PCC program assessment plan for 2023-2024 is as follows:

- PLO1 – Apply clinical awareness, understanding & responding to the impact of diversity on development (ILO – Social Justice & Collaboration)
 - The MFT/PCC program plans to assess this PLO in year 1 students in spring 2024 as part of the EPSY 695- Practicum class. The MFT/PCC program will use a program specific rubric based on CA BBS Regulations and Professional Codes and COAMFTE competency alignment.
- PLO 2 - Apply concepts of social justice to promote diversity, equity, and inclusion to inform counseling attitudes, knowledge, and skills (ILO 1 & 3)
 - The MFT/PCC program plans to assess this PLO with year 2 students in spring 2024. All candidates will be assessed as part of their capstone (Final Project) class EPSY 693A. The MFT/PCC program will use a program specific rubric based on CA BBS Regulations and Professional Codes and COAMFTE competency alignment.

III. DISCUSSION OF PROGRAM DATA & RESOURCE REQUESTS

Each program should provide a one-page discussion of the program data available through Pioneer Insights or the CAPR Data Portal. This discussion should include an analysis of trends and areas of concern. Programs should also include in this discussion requests for additional resources including space and tenure- track hires. Resource requests must be supported by reference to Pioneer Insights data or other data resources.

Requests for tenure-track hires should indicate the area and rank that the program is requesting to hire. If a program is not requesting resources in that year, indicate that no resources are requested.

- **Discussion of Trends & Reflections Notable Trends;**

Summarize and discuss any notable trends occurring in your program over the past 3-5 years based on program statistics (1-2 paragraphs). You may include 1-2 pages of supplemental information as appendices to this report (e.g., graphs and tables).

- **Reflections on Trends and Program Statistics:**

Provide your reflections on the trends discussed above and statistics and supplemental information presented in this report.

School Psychology

The School Psychology program candidates tend to perform within or better than the national average performance range on the Praxis II. Our candidates continue to do well on the national exam with 100% of candidates passing. The following are averages over the last three years on the Praxis II examination: 2020-2021 mean was 173.83; 2021-2022 mean was 163.42, and 2022-2023 mean was 170.75. Professional Practice Portfolio (PPP) case studies indicated that all

Candidates demonstrated effective, data-based decision making and competence in developing intervention plans, goals, outcome measures, and knowledge in calculating impact values, with means above 3.0 (competency demonstrated).

Students in the School Psychology Program continue to demonstrate competency in knowledge and skill content areas on the professional skill exam, Praxis II and capstone project Professional Portfolio. The program continues to offer candidates a strong, comprehensive, developmental foundation for school psychology work; candidates feel prepared for early credential work in schools and demonstrate the competency necessary to meet the challenging needs of K-12 student population.

School Counseling

School Counseling program candidates on average performed better on the Praxis than the national average. The combination of dedicated instructors and highly skilled field-based supervisors in k-12 schools has continued to make a difference in the baseline skill and knowledge of our candidates. A strong overall candidate performance indicated readiness for professional practice in our local schools.

School Counseling candidates have continued to work in high-need, under-served school communities, including schools that are part of the Hayward Promise Neighborhood (HPN) grant. Mental health equity is a strong focus of our trainees' service, consistent with our Department's and College's Social Justice mission.

Marriage and Family Therapy

The MFT/PCC student cohort size continues to increase and clinical opportunities for students as they enter their Fieldwork Traineeships continues to be diverse. Our students are working with many populations with multiple barriers (poverty, community and family violence, systemic oppression, racial, gender, probation and incarceration, and sexual orientation marginalization) and lack of access to mental health services and overall community resources. Our students are scored by their supervisors in their placements, as well as through measured performance standards with their Fieldwork supervision through EPSY 696 Practicum.

The MFT/PCC program provides a rich and varied clinical training experience with excellent supervision. Students gain clinical experience within the program's clinical training guidelines at an approved community mental health-based agency, clinic, hospital, school, or other mental health-based agency. All sites must provide opportunities to work with a culturally diverse population of families, couples, and individuals and children, and provide supervision by Approved Supervisors, and be able to provide the potential for supervision via audiotape, videotape, or live supervision. Students must complete a minimum of 225 direct client contact hours for CA MFT traineeship and in addition, may complete 280 hours if they also want to apply for their Licensed Professional Clinical Counselor (LPCC) Internship as well. Students must additionally have a minimum of one unit of supervision for every five client hours and

obtain approximately 45-50 hours of supervision accordingly. All students get placed and all complete the minimum of these required hours.

