

Mental Health Services Act (MHSA) Workforce Education and Training (WET) Five-Year Plan 2014-2019 Needs Assessment:

Report 5 – Educational Training of Mental Health Professionals

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Executive Summary

The Mental Health Services Act (MHSA) was passed by voters in 2004 to create a transformed, culturally-competent system that promotes wellness, recovery and resilience across the lifespan of age groups such as infants, children, adolescents, transition age youth, and older adults. California's public mental health system (PMHS) suffers from a critical shortage of qualified mental health personnel to meet the needs of the diverse populations they serve. There are critical issues such as the mal-distribution, lack of diversity, and under-representation of practitioners across disciplines with cultural competencies including consumers and family members with lived experience to provide consumer and family-driven services that promote wellness, recovery, and resilience.

To address the workforce issues, the MHSA included a Workforce Education and Training (WET) component to develop programs that create a core of mental health personnel that would support the transformation of the public mental health system. In July 2012, following the reorganization of the former California Department of Mental Health (DMH), the MHSA WET programs were transferred to the Office of Statewide Health Planning and Development (OSHPD), which coincided with the completion of the first WET-Five Year Plan (April 2008 to April 2013).¹

OSHPD was then accountable for the development of the second MHSA WET Five-Year Plan 2014-2019. The development of the second WET Five-Year Plan provided the opportunity to refine the vision, values, and goals that guide the distribution of funds based on learnings to date. To strategically deploy funds and create programs that would effectively meet California's public mental health workforce needs, OSHPD sought a greater understanding of how the distribution of mental health workers across the state aligned with the current and projected users of the public mental health system.

OSHPD engaged Resource Development Associates (RDA) to conduct a large-scale analysis of California's public mental health workforce needs, looking at an array of factors that influence the demand and supply of the public mental health workforce in California. The four major components of this project are:

1. An evaluation of state-administered WET programs
2. An assessment of public mental health workforce, training, and technical assistance needs as identified by counties and stakeholders;
3. An assessment of mental health education and training; and
4. Workforce projections estimating the supply and demand of California's public mental health workforce in the future.

¹ State of California Office of Statewide Health Planning and Development. (2013). *Proposal to Transfer Workforce Education and Training programs to OSHPD*. Retrieved from: <http://www.oshpd.ca.gov/LawsRegs/MHSAWET.html>

At the conclusion of its analysis, RDA produced six reports containing detailed descriptions of its methods, research and findings. The documents in each report are clustered by topic, in order to facilitate review by a diverse potential audience. Each report is prefaced with an Executive Summary to provide a brief description of the documents and key findings contained within each report. Please refer to the “*OSHPD MHSA WET Five-Year Plan: Executive Summary to the Final Report*” document for guidance regarding the overall objectives of the project and each of its six reports.

This report describes the current state of education in California’s mental health disciplines across secondary and postsecondary educational institutions, as well as the pipeline for the state’s future public mental health workforce. This report, *Report 5 – Educational Training of Mental Health Professionals*, contains the following sections:

1. Review of California’s Educational Institutions with Mental Health Programs;
2. Review of California’s Mental Health Disciplines Educational Capacity; and
3. Literature Review of Graduation to Workforce Participation

Education Reports

The California public mental health workforce is a complex system comprised of numerous distinct disciplines and professions. When considering how to support the development of this workforce to align with the needs of California’s public mental health consumers, a thorough understanding of the current supply of students studying mental health-related disciplines is essential.

Review of California’s Educational Institutions with Mental Health Programs

The first section of this report contributes to an overall analysis of the supply of students in mental health disciplines in California. Based on a survey of education programs that contribute graduates to the public mental health workforce as well as an analysis of data from the California Post-Secondary Education Commission (CPEC), this section reflects an effort to estimate the total number of students enrolled and graduating in mental health disciplines in educational institutions across California. Having estimates of the quantity and distribution of students in mental health disciplines informs projections of future available providers for California’s public mental health workforce.

Review of California’s Mental Health Disciplines Educational Capacity

The Integrated Postsecondary Education Data System (IPEDS) is a source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States that participate in the federal student financial aid programs.² IPEDS is a system of interrelated surveys conducted by the U.S. Department’s National Center for Education Statistics. For this report, the most recently available IPEDS data was from 2012.³ In this section on educational

² National Center for Education Statistics. (2014). *Integrated Postsecondary Education Data System*. Retrieved from: <http://nces.ed.gov/ipeds/>

capacity within mental health disciplines in California, RDA used IPEDS data to catalog all of the mental health-related degrees and certificates conferred by all of California's postsecondary institutions.⁴ The IPEDS data source had various limitations, and research revealed no single data source providing a complete picture of postsecondary students in mental health-related programs in California.

A second data source, the California Post-Secondary Education Commission (CPEC), contributed more information to build the picture of the state's composition and distribution of students attaining postsecondary mental health-related degrees and certificates. In addition, CPEC data provided information on the enrollment and graduation counts, per discipline, per institution, and per year from 1999 to 2009. Additionally, this effort utilized CPEC data on the gender and race/ethnicity of students. While not recent, this data helps to provide a foundation for further analyses of the training available to mental health professionals, as well as provide reference points in the projection of future enrollment rates, graduation rates, and program capacities.

Literature Review of Graduation to Workforce Participation

The third section in this cohort is a literature review examining the pathway from individuals' graduation and licensure in mental health-related disciplines to employment in the public mental health workforce. The literature investigated for this review covers a variety of mental health professions and current trends in graduates' move into the workforce. Based on surveys and related literature from several mental health professional organizations, this review estimates the current number of new graduates and licensees entering the mental health workforce in the United States. The national estimates presented in this report can serve as a foundation for more localized studies of California's graduation and licensure to workforce trends in the future.

Key Findings

The numbers of graduates in mental health fields from California education institutions are forecasted to increase, an encouraging prospect that suggests that the state's mental health workforce will continue to grow. While the data does not go so far as to indicate whether the state's public mental health workforce will reflect the specific needs of California's public mental health consumers, this growth has the potential to offset providers leaving the workforce due to retirement. Additional findings regarding the educational pipeline of professionals with mental health-related degrees and certificates who could potentially enter the state's public mental health workforce include:

- ***Across California, most of the educational institutions conferring mental health-related degrees and certificates are located in the Los Angeles and Southern regions of the state.*** By contrast, rural communities have the highest need of mental

³ National Center for Education Statistics. (2014). *IPEDS Data Center*. Retrieved from: <http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

⁴ National Center for Education Statistics. (2014). *IPEDS Data Center*. Microsoft Excel workbook (c2012_a.xls). Retrieved from: http://nces.ed.gov/ipeds/datacenter/data/C2012_A.zip

healthcare professionals. Given the concentration of postsecondary educational institutions in the Southern part of the state, most of California's graduates come from these two regions. This trend reflects the fact that a large proportion of California's total population is concentrated in this area of the state. Strategies that encourage graduates from the southern regions of the state to practice in the more rural Central and Superior regions of the state would contribute to meeting mental health needs statewide.

- ***From 1999 to 2009, the numbers of California post-graduate mental health program graduates increased for most of the disciplines analyzed. Furthermore, the forecasts predicted that graduation rates were expected to grow through 2014 at least.*** Based on the previous rates of enrollment across the state, it is anticipated that graduation rates from mental health-related programs will continue to rise in California. However, it still must be determined whether the projected increasing counts of mental health professionals will match the increasing needs of the state's public mental health consumers.
- ***Females comprised two-thirds of graduates in mental health-related disciplines statewide. Additionally, while "White" graduates represented the greatest percentage of all race and ethnic groups, when all "non-White" graduates were combined, they comprised the majority of all graduates.*** An assessment of the current demographic distributions of mental health professionals, in conjunction with comparisons of the demographics of the educational pipeline of mental health professionals, is necessary to understand if the projected future workforce will reflect and meet the needs of the state's public mental health consumer populations.

Frequently Used Acronyms and Abbreviations

Table 1 lists the frequently used acronyms and abbreviations used in this report, as well as their definitions.

Table 1: Frequently Used Acronyms and Abbreviations

Acronym	Definition
AA	African American
AOD	Alcohol and Other Drug
API	Asian/Pacific Islander
ASW	Associated Social Worker
AU	MHSA Annual Update Report
BA	Bachelor of Arts Degree
BEA	United States Bureau of Economic Analysis
BLS	United States Bureau of Labor Statistics
BSN	Bachelor of Nursing
CalHR	California Department of Human Resources
CalSWEC	California Social Work Education Center
CAMPHRO	California Association of Mental Health Peer Run Organizations
CBHDA	County Behavioral Health Directors Association of California
CBO	Community-Based Organization
CFM	Consumer/Family Member
CIMH	California Institute for Mental Health
CNS	Clinical Nurse Specialist
CPEC	California Postsecondary Education Commission
CSU	California State University
CSW	Clinical Social Worker
DCA	California Department of Consumer Affairs
DES	Doctorate Employment Survey
DHCS	California Department of Health Care Services
DMH	California Department of Mental Health
EBP	Evidence-Based Practice
EQRO	External Quality Review Organization
FTE	Full-Time Equivalent
FY	Fiscal Year
GDP	Gross Domestic Product
HRSA	United States Health Resources and Services Administration
HTF/HTR	Hard-to-Fill / Hard-to-Retain

Acronym	Definition
IPEDS	Integrated Post-Secondary Education Data System
K-12	Kindergarten through 12th Grade
LA	Los Angeles
LCSW	Licensed Clinical Social Worker
LGBTQ	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning
LPN	Licensed Practical Nurse
LPT	Licensed Psychiatric Technician
LVN	Licensed Vocational Nurse
MA	Master of Arts Degree
MBC	Medical Board of California
MEd	Master's of Education
MES	Master's and Specialty Education Survey
MFT	Marriage and Family Therapist
MH	Mental Health
MHLAP	Mental Health Loan Assistance Program
MHSA	Mental Health Services Act
MSN	Master of Nursing
MSW	Master of Social Work
NAICS	North American Industry Classification System
NAMI	National Alliance on Mental Illness
NHSC	National Health Service Corps
NP	Nurse Practitioner
NPI	National Provider Identifier Registry
OES	Occupational Employment Statistics
OSHPD	Office of Statewide Health Planning and Development
PA	Physician Assistant
PEERS	Peers Envisioning and Engaging in Recovery Services
PEI	Prevention and Early Intervention
PGY	Post-Graduate Year
PMHNP	Psychiatric Mental Health Nurse Practitioner
PMHS	Public Mental Health System
PsyD	Clinical Psychologist
P-to-P Ratio	Provider-to-Population Ratio
QCEW	Quarterly Census of Employment and Wages
RDA	Resource Development Associates
RN	Registered Nurse
RP	Regional Partnership

<u>Acronym</u>	<u>Definition</u>
UC	University of California
WET	Resource Development Associates
WF	Workforce
WIC	Welfare and Institutions Code
WRAP	Wellness Recovery Action Plan
WWT	Working Well Together Training and Technical Assistance Center

Section 1: Review of California's Mental Health Disciplines Educational Capacity

Introduction to Mental Health Educational Disciplines

Across California, there are numerous educational institutions that confer degrees and certificates in mental health-related programs. Graduates from these programs represent prospects for entering the public mental health workforce, and thus warrant examination when analyzing workforce needs and resources. Below are maps of California indicating: (1) the geographic distribution of educational programs conferring mental health-related degrees and certificates; (2) the geographic distribution of program graduates across the state; and (3) the distribution of graduates by mental health program type. The geographic locations of graduate degree or certificate-conferring educational institutions serve as the bases for populating all of the maps below, and geographic data are presented both by MHSAs region and by county.

Data Source & Methodology

Integrated Postsecondary Education Data System

This needs assessment report includes findings from the research and syntheses of information from the Integrated Postsecondary Education Data System (IPEDS). IPEDS is a source for data on colleges, universities, and technical and vocational postsecondary institutions in the United States that participate in the federal student financial aid programs.⁵ IPEDS is a system of interrelated surveys conducted by the U.S. Department's National Center for Education Statistics. For this report, the most recently available IPEDS data is from 2012.⁶ IPEDS data is used in this report to catalog all of the mental health-related degrees and certificates conferred by all of California's postsecondary institutions.⁷

Limitations

While IPEDS data provides information regarding graduation rates, four limitations affect the use of this data to develop a complete understanding of the education system and its impact on the public mental health workforce. First, IPEDS data does not include current enrollment rates or program capacities at postsecondary institutions. Current enrollment and program capacity data was collected directly from the California institutions conferring degrees or certificates pertinent to the provision of public mental health services.

⁵ Integrated Postsecondary Education Data System: <http://nces.ed.gov/ipeds/>

⁶ <http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

⁷ http://nces.ed.gov/ipeds/datacenter/data/C2012_A.zip

Second, entry of service providers into the public mental health workforce cannot be determined by the IPEDS data, as it does not contain the types and locations of organizations where graduates are employed after attaining their degree or certificate.

Third, IPEDS data does not designate the sub-specialties of “Medicine” pursued by graduates. Psychiatry is a medicine sub-specialty that is of high importance in the field of mental health; however, the IPEDS data does not specify Doctor of Medicine (MD) or Doctor of Osteopathy (DO) graduates in Psychiatry. Rather, Psychiatry graduates are only noted if their educational institutions report their participation in Psychiatry residencies. In the 2012 IPEDS data used for this report, no graduates of the various Psychiatry programs were reported; therefore, Psychiatry as an educational program is not discussed in this report.

Finally, only those institutions that participate in the federal student financial aid programs report data to IPEDS. Therefore, the graduation data presented in this report does not include all graduations throughout the state.

Methodology

The IPEDS source dataset used includes graduation information for all reporting postsecondary institutions across the United States. From the California educational institutions, RDA selected degrees and certificate programs pertinent to the provision of public mental health services. IPEDS data uses Classification of Instructional Programs (CIP) codes to provide the taxonomic scheme for tracking and reporting fields of study and program completion. See Appendix 5 for a list of all CIP codes used in this report.

From this set, RDA selected graduates with conferred degrees or certificates related to the provision of mental health services. Most degree or certificate recipients were students with more than an Associate’s or Bachelor’s degree, such as a Masters in Social Work or Doctorate in Clinical Psychology. Of the students who received an Associate’s/Bachelor’s degree or lower and were included in these analyses, their programs were in one of the following disciplines: Substance Abuse/Addiction Counseling, Psychiatric/Mental Health Services Technician, or Nursing (Associate’s/Bachelor’s-level degree).

After the selection of the above-mentioned criteria, RDA produced the total counts of each type of degree/certificate conferred in California in 2012, stratified by the California county in which the conferring institution is located, and stratified by the California MHSA region in which the conferring institution is located.

Classification of Counties

There are 58 counties across the State of California. Given the varied geography and demographics across this large state, the reports developed for this effort provide findings not only on a statewide basis, but also stratified by MHSA region and county size in order to provide a more nuanced understanding of the workforce and its features.

The five MHSA regions are: 1) Bay Area, 2) Central, 3) Los Angeles, 4) Southern, and 5) Superior. The three county sizes are: 1) small, with a population less than 200,000 persons; 2)

medium, with populations between 200,000 and 800,000 persons; and 3) large, with populations greater than 800,000 persons. These definitions are used consistently across all six reports. Table 2 lists the specific MHSA region and county size designation for each California county.

Table 2: California Counties – MHSA Regions and County Sizes

County	MHSA Region	County Size	County	MHSA Region	County Size
Alameda	Bay Area	Large	Orange	Southern	Large
Alpine	Central	Small	Placer	Central	Medium
Amador	Central	Small	Plumas	Superior	Small
Butte	Superior	Medium	Riverside	Southern	Large
Calaveras	Central	Small	Sacramento	Central	Large
Colusa	Superior	Small	San Benito	Bay Area	Small
Contra Costa	Bay Area	Large	San Bernardino	Southern	Large
Del Norte	Superior	Small	San Diego	Southern	Large
El Dorado	Central	Small	San Francisco	Bay Area	Large
Fresno	Central	Large	San Joaquin	Central	Medium
Glenn	Superior	Small	San Luis Obispo	Southern	Medium
Humboldt	Superior	Small	San Mateo	Bay Area	Medium
Imperial	Southern	Small	Santa Barbara	Southern	Medium
Inyo	Central	Small	Santa Clara	Bay Area	Large
Kern	Southern	Large	Santa Cruz	Bay Area	Medium
Kings	Central	Small	Shasta	Superior	Small
Lake	Superior	Small	Sierra	Superior	Small
Lassen	Superior	Small	Siskiyou	Superior	Small
Los Angeles	Los Angeles	Large	Solano	Bay Area	Medium
Madera	Central	Small	Sonoma	Bay Area	Medium
Marin	Bay Area	Medium	Stanislaus	Central	Medium
Mariposa	Central	Small	Sutter	Central	Small
Mendocino	Superior	Small	Tehama	Superior	Small
Merced	Central	Medium	Trinity	Superior	Small
Modoc	Superior	Small	Tulare	Central	Medium
Mono	Central	Small	Tuolumne	Central	Small
Monterey	Bay Area	Medium	Ventura	Southern	Large
Napa	Bay Area	Small	Yolo	Central	Medium
Nevada	Superior	Small	Yuba	Central	Small

California's Mental Health Disciplines Educational Capacity

See Appendix 4 for tables with lists and counts of all postsecondary educational institutions in the IPEDS 2012 dataset that have mental health-related programs. The numbers of graduates from each educational institution across the various types of mental health programs are also included in these tables.

The color shading of counties in the following figures is based on one-fourth divisions of the respective data. The highest value of the respective data is divided into fourths. Divisions were then created from those one-fourth cutoff values. Counties in the highest fourth are in the darkest shade of blue; counties in the third-highest fourth are in the next darkest shade of blue; and so on. Counties that either did not have any educational institutions reporting data to IPEDS or did not have educational institutions conferring the mental health-related degrees/certificates that were selected for in these analyses are labeled as "Not Available."

The color shading of regions in the following figures is based on rank-ordering of the regions by frequency of the respective data. The MHSA region with the highest value for the respective data is in the darkest shade of blue; the region with the next highest value for the respective data is the next darkest shade of blue; and so on. Each region's data is the sum of data from all of the counties in that MHSA region.

Overall Trends

Trends of Educational Institutions

Figure 1: Educational Institutions Statewide

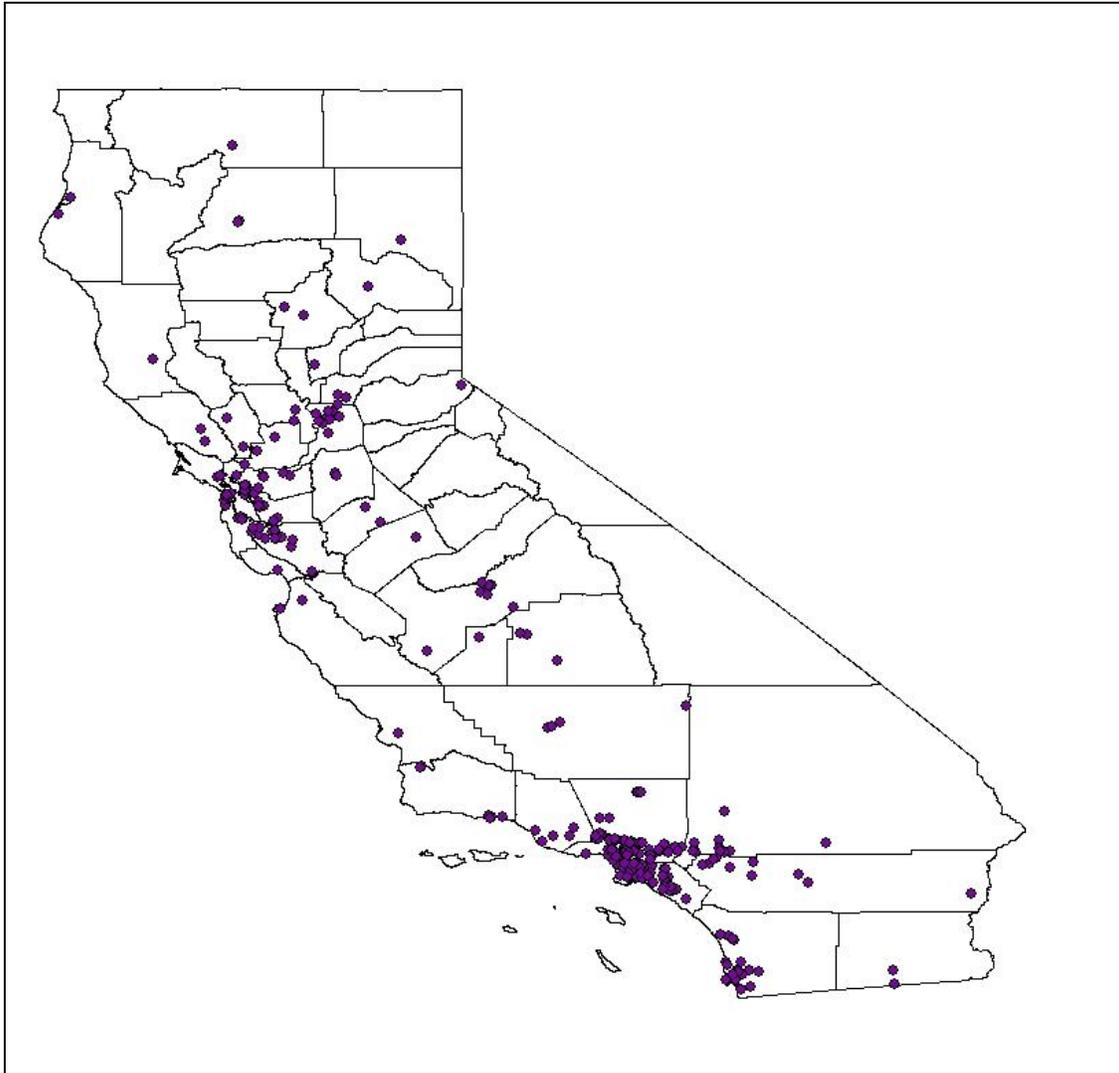
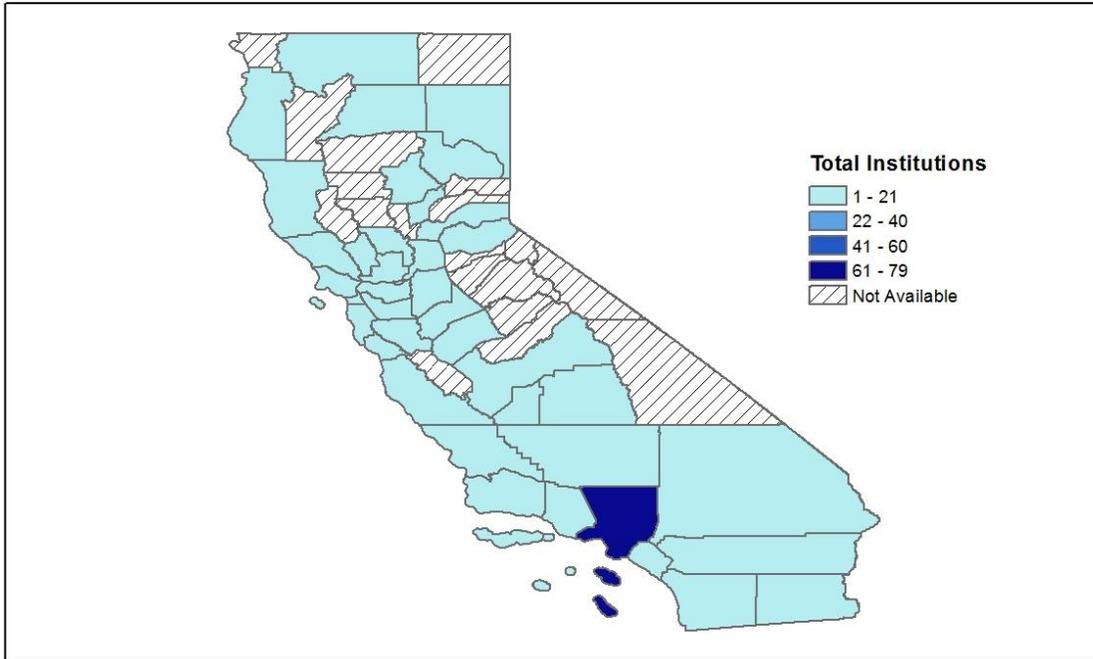


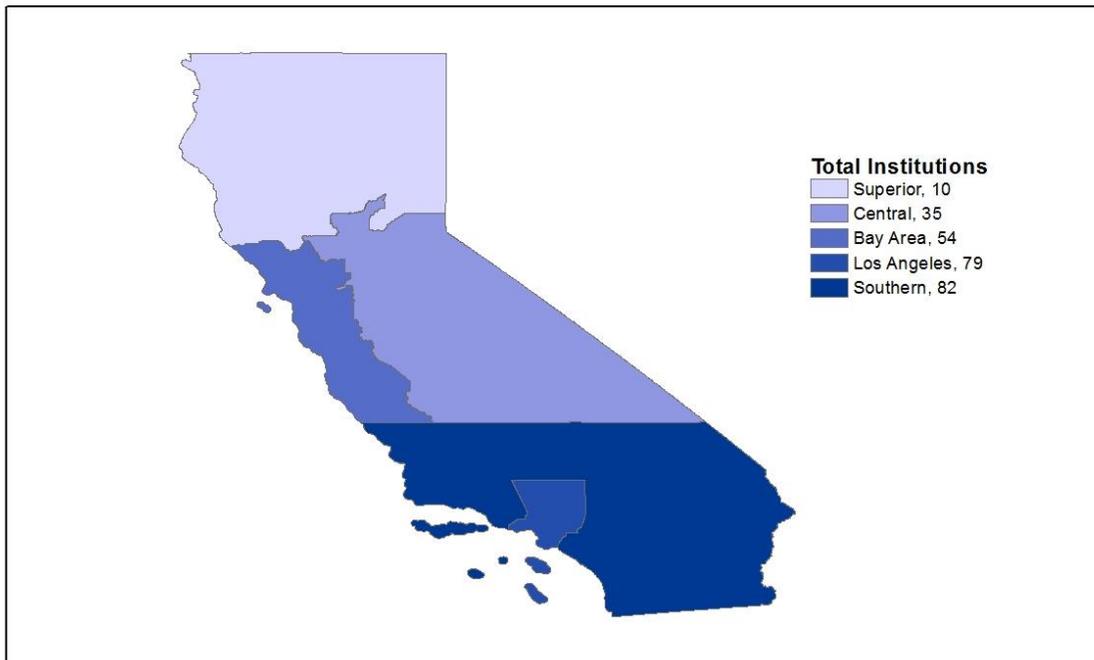
Figure 1 shows the geographic distribution of postsecondary educational institutions with mental health-related programs across California. Large concentrations of educational institutions are located in the Bay Area, Central, and Los Angeles regions.

Figure 2: Educational Institutions by County



As shown Figure 2, with the exception of Los Angeles County, all counties with available data reported between one and 21 educational institutions conferring mental health-related degrees and certificates. Los Angeles County fell on the other end of the spectrum with the highest number of educational institutions (n=79).

Figure 3: Educational Institutions by MHSA Region



When looking at the number of educational institutions by region, the MHSA Southern region had the highest number of educational institutions conferring mental health-related degrees and certificates (n=82). The Los Angeles region was a close second, with 79 educational institutions. The numbers of institutions in the remaining regions were far lower, with 54 institutions reported in the Bay Area Region, 35 in the Central region, and 10 in the Superior region.

Figure 4: Bay Area Region Educational Institutions

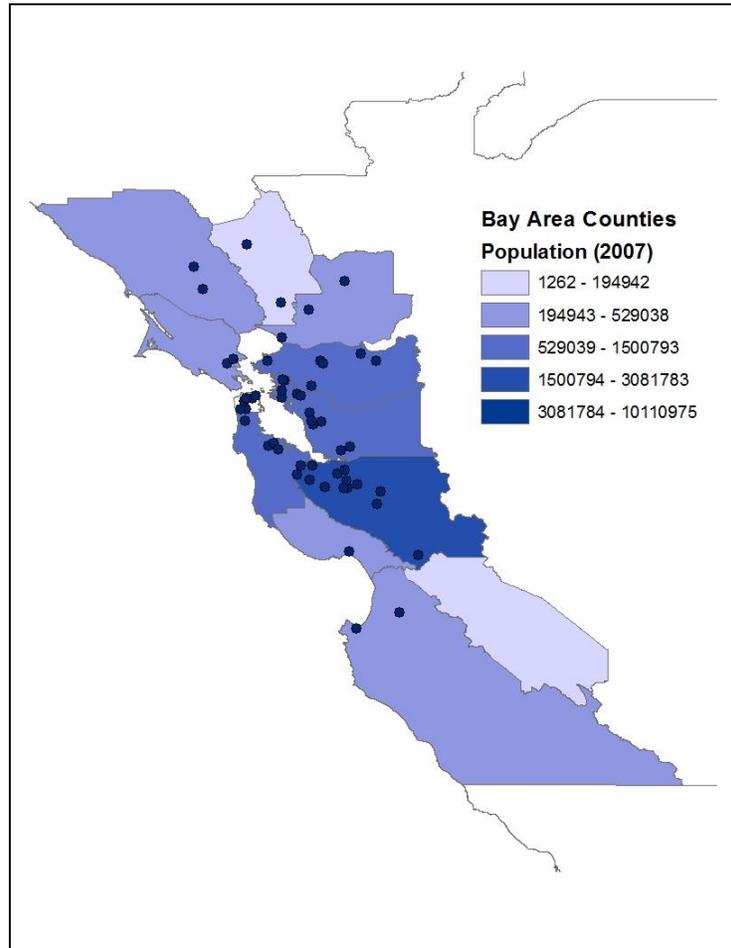


Figure 4 shows the geographic distribution of postsecondary educational institutions with mental health-related programs across the Bay Area region. Additionally, the map shows the density of the each county in the Bay Area region. The more densely populated counties contain the higher number of educational institutions.

Figure 5: Central Region Educational Institutions

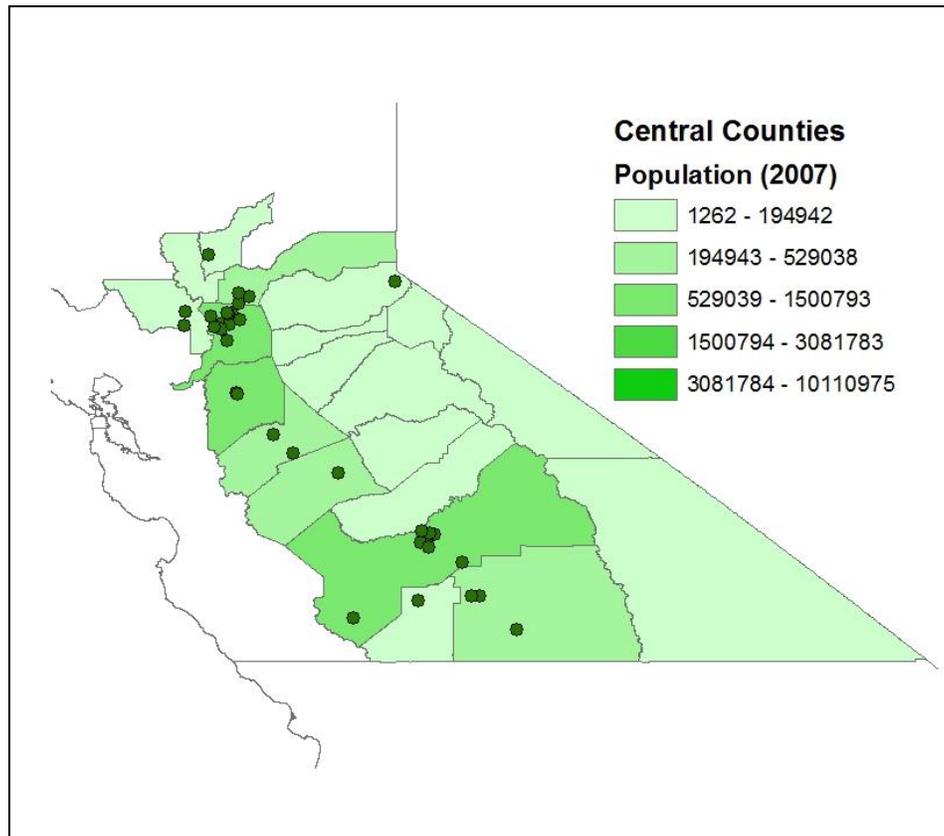


Figure 5 shows the geographic distribution of postsecondary educational institutions with mental health-related programs across the Central region. Additionally, the map shows the density of the each county in the Central region. The more densely populated counties contain the higher number of educational institutions. All but one of the region's educational institutions are located in the western side of the region.

Figure 6: Los Angeles Educational Institutions

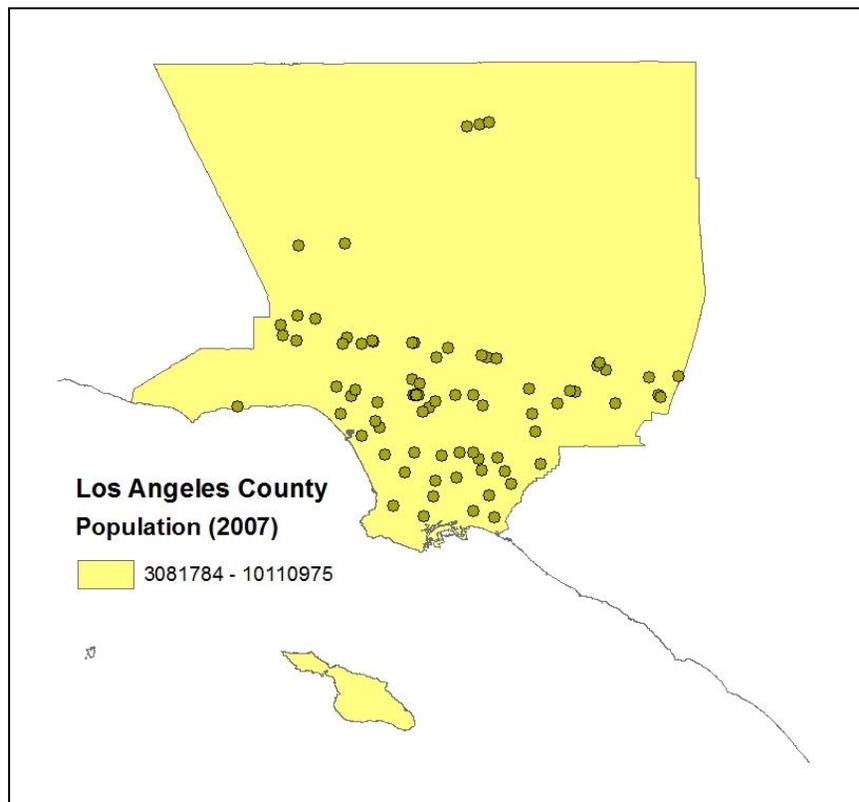


Figure 6 shows the geographic distribution of postsecondary educational institutions with mental health-related programs across the Los Angeles region. Most of the educational institutions are located in the southern part of Los Angeles County.