The MFT/:LPCC Program Coordinator increased contact with student clinical placement field site supervisors to better monitor student performance. Contact with site supervisors has assisted faculty in making a stronger connection of the theory learned in the classroom with clinical practice involved in working with individual clients and within mental health agencies. In addition to contact with site supervisors, faculty members continue to invite graduates to come to classes and discuss the translation and transition of graduate school learning to serving clients and working within agencies.

Summary: Diversity Equity and Inclusion (DEI) Initiatives

The following is a summary of the MS in Counseling programs' actions and strategies to continue promotion of social justice and equity in our learning communities, DEI initiatives. The Marriage and Family Therapy, School Counseling, and School Psychology programs have had several decades of commitment to social justice through training, community-based mental health service provision, race and culture sensitive counseling training, and direct service through community placements.

Community service is the foundation for training in all three programs from admissions to graduation. The following are examples relevant to DEI and Student Diversity in the University's 2019 DEI Rubric.

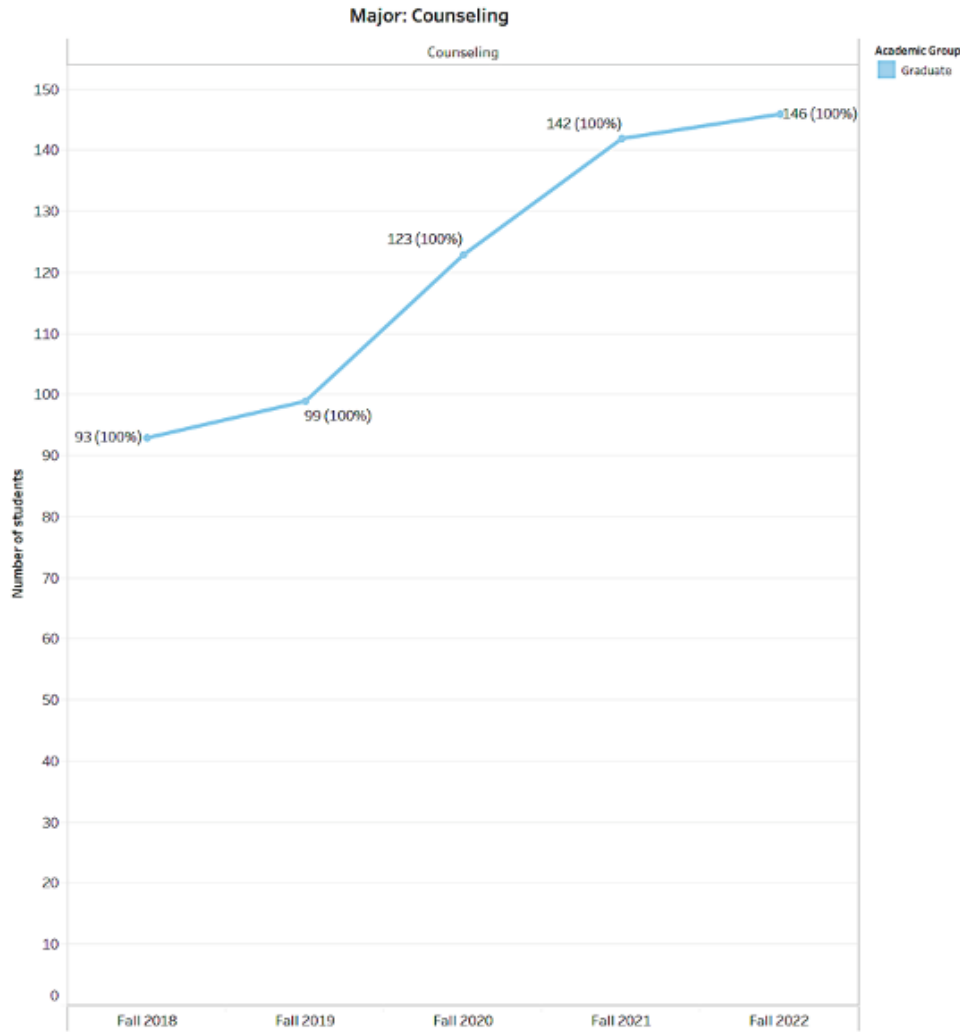
- Admissions processes that recruit, identify, and value applicant experience in and commitment to social justice (e.g., value of volunteer experience, work in underrepresented communities, and courses/instruction emphasizing antiracism perspectives). Programs' student cohorts reflect the diversity of community backgrounds and worldviews.
- Memos of understanding and strategic training placements in schools, community service agencies, and organizations supporting the mental health and learning needs of underserved, minoritized youth and families.
- Promotion of equity in mental health service accesses for underserved communities including Hayward, through the EPSY Community Counseling Clinic (CCC). Counseling services are provided by counseling trainees at no cost to the community through a partnership between the EPSY Department and the Hayward Promise Neighborhood grant.
- Trainees' collaborative work in reduction of mental illness and counseling service stigma through community-based outreach.
- Difficult conversations in courses and clinical supervision that give space for BIPOC students' lived experiences.