Figure 7: Southern Region Educational Institutions

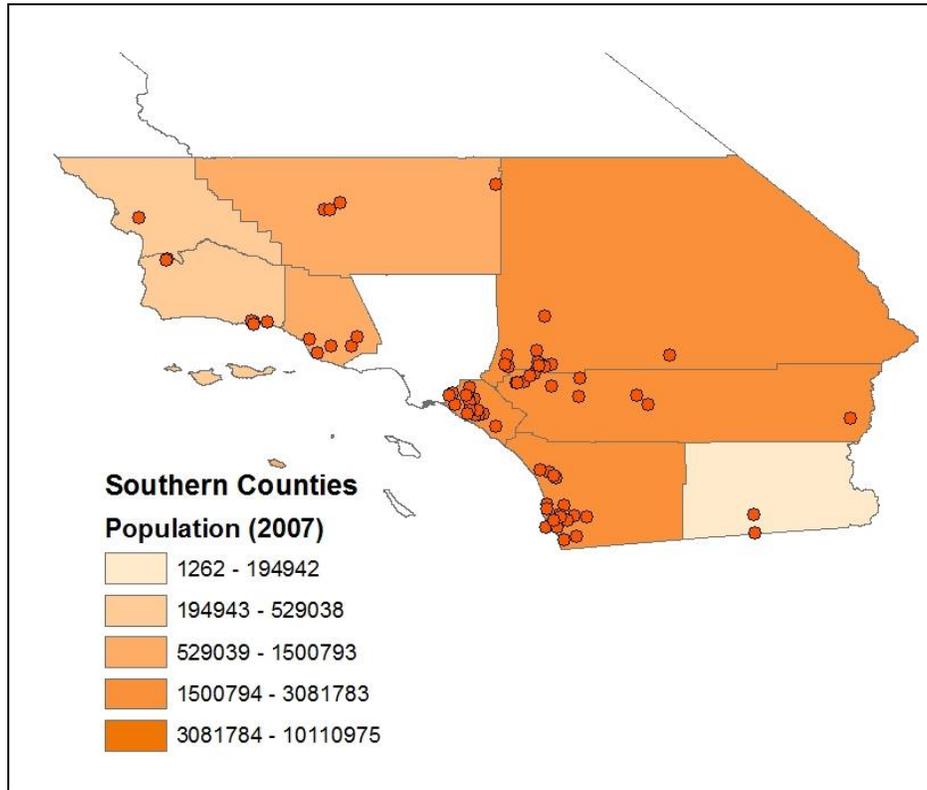


Figure 7 shows the geographic distribution of postsecondary educational institutions with mental health-related programs across the Southern region. Additionally, the map shows the density of the each county in the Southern region. The more densely populated counties contain the higher number of educational institutions. The majority of the region's educational institutions are located on the western side of the region.

Figure 8: Superior Region Educational Institutions

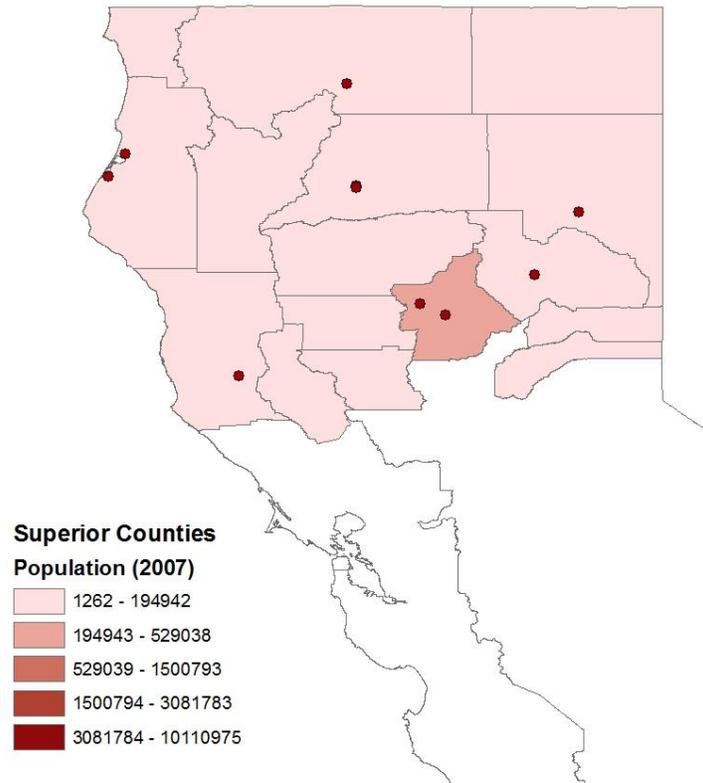


Figure 8 shows the geographic distribution of postsecondary educational institutions with mental health-related programs across the Superior region. Additionally, the map shows the density of the each county in the Superior region. There is a low number of educational institutions in the Superior region.

Trends of Degree/Certificate Programs

Data on degree and certificate programs differ from data on educational institutions, as educational institutions may have more than one degree or certificate program.

Figure 9: Number of Programs Statewide

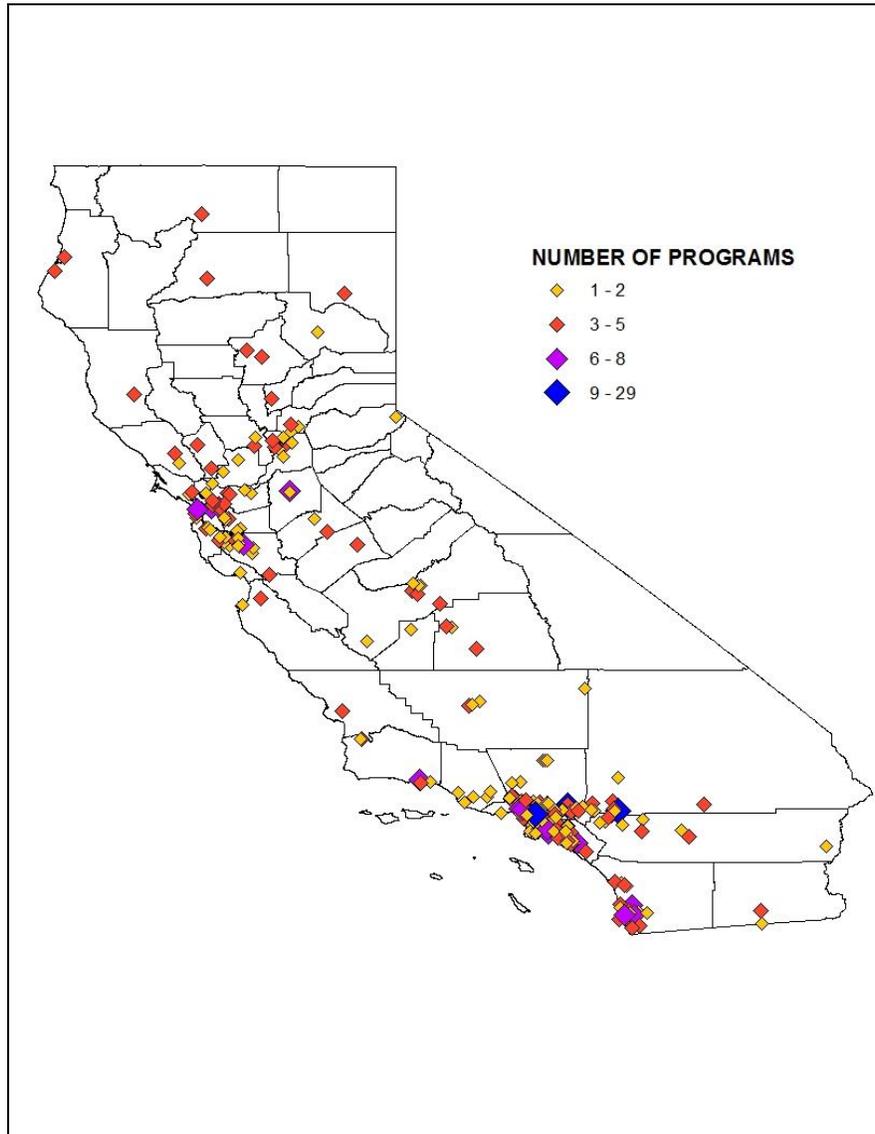
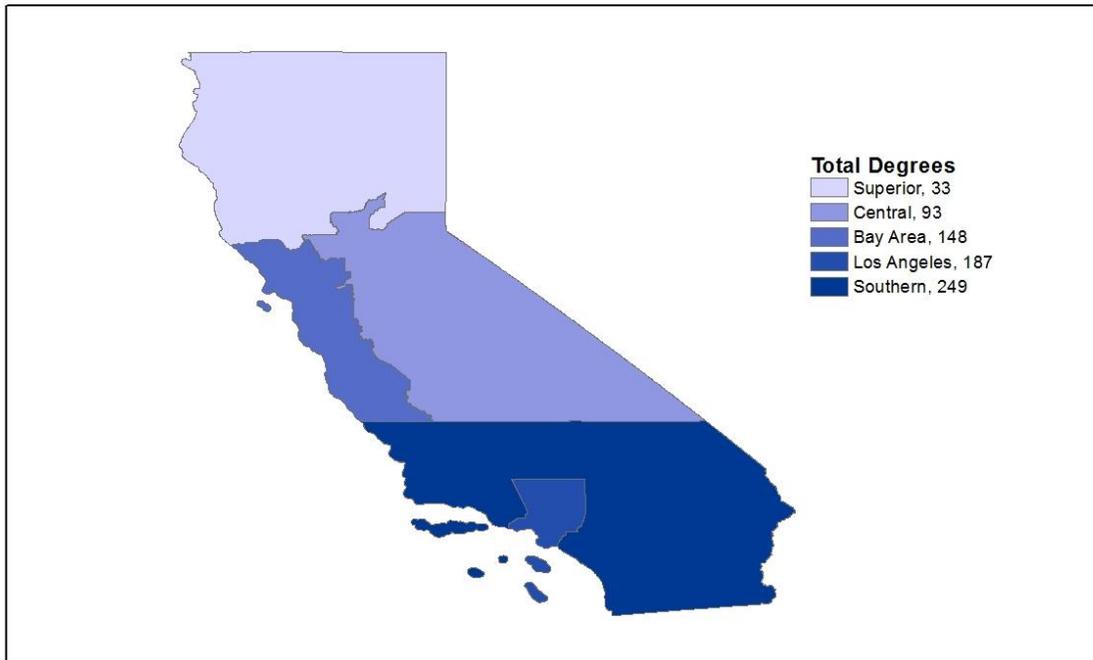


Figure 9 shows the geographic distribution and volume of postsecondary mental health-related programs across the state. Each point on the map represents one postsecondary educational institution. The color and size of each point signifies the number of mental health-related programs that each educational institution has. As noted before, the concentration of the state's mental health-related programs are located in the Bay Area, Central, and Los Angeles regions.

Figure 11: Degree/Certificate Programs by MHSA Region



Data on degree or certificate programs by MHSA region also followed the pattern found for educational institutions, with the Southern region reporting the highest number of programs conferring mental health-related degrees or certificates (n=249), followed by the Los Angeles region (n=187), the Bay Area region (n=148), the Central region (n=93), and the Superior region (n=33).

Figure 12: Bay Area Educational Programs

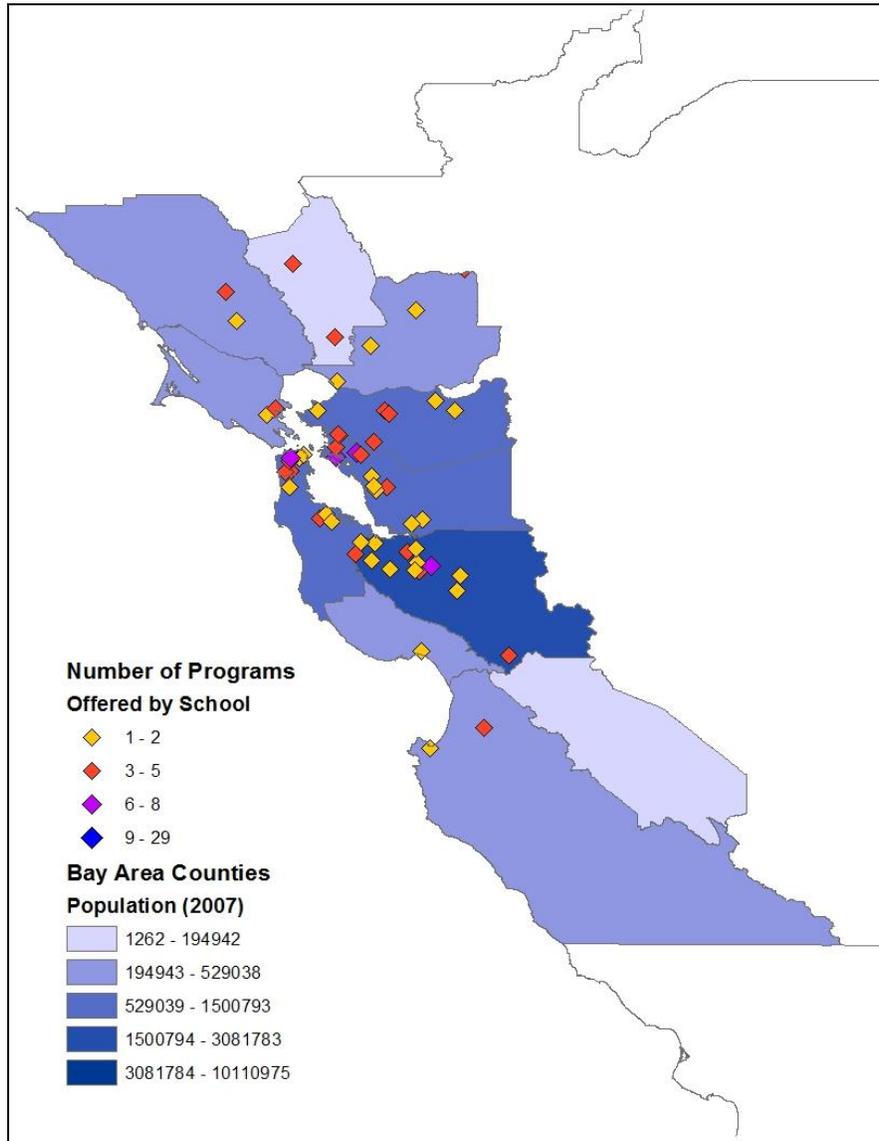


Figure 12 shows the geographic distribution and volume of postsecondary mental health-related programs across the Bay Area region. Additionally, the map shows the density of each county in the Bay Area region. The more densely populated counties contain the higher number of mental health-related programs.

Figure 13: Central Region Educational Programs

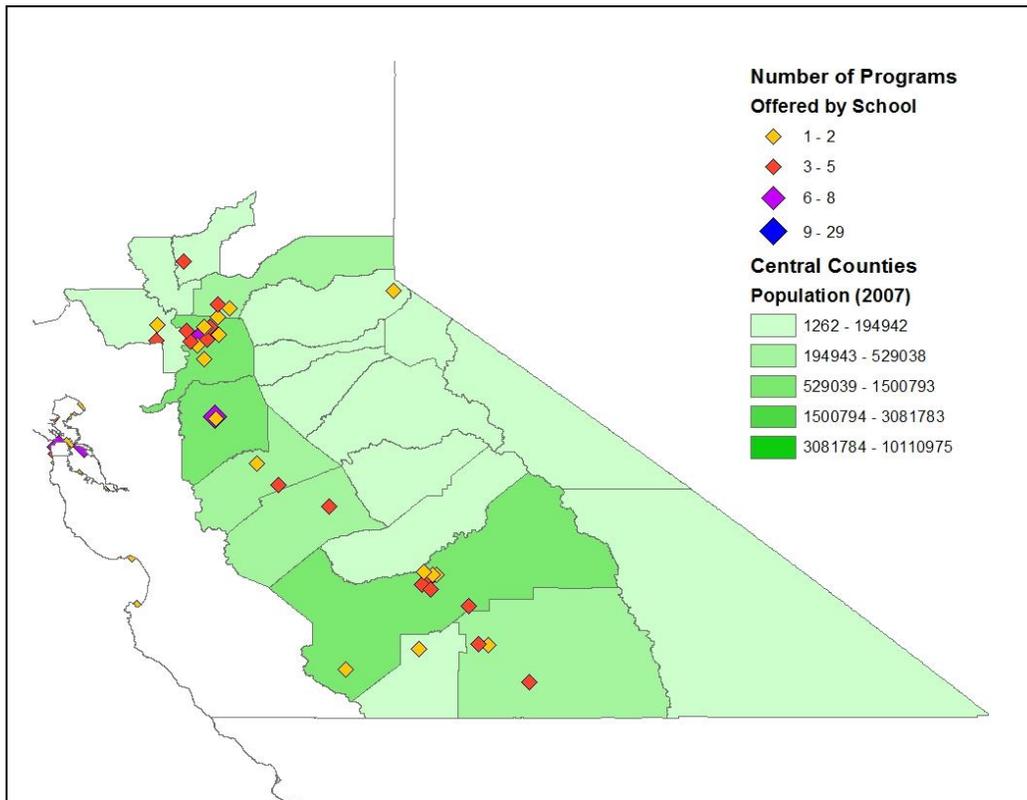


Figure 13 shows the geographic distribution and volume of postsecondary mental health-related programs across the Central region. Additionally, the map shows the density of the each county in the Central region. The more densely populated counties contain the higher number of mental health-related programs. The majority of the region’s programs are located on the western side of the region.

Figure 14: Los Angeles Educational Programs

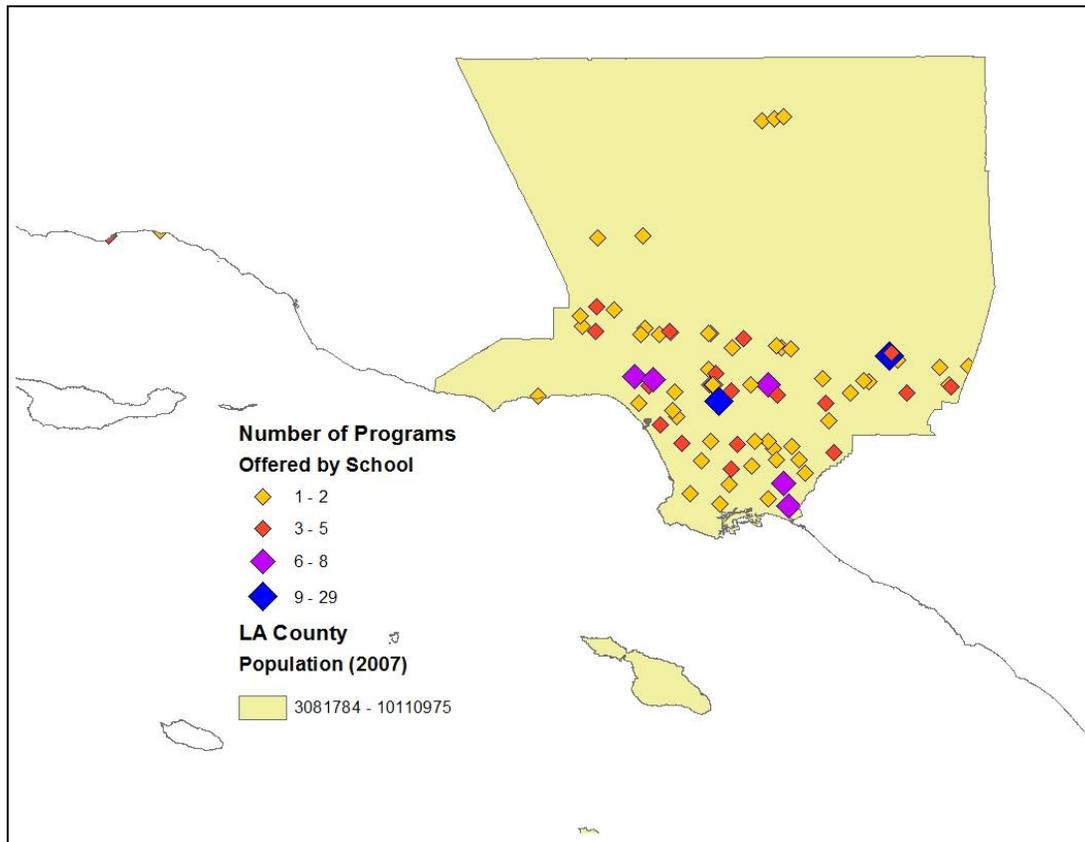


Figure 14 shows the geographic distribution and volume of postsecondary mental health-related programs across the Los Angeles region. The majority of the region's programs are located on the southern side of the region.