- Department support for the student-initiated, ASI-funded, and student-led Social Justice League- an organization that has volunteered in local food banks, raised funds for students' learning materials, and supported information outreach to parents.
- Capstone measurement of commitment to social justice work in all three programs through culminating projects with equity-focused rubrics

Enrollment Data

The above efforts are making a difference in addressing the need for historically under-represented professionals in our local communities. MS Counseling showed a steady, significant increase in enrollment despite the challenges of the pandemic. According to Major Enrollment data via Pioneer Insights, MS in Counseling enrollment for fall 2022 was at a 6 year high. The majority of our candidates identify as BIPOC, with Latinx candidates showing the largest, continued growth. They were also the largest race/ethnicity group recorded. Candidates in MS Counseling programs continue to be majority first generation.

Overall, the growth trends, below, dramatically reflect the intense need for mental health professionals in local Bay Area Communities and the MS Counseling faculty's efforts to recruit and retain highly diverse cohorts.



Counseling: Admit Type

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Graduate	First-time Gr..	93	100%	99	100%	123	100%	142	100%	146	100%
	Total	93	100%	99	100%	123	100%	142	100%	146	100%
Grand Total		93	100%	99	100%	123	100%	142	100%	146	100%

Counseling: Race/Ethnicity

		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Graduate	Asian	15	16%	20	20%	17	14%	19	13%	32	22%
	Black	5	5%	4	4%	5	4%	8	6%	12	8%
	International	2	2%	7	7%	6	5%	3	2%	4	3%
	Latinx	25	27%	24	24%	33	27%	44	31%	44	30%
	Multirace	4	4%	3	3%	9	7%	14	10%	9	6%
	NHPI							1	1%	3	2%
	Unknown	3	3%	3	3%	4	3%	6	4%	9	6%
	White	39	42%	38	38%	49	40%	47	33%	33	23%
Total	93	100%	99	100%	123	100%	142	100%	146	100%	
Grand Total		93	100%	99	100%	123	100%	142	100%	146	100%

Counseling: Sex											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Graduate	Female	84	90%	84	85%	105	85%	119	84%	118	81%
	Male	9	10%	15	15%	18	15%	23	16%	28	19%
	Total	93	100%	99	100%	123	100%	142	100%	146	100%
Grand Total		93	100%	99	100%	123	100%	142	100%	146	100%

Counseling: First Generation											
		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
		n	%	n	%	n	%	n	%	n	%
Graduate	FG	52	56%	55	56%	60	49%	73	51%	80	55%
	Non-FG	41	44%	44	44%	63	51%	69	49%	66	45%
	Total	93	100%	99	100%	123	100%	142	100%	146	100%
Grand Total		93	100%	99	100%	123	100%	142	100%	146	100%

Graduation/Degree Data

Time to Degree Years (and Headcount)		
		Masters & Ed.D
Overall		1.9 (59)
CEAS	Counseling	1.9 (59)

APR Coursework Data: Summary: Fall Term as of Census
 FTES, FTEF (instruction), and SFR of all state-side coursework