Figure 15: Southern Region Educational Programs

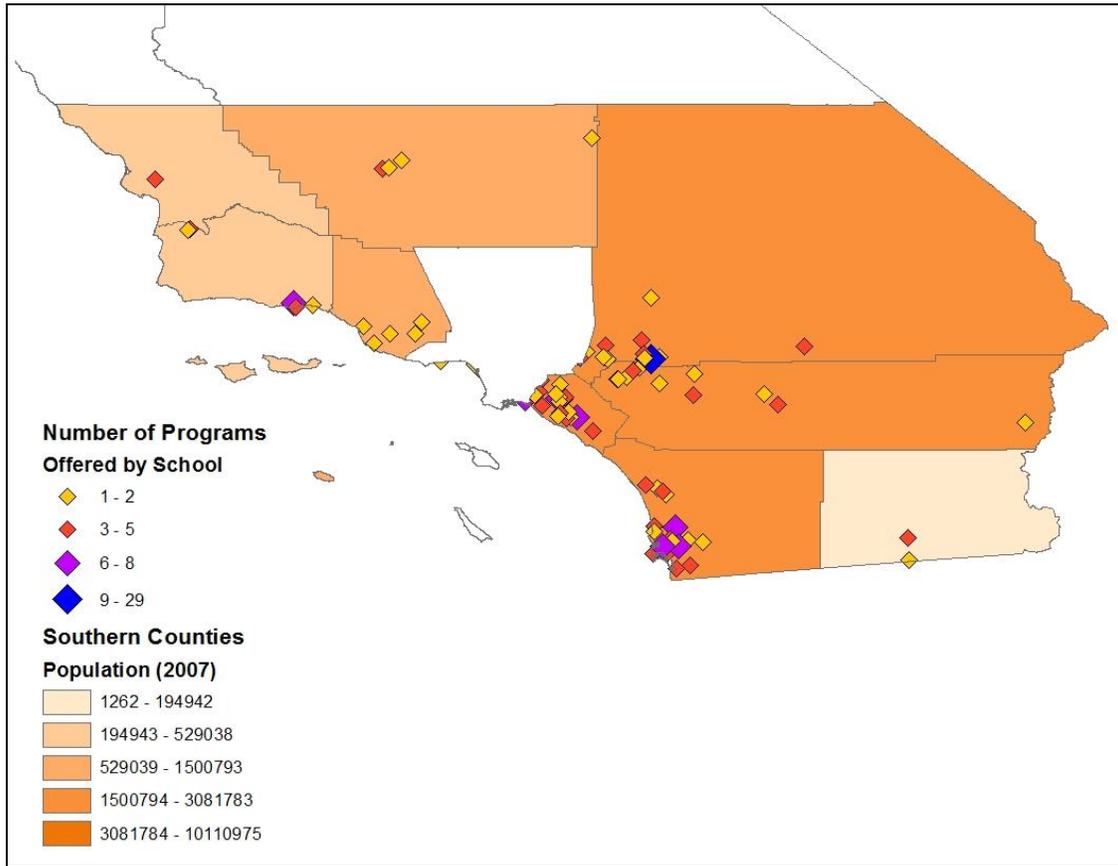


Figure 15 shows the geographic distribution and volume of postsecondary mental health-related programs across the Southern region. Additionally, the map shows the density of the each county in the Southern region. The more densely populated counties contain the higher number of mental health-related programs. The majority of the region's programs are located on the western side of the region.

Figure 16: Superior Region Educational Programs

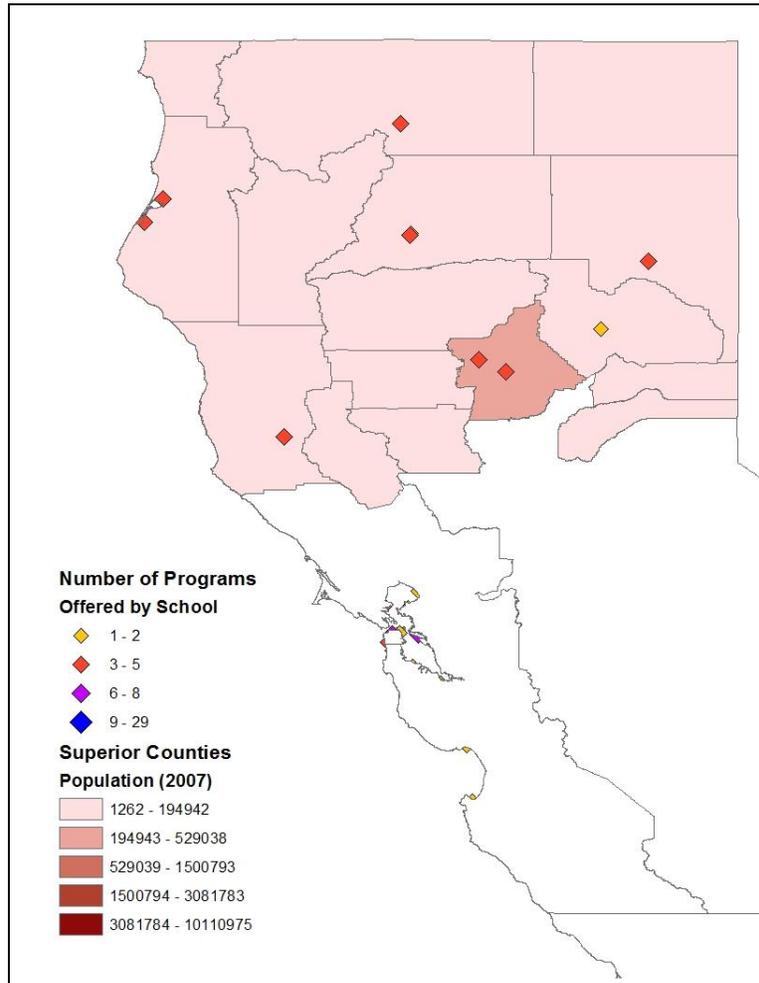
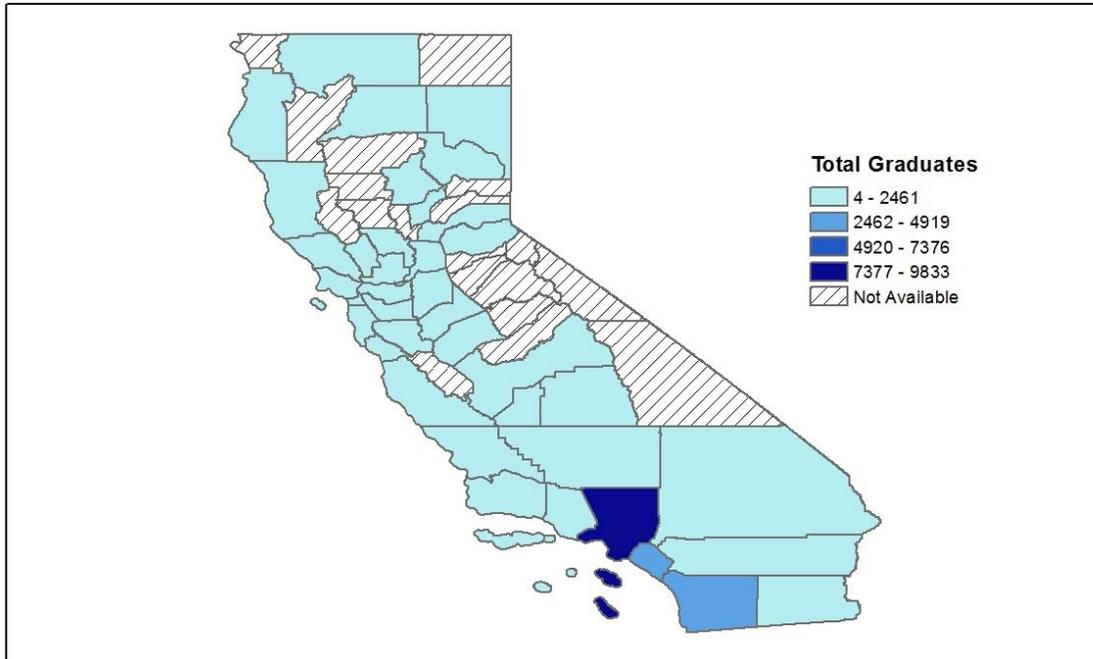


Figure 16 shows the geographic distribution and volume of postsecondary mental health-related programs across the Superior region. Additionally, the map shows the density of the each county in the Superior region. There is a low number of mental health-related programs in the Superior region.

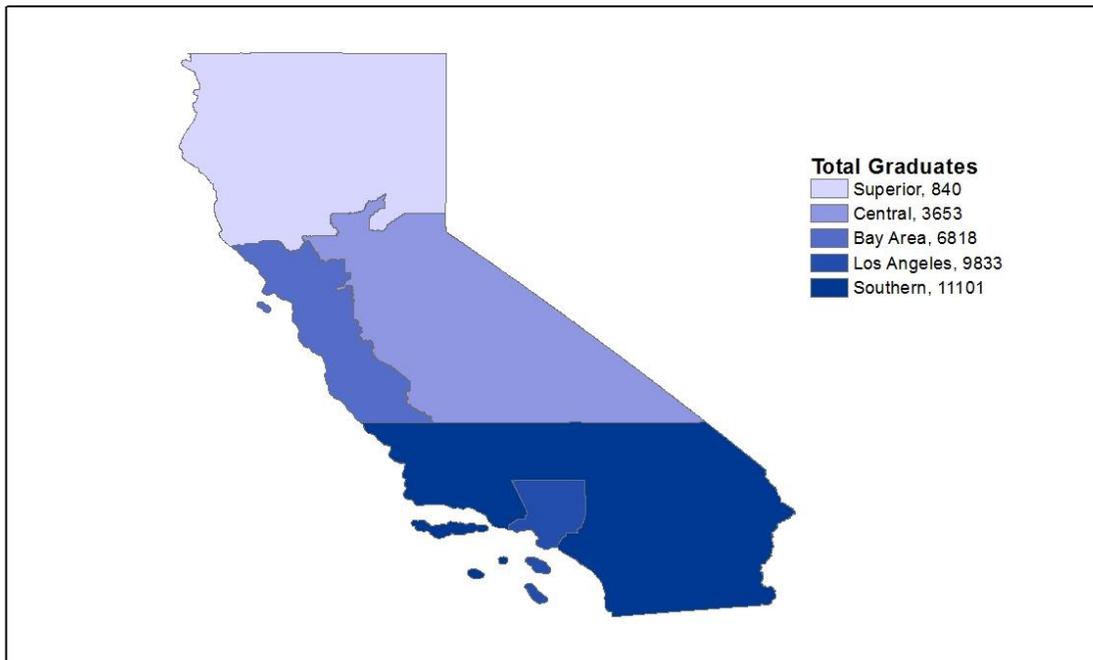
Trends of Graduates

Figure 17: Number of Graduates by County



Similar to data on educational institutions and degree/certificate programs, Los Angeles County also reported the highest number of graduates with mental health-related degrees or certificates (n=9,833). Two counties in the Southern region reported between 2,462 and 4,919 graduates, while all remaining counties reported between four and 2,461 graduates.

Figure 18: Number of Graduates by MHSA Region



As with data on educational institutions and degree/certificate programs, the MHSA Southern region had the highest number of graduates with mental health-related degrees or certificates (n=11,101), followed by the Los Angeles region (n=9,833), the Bay Area region (n=6,818), and the Central region (n=3,553). At 840 graduates, the Superior region reported far fewer graduates compared to other regions.

Figure 19: Number of Graduates Statewide

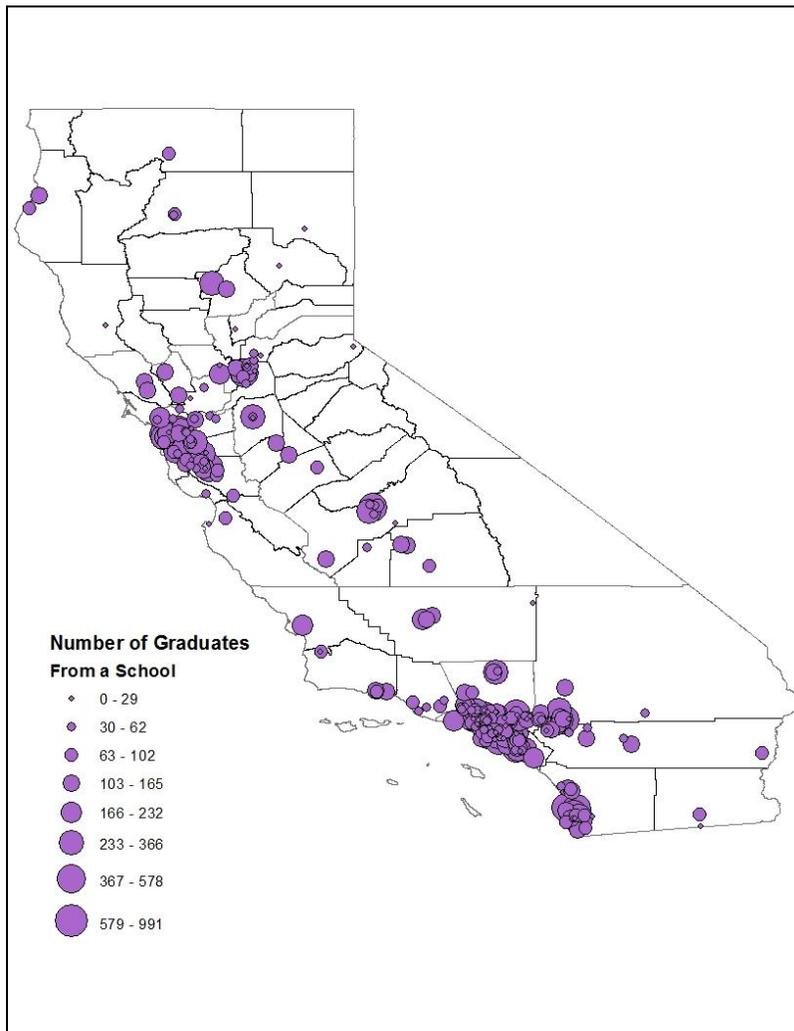


Figure 19 shows the geographic distribution and volume of graduates from postsecondary mental health-related programs across the state. Each point on the map represents a postsecondary educational institution with at least one mental health-related program. The size of each point represents the number of graduates from each educational institution across all of its mental health-related programs. The majority of California's graduates are located in the Bay Area, Los Angeles, and Southern regions.

Figure 20: Bay Area Region Graduates

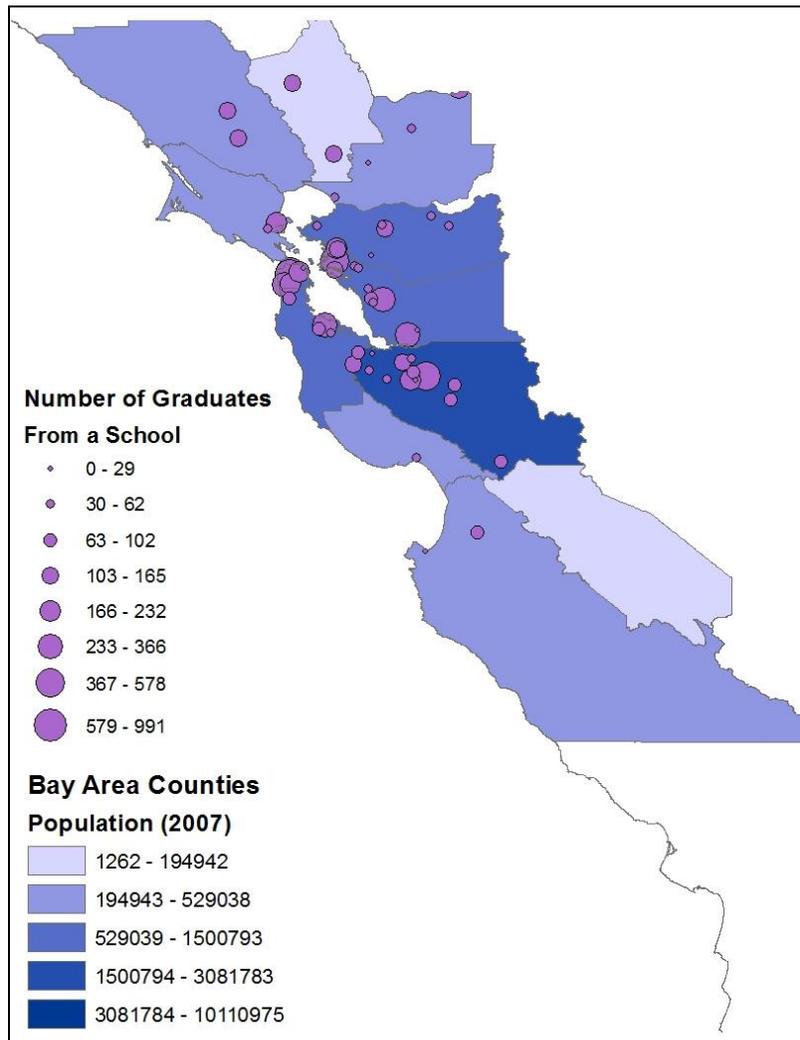


Figure 20 shows the distribution of graduates in schools in the Bay Area region. The map shows a concentration of graduates in the central Bay Area region, with virtually no schools located in the “outer” regions of the Bay Area further north, south, or inland.