College	Department	Term & Year														
		Fall 2018			Fall 2019			Fall 2020			Fall 2021			Fall 2022		
		FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR	FTES	FTEF	SFR
CEAS	EDLD	104.9	5.7	18.5	89.2	4.9	18.3	89.0	4.1	21.4	64.9	4.1	16.0	69.4	5.0	13.8
	EDUI	26.3	1.1	23.2	44.2	2.2	20.1	38.2	1.7	22.9	21.5	1.1	20.1	30.6	1.2	25.5
	EPSY	231.4	12.7	18.3	231.3	12.7	18.2	332.7	13.3	24.9	322.7	13.7	23.5	307.7	14.6	21.1
	HRT	412.1	15.5	26.6	419.4	16.7	25.2	364.8	16.2	22.5	290.6	15.2	19.1	239.0	12.3	19.4
	KPE	582.1	26.0	22.4	626.8	30.1	20.8	586.6	26.6	22.1	550.6	26.7	20.6	480.0	26.2	18.3
	TED	223.8	7.5	29.8	197.9	9.8	20.1	245.2	9.1	27.0	291.0	10.6	27.4	187.7	8.9	21.2
	Total	1,580.6	68.5	23.1	1,608.8	76.4	21.1	1,656.5	71.0	23.3	1,541.3	71.4	21.6	1,314.4	68.2	19.3
Grand Total		1,580.6	68.5	23.1	1,608.8	76.4	21.1	1,656.5	71.0	23.3	1,541.3	71.4	21.6	1,314.4	68.2	19.3

Requested resources in the next section are essential to sustaining the social justice work of our programs.

B. Request for Resources for the Upcoming Year

1. Request for Tenure-Track Hires: provide evidence from trends provided
2. Request for Other Resources

School Psychology

Request for other Resources-Coordinator release time: The School Psychology Program is unique in that it offers candidates a Master’s degree, PPS credential in School Psychology, and training toward clinical licensure. In addition, the program follows high standards for national accreditation and state credentialing. The School Psychology Program is the only

Master's/Specialist level program nationally accredited by the National Association of School Psychology (NASP) in the San Francisco, Bay Area, and this is a significant accomplishment as this brings strong applicants ready for graduate level training. The Program Coordinator oversees student advisement, curriculum, faculty, and practicum experience; in addition to teaching, scholarly work, and University/College/Department committees. A minimum of 3 units each semester is expected for Coordinator release time per NASP accreditation. In addition, to do the coordinator work well, additional release units are needed for the dedicated time to program accreditation and credentialing requirements.

School Counseling

1. **Request for Tenure-Track Hires:** A 2022 ratio of 44:1 (candidates to faculty) means that the School Counseling program continues to be significantly under the national ASCA recommended ratio of 12:1 for a graduate training program faculty in school counseling. The program will request a new tenure-track position for fall 2024 to sustain culturally-responsive mental health training and services in schools. This position will be essential to continue to meet the training and service objectives, consistent with the University's mission.
2. **Request for Other Resources:** The EPSY Department needs a half-time, licensed Coordinator of the Community Counseling Clinic (CCC) to help ensure that we continue enriching community-based mental health services for underserved families in our community. As the California laws consistently change, it is essential to have updated trainings, policies, and procedures.

In addition, the MS Counseling programs require administrative assistant support for field placement-related processing and communication, tracking of student service in schools and agencies, and enhancement of data collection and systems for accreditation and licensure review.

Marriage and Family Therapy

Request for Tenure-Track Hires: The program lost one tenure track faculty position due to a research leave in 2009-2011 and they never returned. Another half time faculty member entered the Faculty Early Retirement Program (FERP) and retired in 2015. We are still in need of a minimum of 1 full-time faculty members to enhance our burgeoning program. It is challenging to maintain cohesion and consistency while utilizing so many different adjunct faculty members in our program. We are also wanting to plan for the future of our MFT/PCC Graduate Program. Dr. Soohoo has begun his FERP fall 2023 leaving only one MFT faculty, the Program Coordinator of one of the Department's largest programs. This puts even more expectations and responsibilities on Adjunct Faculty until a New Hire can be achieved. Planning for these changes is vital in order to ensure the integrity of our program. A tenure-track position is requested for 2025.