Figure 21: Central Region Graduates

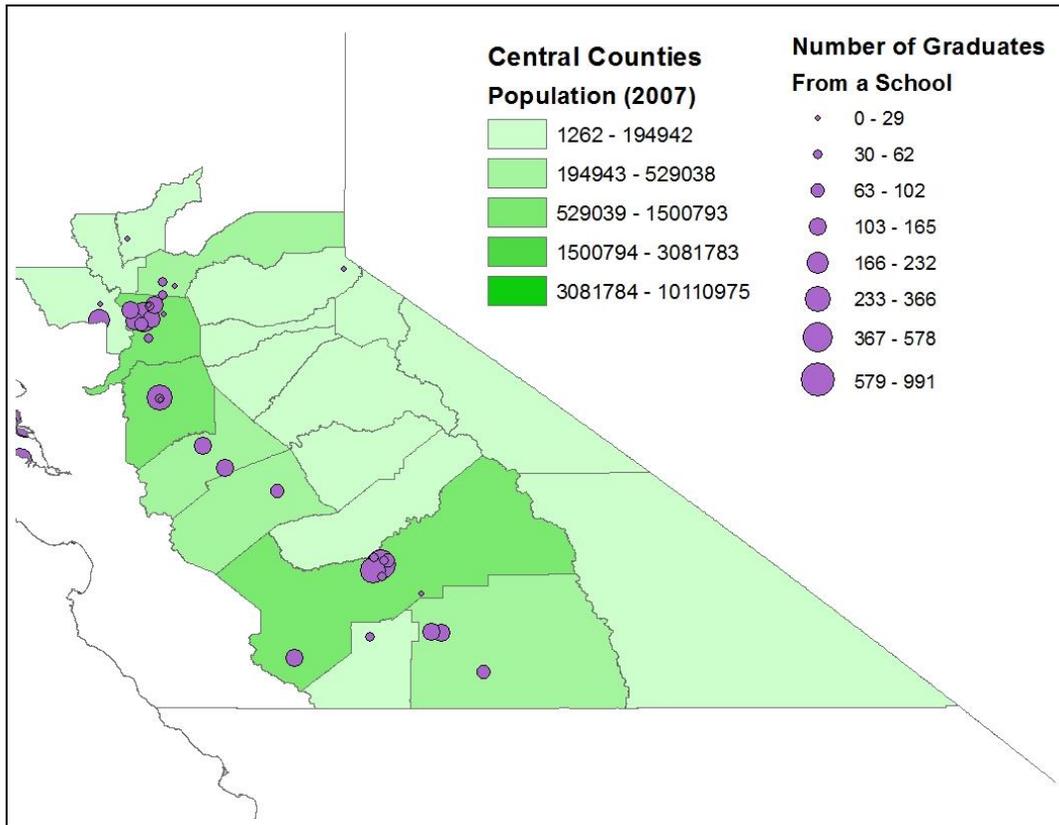


Figure 21 shows the distribution of graduates in schools in the Central region. Graduates are concentrated around Sacramento and Davis, with some other schools producing graduates in the 166-232 graduate range. Areas with higher concentrations of graduates are also areas of higher population size, as is indicated by the darker shades of green.

Figure 22: Los Angeles Graduates

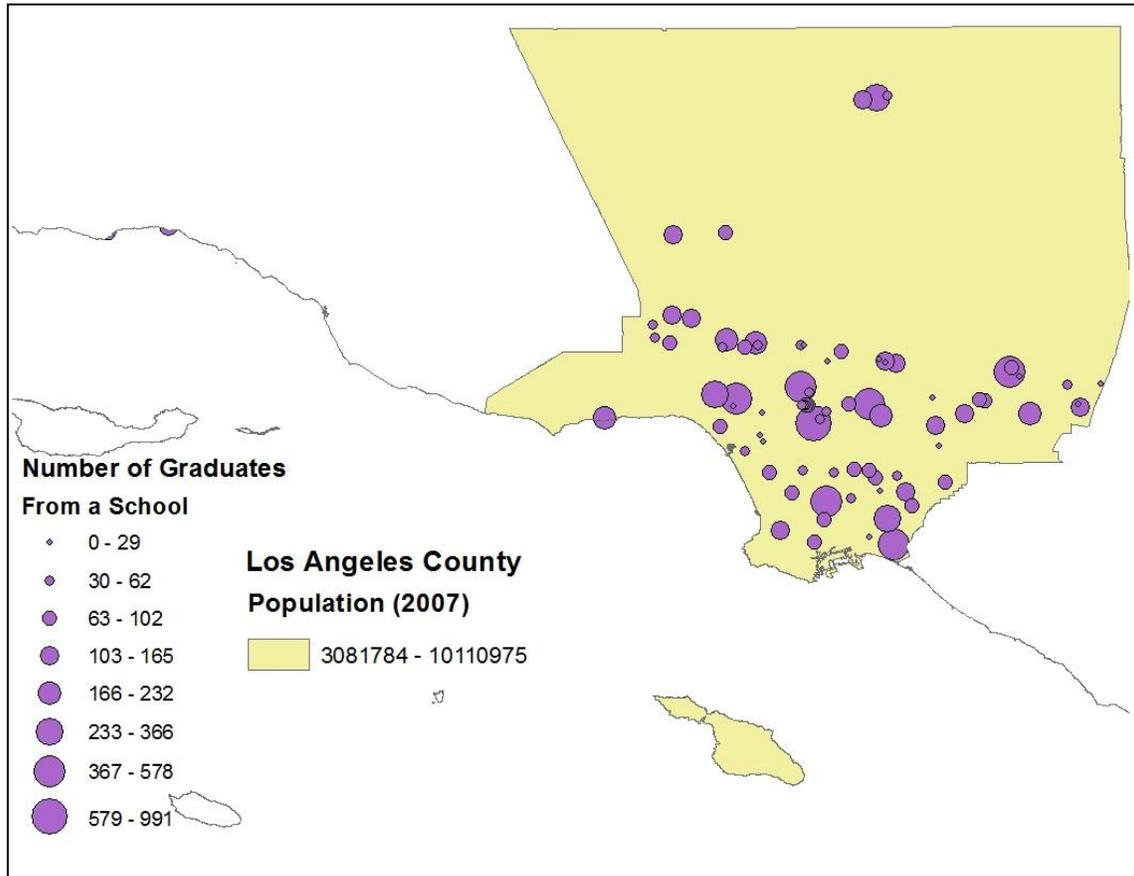
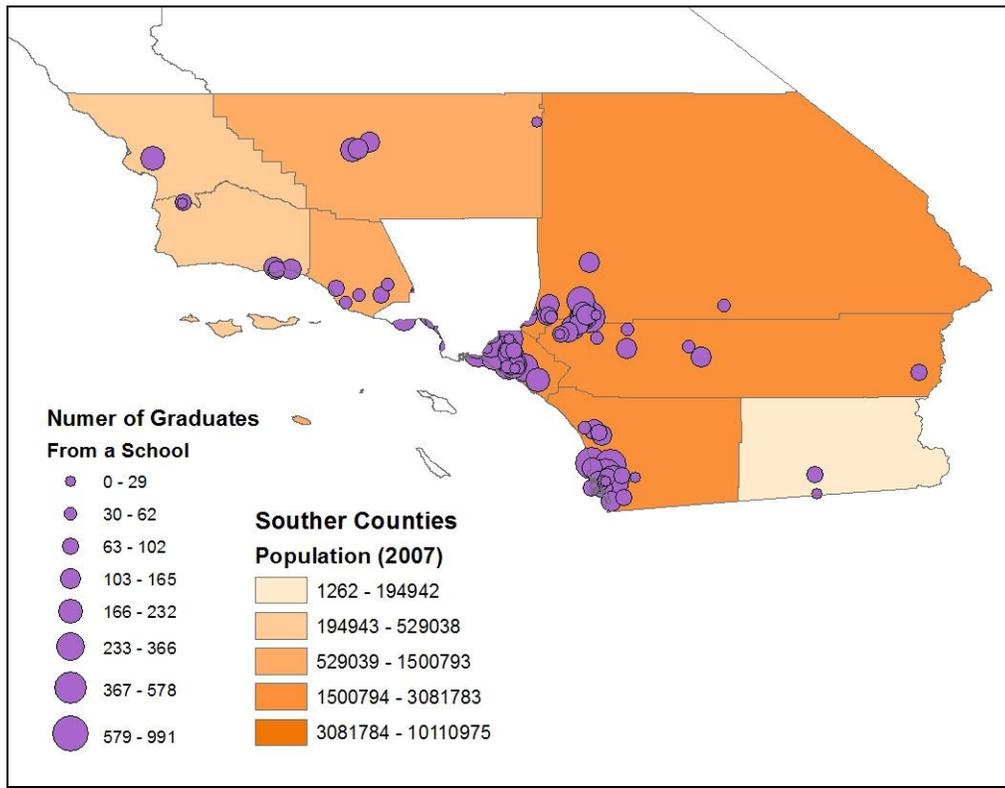


Figure 22 shows the distribution of graduates from schools in Los Angeles. There are a high number of schools in Los Angeles producing the highest range of graduates (579-991).

Figure 23: Southern Region Graduates



Graduates in the Southern region appear to be most concentrated along the coastline, with the highest concentrations of graduates produced just south of Los Angeles and in San Diego County.

Figure 24: Superior Region Graduates

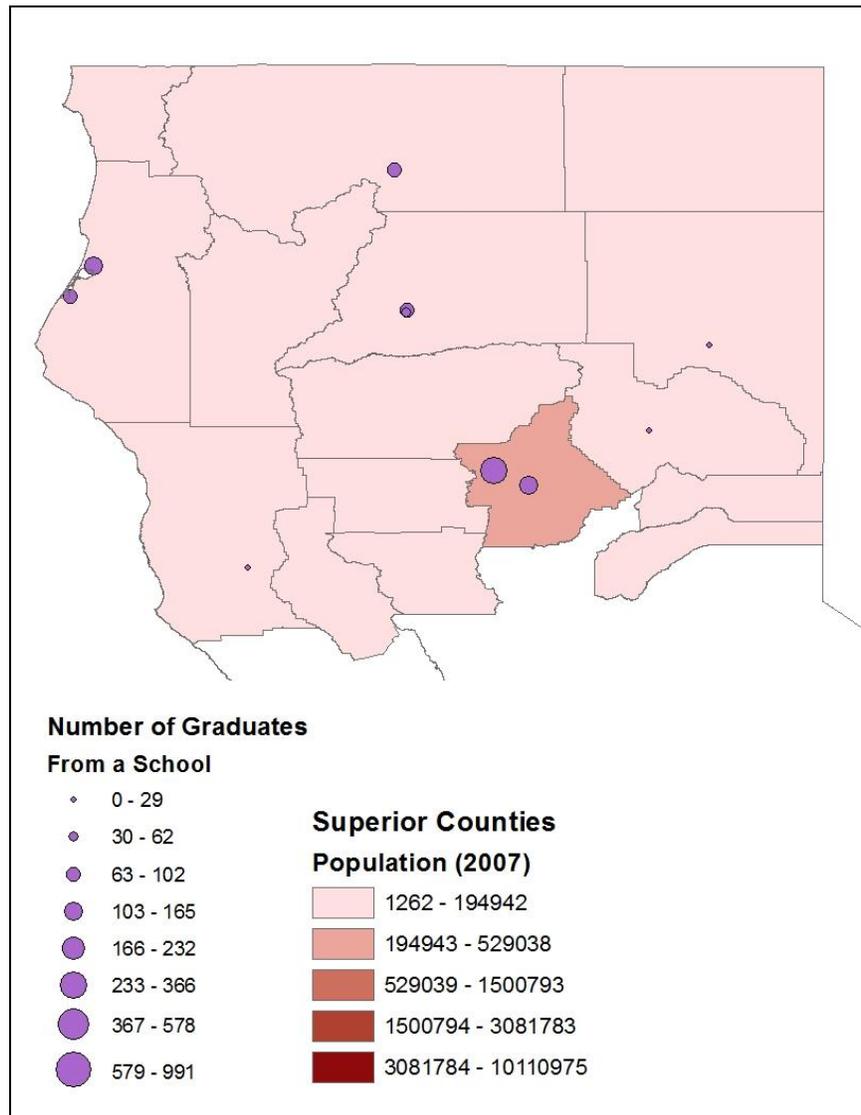
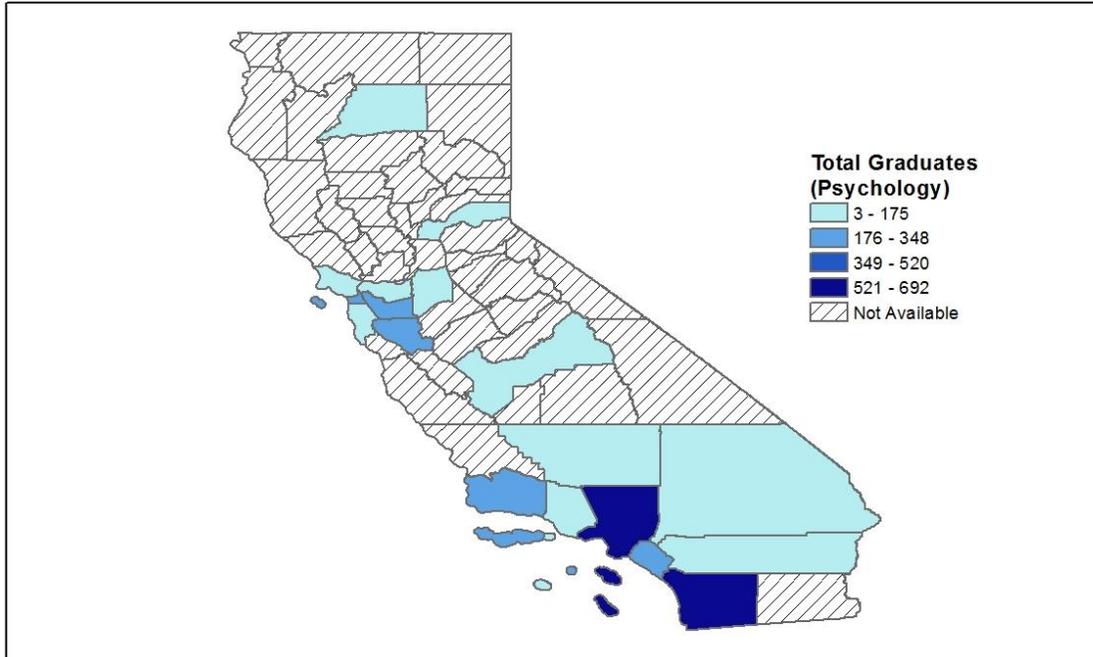


Figure 24 shows the distribution of graduates per school and the overall population of counties within the Superior region. All the counties in the Superior region have the lowest population range (1,262-194,942). Figure 24 shows that with the few schools located in the Superior region, the number of graduates per school varies from a small count of 0-29 up to 579-991 graduates.

Trends of Graduates by Mental Health Program Type

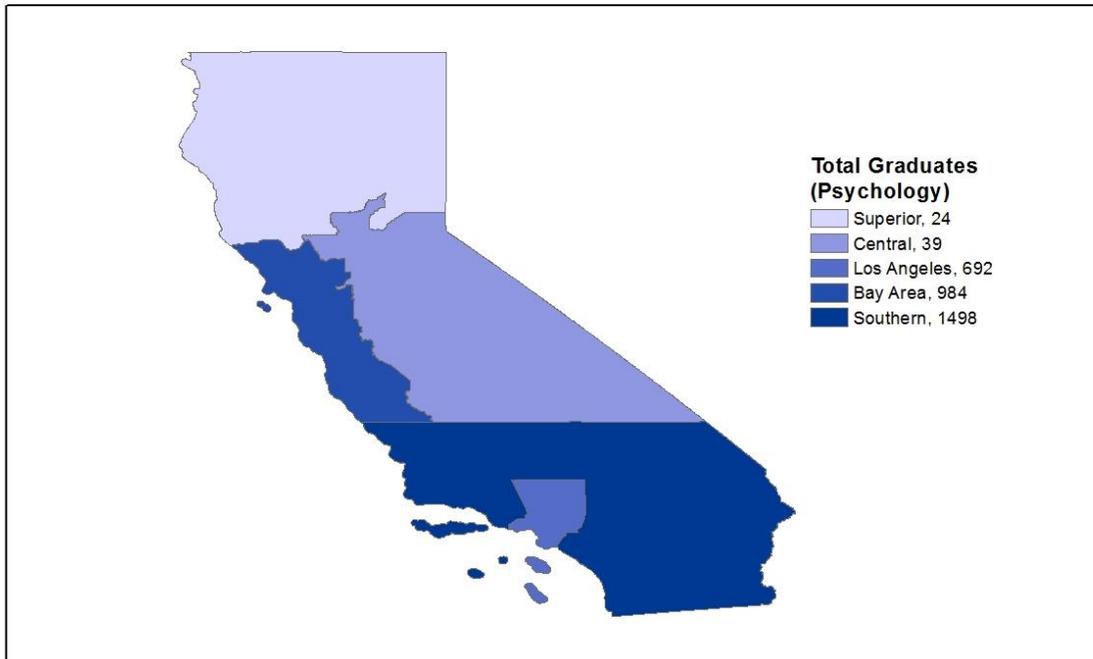
Trends of Psychology Graduates

Figure 25: Psychology Graduates by County



Los Angeles and San Diego Counties had the highest number of graduates with degrees in a pertinent field of Psychology (N=692 and 688, respectively). Six counties had a total of 176-348 graduates with degrees in a pertinent field of Psychology. Eleven counties had a total of 3-175 graduates. See Appendix 4 for a list of all of the mental-health related programs that had graduates in the IPEDS 2012 dataset used by RDA for this report, as well as for all of the CIP programs that were grouped together into program categories for this report.

Figure 26: Psychology Graduates by MSHA Region



The MSHA Southern region had the highest number of graduates with degrees in a pertinent field of Psychology (n=1,498). The southern part of the state was where the highest number of Psychology graduates was located. The Bay Area region had the second highest number of graduates with degrees in a pertinent field of Psychology (n=984), followed by Los Angeles (n=692). The Central and Superior regions had significantly less numbers of graduates with pertinent degrees (n=39 and n=24, respectively).

Figure 27: Psychology Graduates Statewide

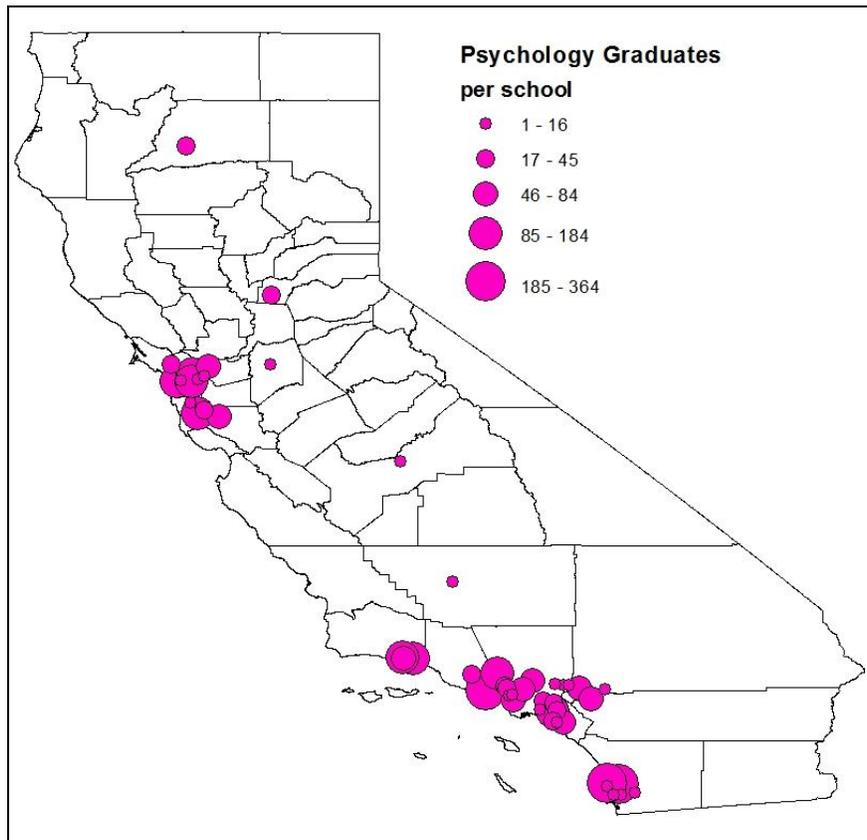
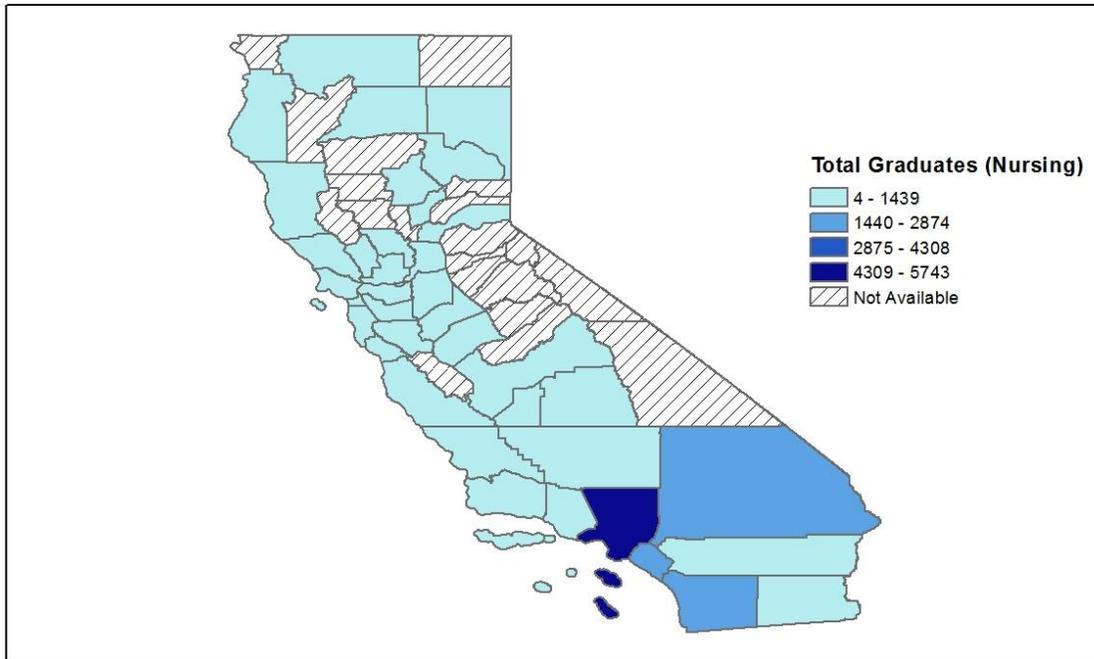


Figure 27 shows the geographic distribution and volume of graduates in Psychology across California. The majority of the state’s Psychology graduates are concentrated in the Bay Area, Los Angeles, and Southern regions.

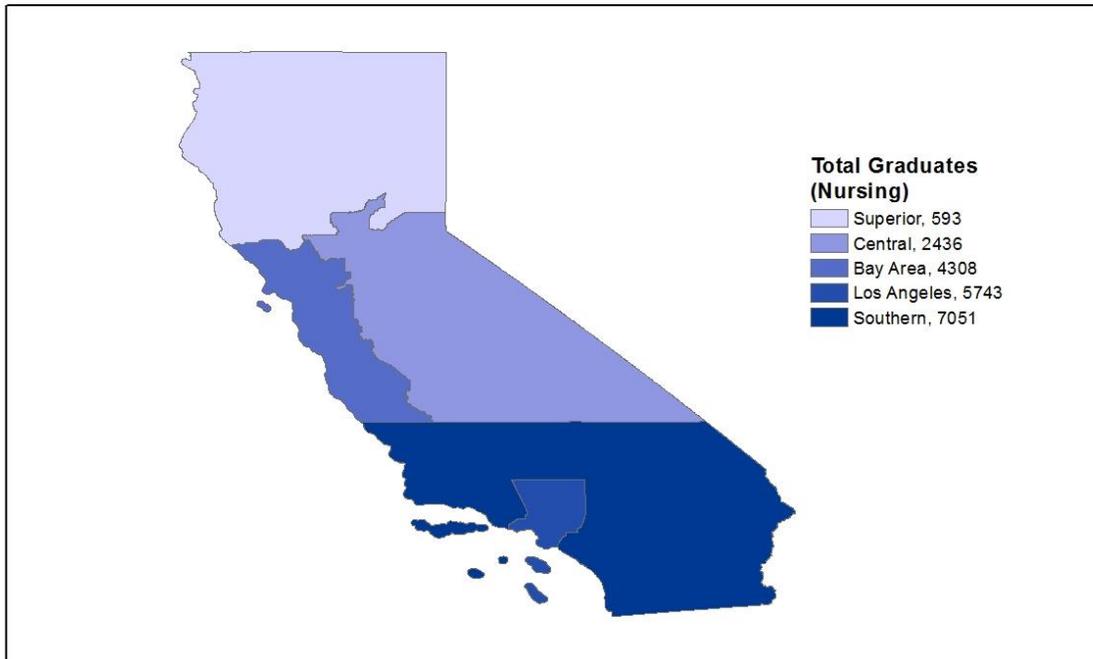
Trends of Nursing Graduates

Figure 28: Nursing Graduates by County



Los Angeles County had the highest number of graduates with degrees in a pertinent field of Nursing (n=5,743). Three counties fell into the category of 1,440-2,874 total graduates with degrees pertinent to the field of Nursing. Most of the remaining counties had between 4 and 1,439 Nursing graduates. The Nursing discipline includes a large variety of sub-specialties. For this report, only Nursing programs pertinent to the provision of mental health services were analyzed. See Appendix 4 for a list of all of the mental-health related programs that had graduates in the IPEDS 2012 dataset used by RDA for this report, as well as how the programs are grouped in this section of the report.

Figure 29: Nursing Graduates by MSHA Region



The MHSA Southern region had the highest number of graduates with degrees in Nursing (n=7,051). Los Angeles represent the second highest number of graduates with degrees in Nursing (n=5,743), followed by the Bay Area (n=4,308). The Central region had a total of 2,346 graduates with degrees in Nursing. Finally the Superior region had 593 graduates with degrees in Nursing. The gap between the highest (Southern region) and lowest (Central region) degrees is 6,458 Nurses per region.

Figure 30: Nursing Graduates Statewide

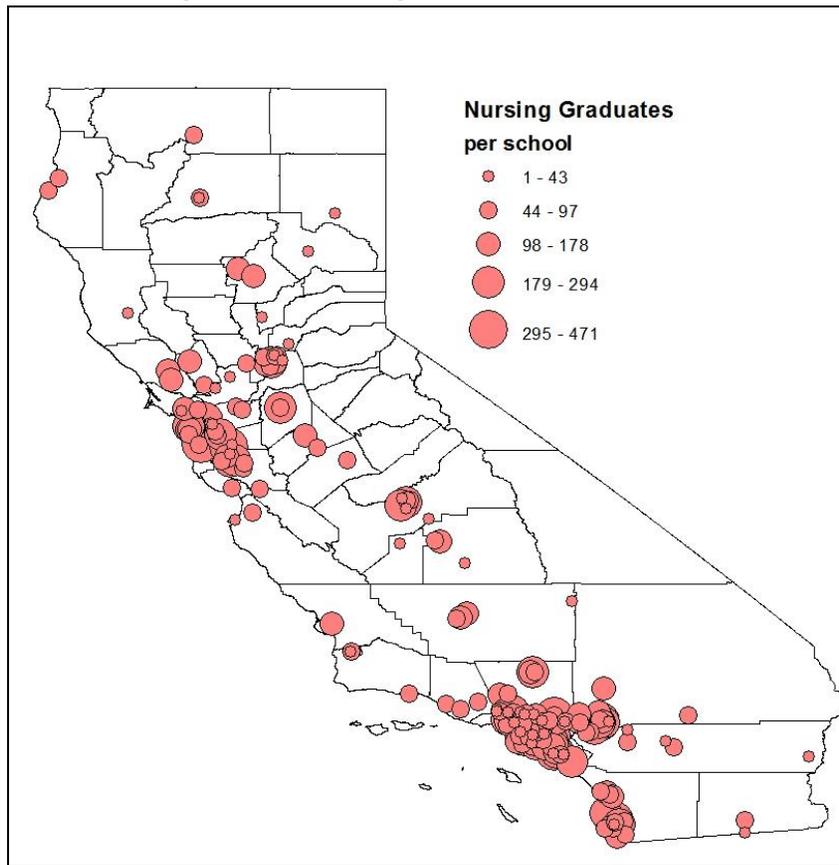
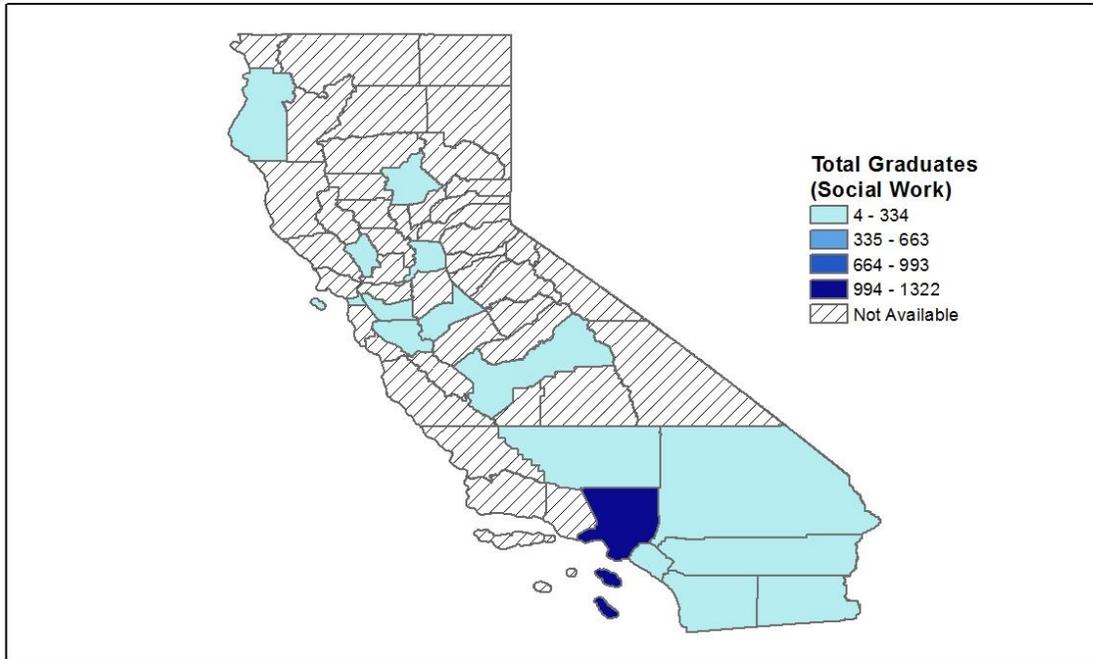


Figure 30 shows the geographic distribution and volume of graduates in Nursing programs across California. The majority of the state’s Nursing graduates are located in the Bay Area, Los Angeles, and Southern regions.

Trends of Social Work Graduates

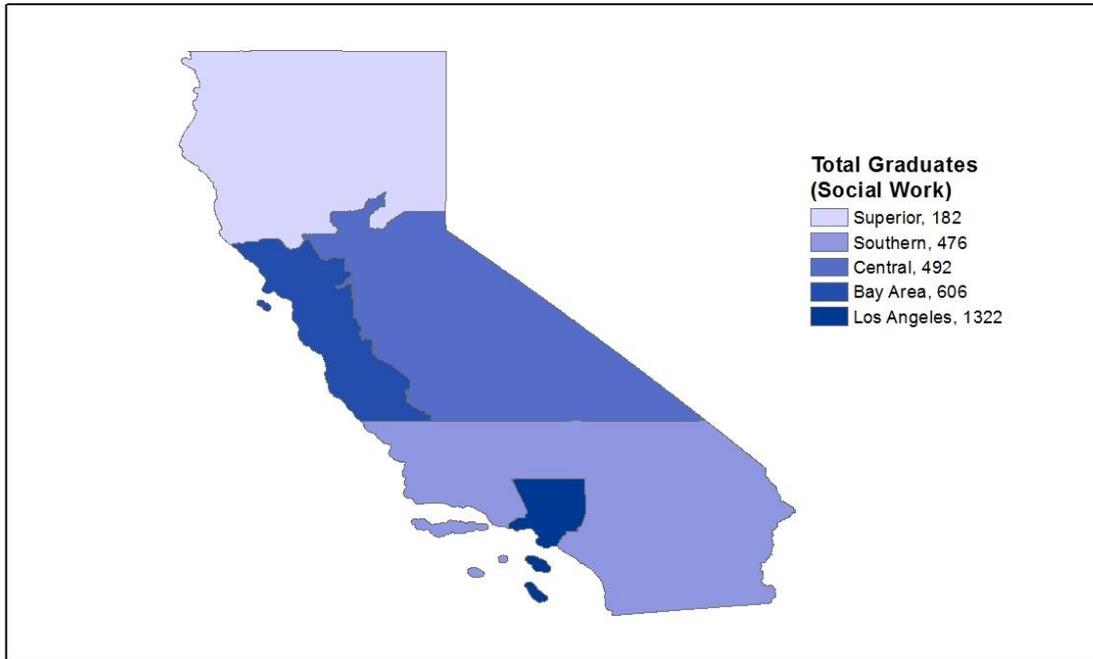
Figure 31: Social Work Graduates by County



Los Angeles County had the highest number of graduates with degrees in Social Work (n=1,322). All of the remaining counties had between 4 and 334 Social Work graduates.

It is noted that there are a large amount of counties without data available on their Social Work programs. IPEDS data reporting is not mandatory for all postsecondary educational institutions. As such, the IPEDS data analyzed for this report may not include all Social Work programs throughout the state.

Figure 32: Social Work Graduates by MHSA Region



While the MHSA Los Angeles region had the highest number of graduates with degrees in a Social Work (n=1,322), the MHSA Bay Area and Central regions also had a very large number of Social Work graduates (n=1,098 combined). The Superior region had the least number of graduates in Social Work (n=182). The gap between the highest (Los Angeles region) and lowest (Superior region) is 1,140 graduates.

Figure 33: Social Work Graduates Statewide

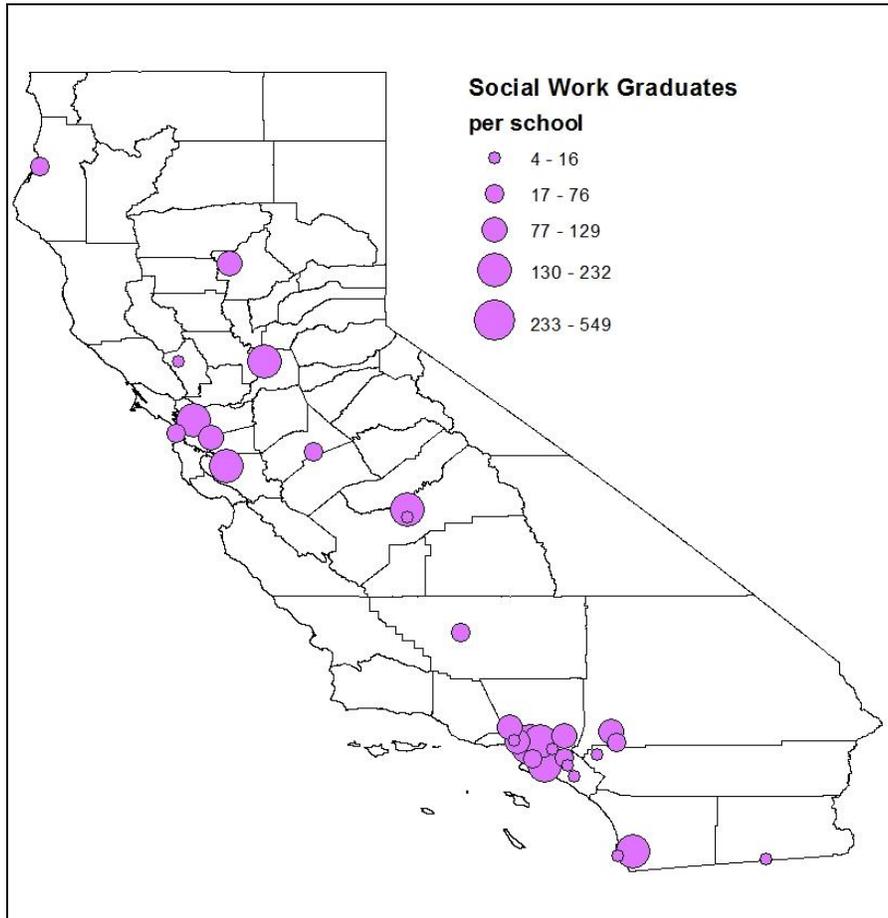
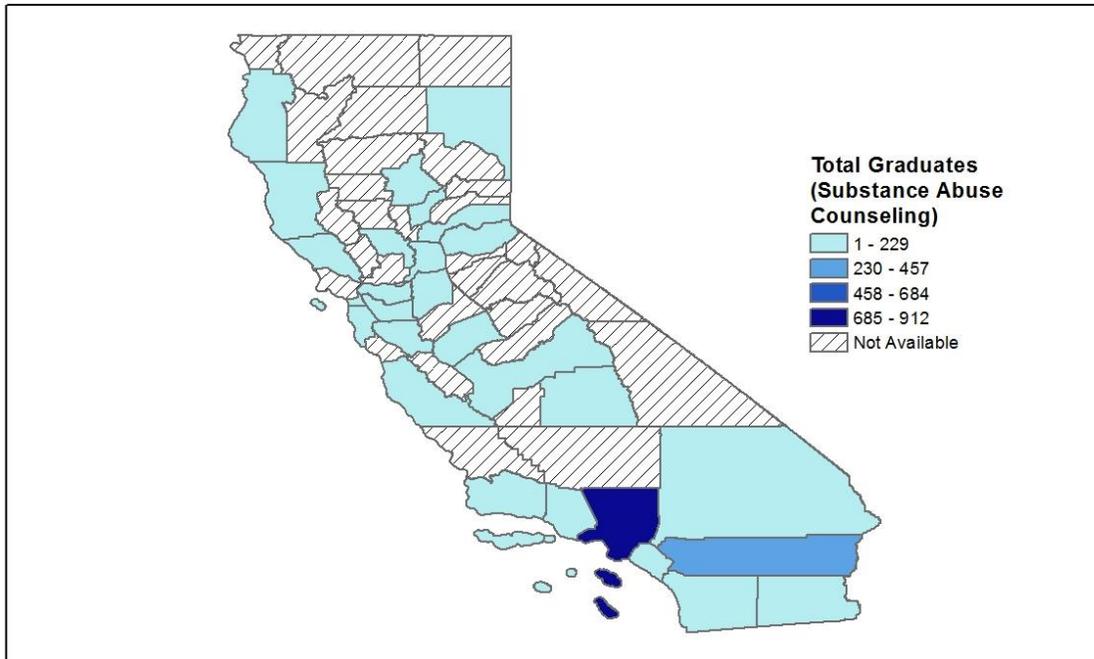


Figure 33 shows the geographic distribution and volume of graduates in Social Work programs across California. The majority of the state's Social Work graduates are located in the Bay Area and Los Angeles regions.

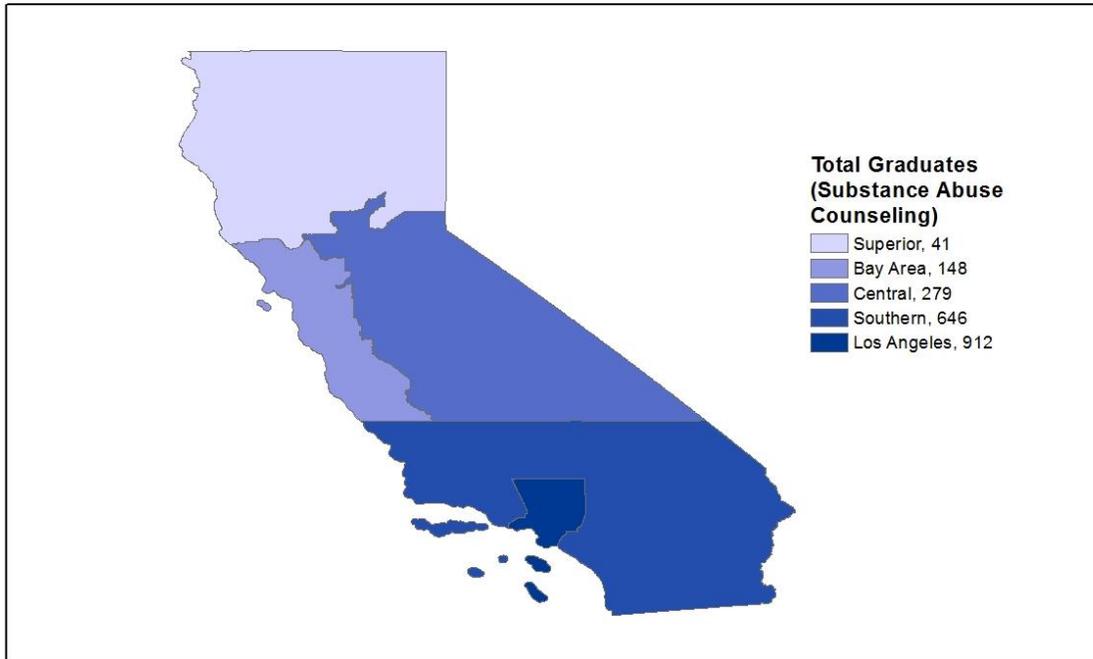
Trends of Substance Abuse and Addiction Counseling Graduates

Figure 34: Substance Abuse and Addiction Counseling Graduates by County



Los Angeles County had the highest number of graduates with degrees or certificates in Substance Abuse and Addiction Counseling (n=912). Riverside County had between 230 and 457 graduates with degrees or certificates in Substance Abuse and Addiction Counseling. All of the remaining counties with reported data had between one and 229 Substance Abuse and Addiction Counseling graduates.

Figure 35: Substance Abuse and Addiction Counseling Graduates by MHSA Region



The MHSA Los Angeles and Southern regions had the highest numbers of graduates with degrees or certificates in Substance Abuse and Addiction Counseling (n=1,558 combined). Los Angeles alone accounted for 912 graduates with degrees or certificates in Substance Abuse Counseling, which represented the highest number of any MHSA region. The Southern region had a total of 646 graduates, followed by the Central region (n=279), the Bay Area region (n=148), and finally the Superior region (n=41). The gap between the region with the highest number of graduates (Los Angeles) and lowest number of graduates (Superior) was 871 graduates.

Figure 36: Substance Abuse and Addiction Counseling Graduates Statewide

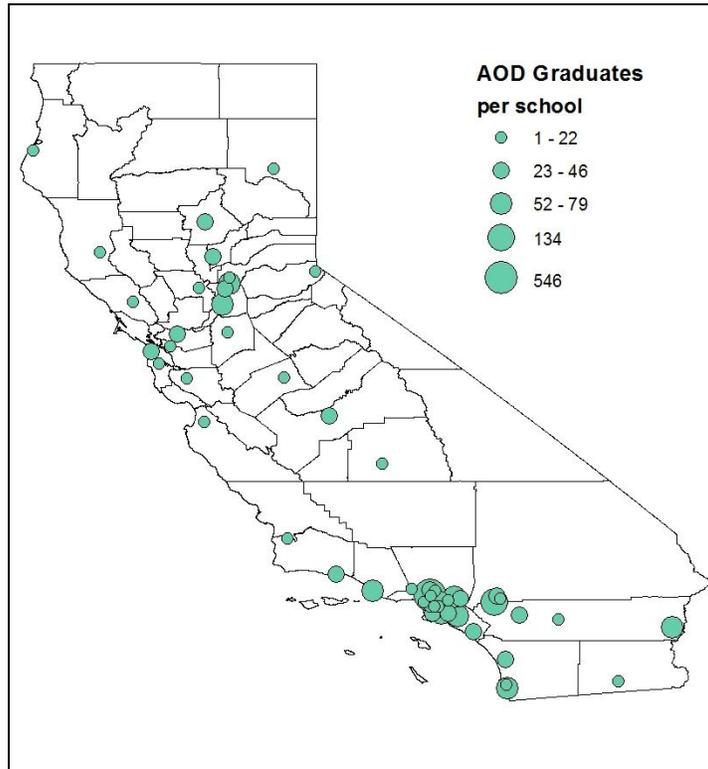
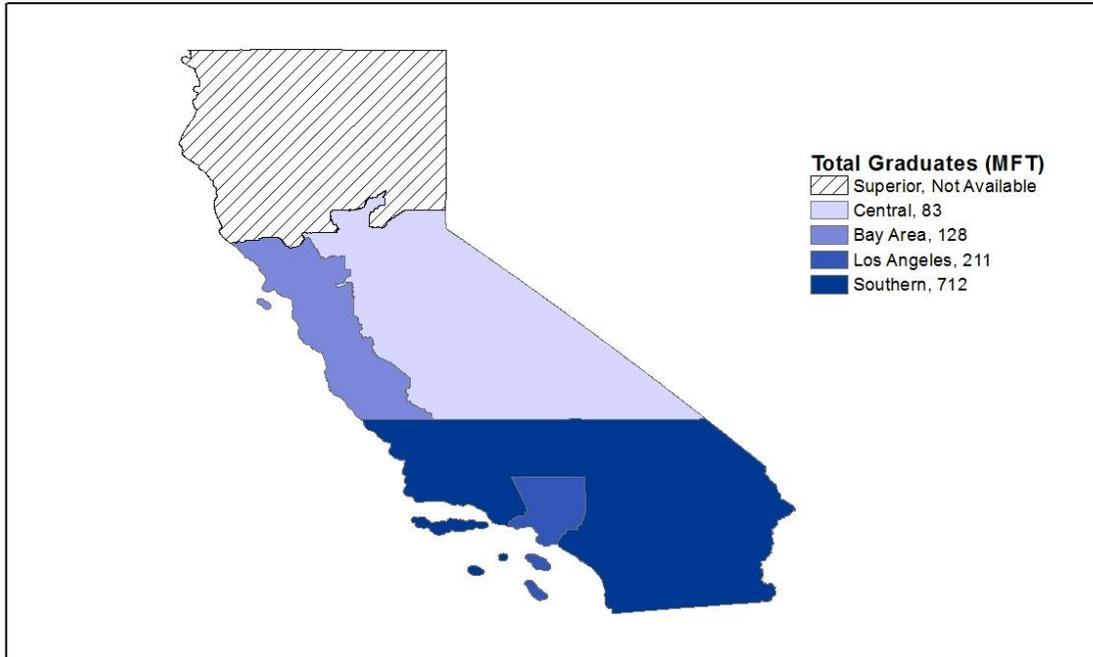


Figure 36 shows the geographic distribution and volume of graduates in Substance Abuse and Addiction Counseling programs across California. The majority of the state’s AOD graduates are located in the Central, Los Angeles, and Southern regions.

Figure 38: Marriage and Family Therapy Graduates by MHSA Region



The MHSA Los Angeles and Southern regions had the highest numbers of graduates with degrees or certificates in Marriage and Family Therapy (n=923 combined). The Southern region alone accounts for 712 graduates with degrees or certificates in Marriage and Family Therapy. The Bay Area region had a total of 128 graduates, followed by the Central region with a total of 83 graduates. There was no available data for the MHSA Superior region.

Figure 39: Marriage and Family Therapy Graduates Statewide

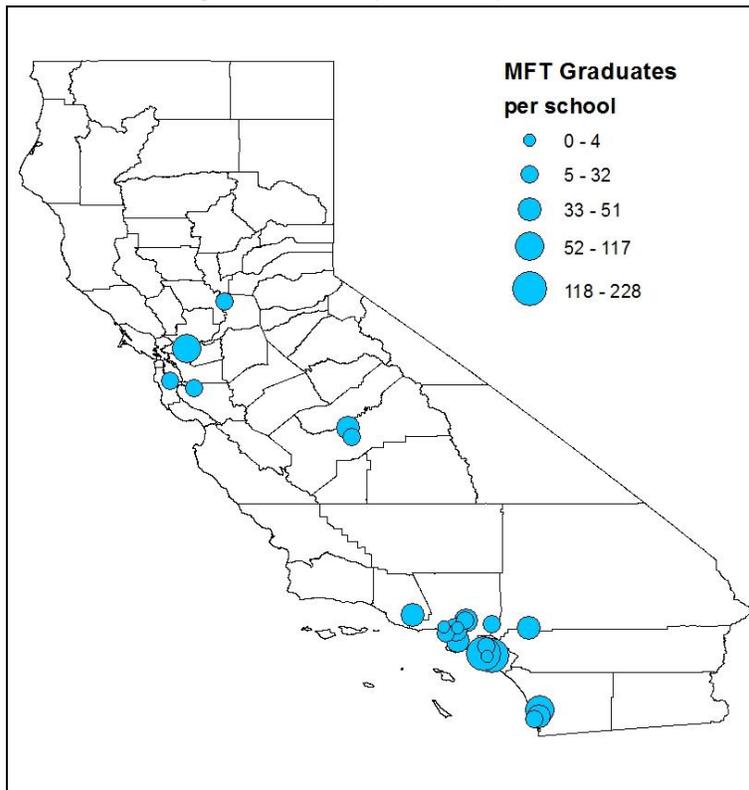
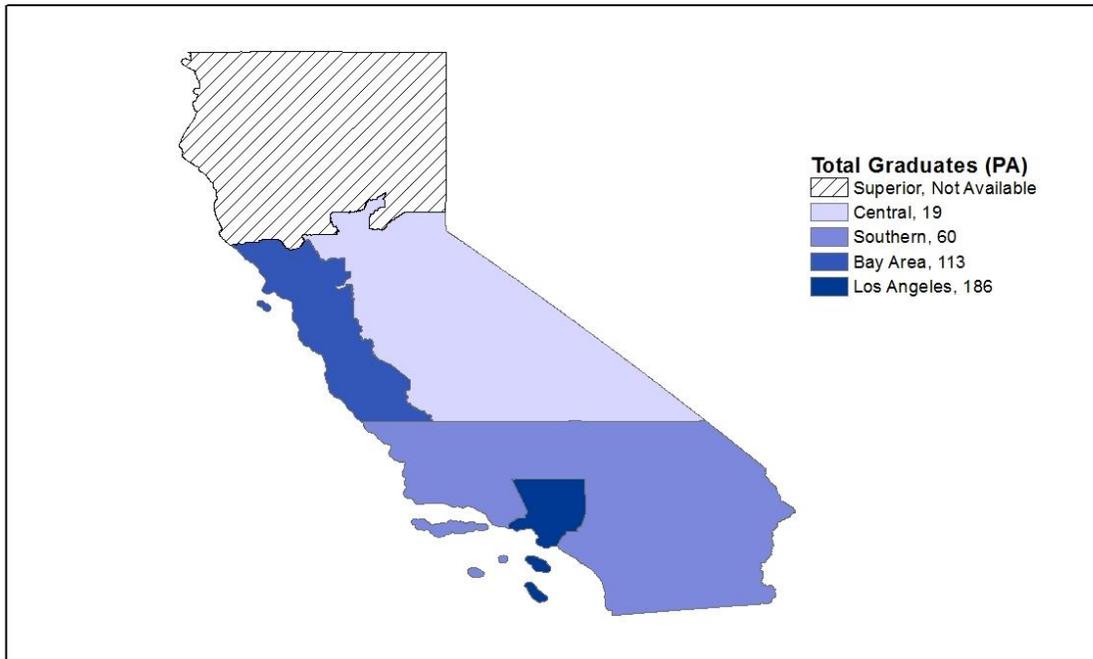


Figure 39 shows the geographic distribution and volume of graduates in Marriage and Family Therapy programs across California. The majority of the state’s Marriage and Family Therapy graduates are located in the Bay Area, Los Angeles, and Southern regions.

Figure 41: Physician Assistant Graduates by MHSA Region



The MHSA Los Angeles and Southern regions had the highest numbers of graduates with Physician Assistant degrees or certificates (n=246 combined). The MHSA Superior region did not have any Physician Assistant graduates. The Bay Area region had the third highest number of graduates with Physician Assistant degrees or certificates (n=113) while the Southern region had 60 such graduates, and Central region had just 19 graduates. There was no available data in the Superior region.

Figure 42: Physician Assistant Graduates Statewide

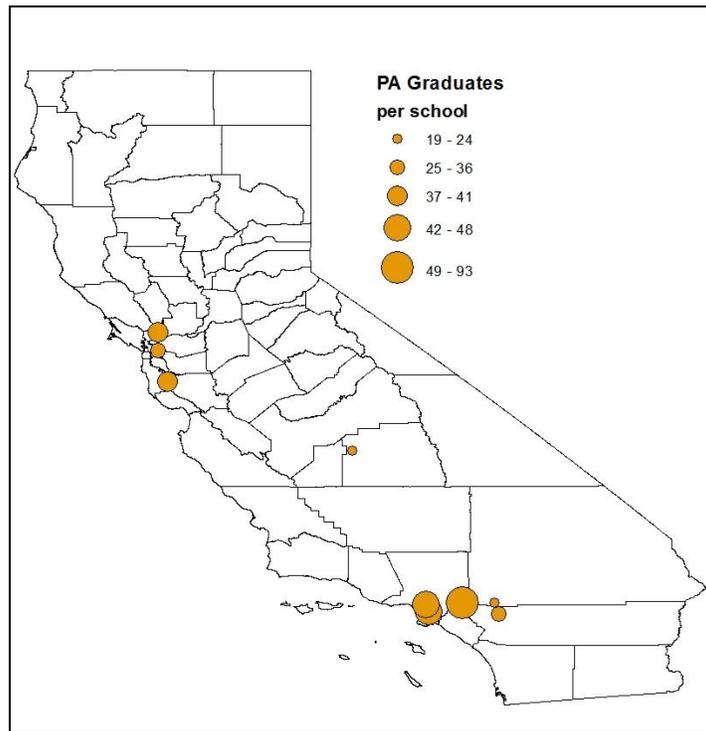


Figure 42 shows the geographic distribution and volume of graduates in Physician Assistant programs across California. The majority of the state’s Physician Assistant graduates were located in the Bay Area and Los Angeles regions.

Summary of California’s Mental Health Disciplines Educational Capacity

Across the state, most of the educational institutions conferring mental health-related degrees and certificates were located in the MHSA Los Angeles and Southern regions. As such, most of California’s graduates from programs conferring mental health-related degrees and certificates were also from the southern portion of the state. The MHSA Superior region reported the lowest number of educational institutions, thus producing the lowest number of graduates who could potentially enter the state’s public mental health workforce. When examined by educational program across the state, graduates from all six types of programs area were also predominantly concentrated in the MHSA Los Angeles and Southern regions; variability in geographic distribution of graduates from each type of program was minimal.

Section 2: Review of California's Educational Institutions with Mental Health Programs

Introduction

This section of the report is intended to contribute to an overall analysis of the supply of students in mental health disciplines in California. Based on a survey of education programs that contribute graduates to the public mental health workforce as well as an analysis of data from the California Post-Secondary Education Commission (CPEC), this section of the report reflects an effort to estimate the total number of students enrolled and graduating in mental health disciplines in educational institutions across California. Having estimates of the quantity and distribution of students in mental health disciplines informs projections of future available providers in California's public mental health workforce.

It is important to understand the current rate of students being educated in California's postsecondary educational institutions in mental health disciplines to understand the pipeline for the future mental health workforce. The distribution of mental health providers includes: 1) those who are practicing and will continue to practice; and 2) those who are currently being trained and will enter the workforce.

In California, there is no current standard mechanism to collect data on the current enrollment rates, graduation rates, and program capacities of the education programs of interest in this report. CPEC was a statewide entity that collected enrollment and graduation rates of all California's postsecondary educational institutions between 1999 and 2009. Data from CPEC serves as a foundation for this report because it most accurately represents the distribution of students in mental health disciplines across the State. CPEC data is stored in the Office of Statewide Health Planning and Development's (OSHPD) California Healthcare Workforce Clearinghouse.⁸

Given that CPEC data is over four years old, OSHPD sought to obtain current information from the state's educational programs through surveys to each institution. For this report, RDA compiled a list of each California program with a mental health discipline, researched the contact information for each program, called a representative for each program at least once to obtain the program's capacity information, and sent multiple email surveys to each remaining program that was unresponsive to phone contacts. Prior to presenting findings from CPEC data, this report summarizes findings from surveying all of the mental health-related education programs in California.

⁸ State of California Office of Statewide Health Planning & Development. (2014) *Healthcare Workforce Clearinghouse*. Retrieved from: <http://www.oshpd.ca.gov/HWDD/HWC/index.html>

In accordance with the values of the Mental Health Services Act (MHSA), which strives to create a workforce reflective of the diverse cultural needs, this report also analyzes the demographic composition of students in mental health disciplines. Wherever possible, the report analyzes graduates by gender, race/ethnicity, age, and language capacity.

This effort is intended to contribute to an assessment of how programs and funding can be applied to best support California's postsecondary mental health training programs to further the preparedness and supply of future mental health providers.

Data Sources and Limitations

A Survey of California Educational Institutions

For this report, every educational institution (n=365) in California with an accredited post-secondary mental health degree program was contacted to collect updated data on enrollment, graduation, capacity, and demographic trends. By and large, schools did not have information on enrollment, graduation, capacity, or demographic trends readily accessible. Multiple attempts were made to collect data points for each school, but limited by time and resources, only 35% of schools responded to the survey. Furthermore, this 35% captures the number of schools who responded to any one portion of the survey (enrollment, graduation, capacity, or demographic trends). A much lower percentage of schools responded to queries on demographic data than for enrollment.

The sample size of this data collection effort prohibits the assumption that the data is reflective of the overall schema of students in mental health disciplines in California. As a result, this report relies heavily on CPEC data. Efforts were made to focus on the graduation counts data within CPEC, which are strong, representative counts.

California Post-Secondary Education Commission

The primary data source used for this report is the California Post-Secondary Education Commission data, referred to as CPEC. CPEC data provided information on the enrollment and graduation counts, per discipline, per institution, per year from 1999 to 2009, when CPEC was disbanded. Additionally, CPEC collected information on the gender and race/ethnicity of students.

No other institution consistently collects data on enrollment and graduation for students in mental health fields.⁹ Thus, while the CPEC data set housed in OSHPD's California Healthcare Workforce Clearinghouse¹⁰ provides counts and disaggregation by multiple relevant indicators, the data is truncated at 2009.

⁹ Other data sources, such as IPEDS (analyzed in Deliverable One), were previously identified as less reliable or thorough than CPEC.

¹⁰ State of California Office of Statewide Health Planning & Development. (2014) *Healthcare Workforce Clearinghouse*. Retrieved from: <http://www.oshpd.ca.gov/HWDD/HWC/index.html>

Moreover, a serious issue with CPEC data is the high percentage of missing data for enrollment fields. While graduation counts are reported with high consistency (with 100% of total graduates reported each year from 1999-2009), enrollment was reported around 20% each year. The implications of this limitation are discussed at further length in the section on CPEC data.

Summary of 2013 Educational Institutions Data

The following portion of this report describes the data collected through December 2, 2013, from a survey of mental health-related postsecondary educational programs across California. Programs from a wide variety of mental health-related educational disciplines were included in this survey. Programs geographically span all of the state’s MHSA Regions (Bay Area, Central, Los Angeles, Southern, and Superior) and different county sizes (large, medium, small, and online). The programs are also administered through different types of postsecondary educational institutions (University of California, California State University, community colleges, and private institutions). Most of California’s postsecondary educational programs in mental health-related disciplines are:

- 1) Located in either the Southern or Los Angeles regions;
- 2) Administered by private institutions; and
- 3) Found in large counties.

The subsequent sections detail the distribution of postsecondary mental health-related programs across California by MHSA region, type of institution, and county size.

Distribution of Programs by MHSA Region

The largest proportion of programs (34%, n=125) was located in the Southern Region. Twenty-seven percent of programs were located in the Los Angeles region (n=99), and 24% of programs were in the Bay Area region (n=88). See Table 3 for a numerical representation of the distribution of programs by MHSA region.

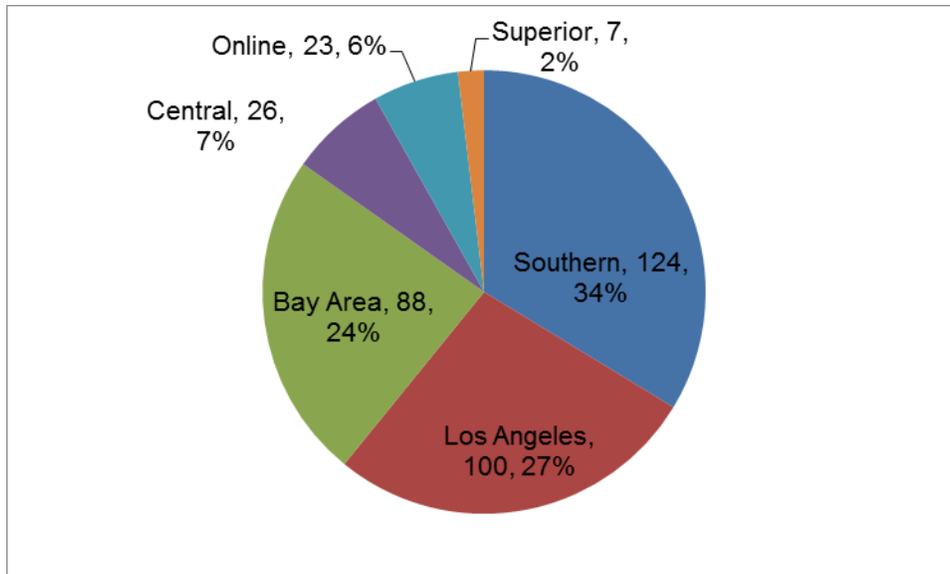
Table 3: Distribution of Programs by MHSA Region, 2013 (n=365)

MHSA Region	Number of Programs	% of Total
Bay Area	88	24%
Central	26	7%
Los Angeles	99	27%
Online	20	5%
Southern	125	34%
Superior	7	2%
Total	365	100%

Source: OSHPD-Led Educational Institutions Survey

Figure 43 presents a visual depiction of the distribution of programs by MHSAs regions.

Figure 43: Distribution of Programs by MHSAs Region, 2013 (n=365)



Source: OSHPD-Led Educational Institutions Survey

Table 4 displays the distribution of programs by discipline type, across MHSA regions. Fifty-seven percent of Child Psychiatry Fellowships, for example, were concentrated in the Bay Area, with 29% in Los Angeles and 14% in the Southern Region. Clinical Nurse Specialist programs were located primarily in the Bay Area (33%), Los Angeles (30%), and in Southern (33%) regions. Physician Assistant programs were concentrated in the Bay Area region (33%), which was 9% higher than the total proportion of the state’s programs in the Bay Area.

Table 4: Distribution of Programs by Discipline by MHSA Region, 2013 (n=365)

Discipline	Total Number of Programs Statewide	% of Programs in Bay Area	% of Programs in Central	% of Programs in Los Angeles	% of Programs in Southern	% of Programs in Superior	% of Programs Online
Child Psychiatry Fellowship	7	57%	0%	29%	14%	0%	0%
Clinical Nurse Specialist	33	33%	3%	30%	33%	0%	0%
Clinical Psychology	24	8%	0%	38%	42%	0%	13%
Doctorate in Psychology	9	22%	11%	44%	22%	0%	0%
Educational Psychology	1	0%	0%	100%	0%	0%	0%
Geriatric Psychiatry Fellowship	5	40%	0%	40%	20%	0%	0%
Licensed Professional Clinical Counselor	40	20%	8%	15%	35%	0%	23%
Marriage and Family Therapy	126	29%	6%	22%	34%	2%	6%
Physician Assistant	9	33%	11%	22%	33%	0%	0%
Psychiatric Mental Health Nurse Practitioner	6	17%	0%	67%	17%	0%	0%
Psychiatric Residency	22	18%	18%	36%	27%	0%	0%
Psychiatric Technician	19	26%	16%	11%	47%	0%	0%
School Psychology	40	13%	8%	30%	45%	5%	0%
Social Work	24	21%	8%	38%	25%	8%	0%
Total	365	24%	7%	27%	34%	2%	5%

Source: OSHPD-Led Educational Institutions Survey

Distribution of Programs by Institution Type

The following section analyzes the distribution of programs by the type of institution, as detailed in Table 5. Private schools housed 61% of all identified programs (n=224).

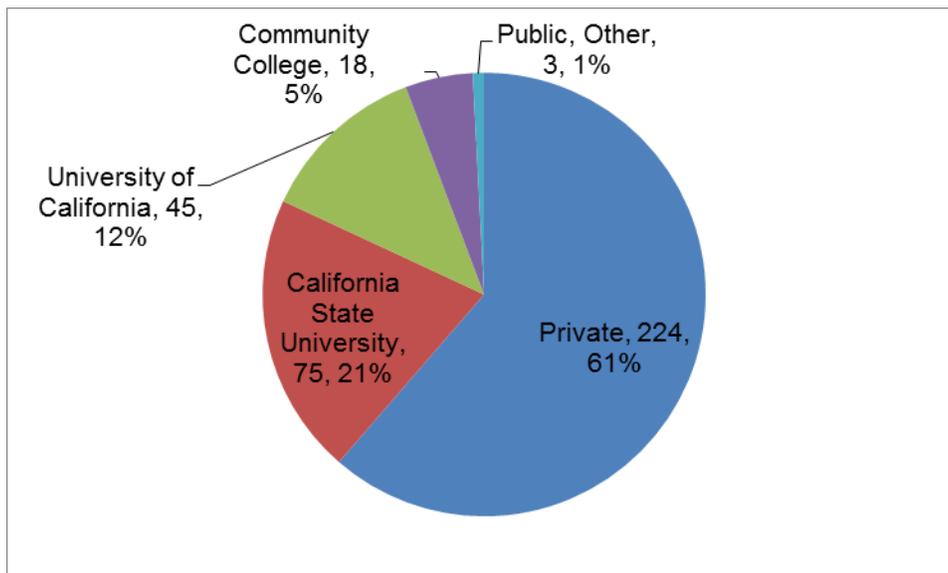
Table 5: Distribution of Programs by Institution Type, 2013 (n=365)

Type of Institution	Number of Programs	% of Total Programs
Community College	18	5%
California State University	75	21%
Private	224	61%
Public, Other	3	1%
University of California	45	12%
Total	365	100%

Source: OSHPD-Led Educational Institutions Survey

Figure 44 visually represents the distribution of programs by institution type. Private schools comprised the majority of all identified programs.

Figure 44: Distribution of Programs by Institution Type, 2013 (n=365)



Source: OSHPD-Led Educational Institutions Survey

Table 6 presents the distribution of programs by county size. The greatest proportion of programs was located in large counties (80%; n=293).

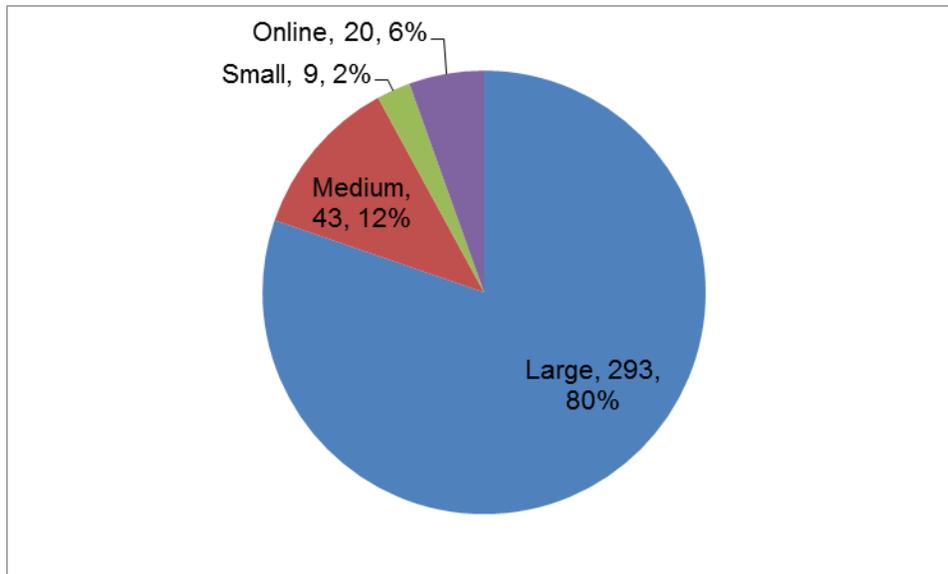
Table 6: Distribution of Programs by County Size, 2013 (n=365)

County Size	Number of Programs	% of Total Programs
Small	9	2%
Medium	43	12%
Large	293	80%
Online	20	5%
Total	365	100%

Source: OSHPD-Led Educational Institutions Survey

Figure 45 is a visual presentation of the distribution of programs by county size.

Figure 45: Distribution of Programs by County Size, 2013 (n=365)



Source: OSHPD-Led Educational Institutions Survey

Table 7 depicts the distribution of programs both by discipline and county size. In many disciplines, such as Child Psychiatric Fellowships, Educational Psychology programs, Geriatric Psychiatric Fellowships, and Psychiatrist Mental Health Nurse Practitioner programs, all programs were located in large counties.

While the majority of programs are located in large counties, there was high representation in some disciplines in medium and small counties. For example, 33% of Physician Assistant programs were located in medium counties. And while small counties accounted for a total of only 2% of total programs in California, 26% of all Psychiatric Technician programs were located in small counties.

Table 7: Distribution of Programs by Discipline¹¹ and County Size, 2013

Discipline	Large	Medium	Small	Online
Child Psychiatry Fellowship	100%	0%	0%	0%
Clinical Nurse Specialist	94%	6%	0%	0%
Clinical Psychology	83%	4%	0%	13%
Doctorate in Psychology	89%	11%	0%	0%
Educational Psychology	100%	0%	0%	0%
Geriatric Psychiatry Fellowship	100%	0%	0%	0%
Licensed Professional Clinical Counselor	73%	5%	0%	23%
Marriage and Family Therapy	81%	11%	2%	6%
Physician Assistant	67%	33%	0%	0%
Psychiatric Mental Health Nurse Practitioner	100%	0%	0%	0%
Psychiatric Residency	77%	23%	0%	0%
Psychiatric Technician	42%	32%	26%	0%
School Psychology	80%	18%	3%	0%
Social Work	88%	8%	4%	0%
Total	80%	12%	2%	5%

Source: OSHPD-Led Educational Institutions Survey

Summary of Programs Responding to Educational Survey

While the previous section reflects an analysis of all 365 programs identified in California, this section is based on analysis of the data collected from the individual programs. The data collection process involved multiple contacts with each program by phone and email. Programs were surveyed to determine current enrollment, the total program capacity, and the number of

¹¹ Programs were classified into disciplines based off of their listing by the Board of Behavioral Sciences Accredited Programs. If a program was listed as an accredited program for Clinical Nurse Specialists, that is the program classification here. Importantly, many different specific degrees can feed each license type. A common example is the Licensed Professional Clinical Counselor track, for which degrees varied by Master’s in Counseling Psychology, Counseling, and sometimes even Clinical Psychology. This is also the case for Marriage and Family Therapy degrees.

students who graduated last year. In addition, programs were asked to describe their previous year's graduating class by gender, race/ethnicity, language capacity, age, and if available, sexual orientation and whether students had identified as consumers of mental health services.

Response rates varied across the areas of inquiry; programs were most frequently able to report current enrollment. A total of 35% of all schools reported on enrollment figures (n=128). Program capacity was reported for 29% of all schools (n=107), and graduation data reported for 27% of schools (n=101).

Table 8 shows the number and percent of the total programs per discipline that reported enrollment, program capacity, and graduation. Program enrollment was reported by 35% of programs and highest for Educational Psychology, Psychiatric Residency, and Psychiatric Mental Health Nurse Practitioner programs. Reporting for program capacity was marginally lower at 29%, with Child Psychiatry, Psychiatric Residency, and Psychiatric Technician programs offering relatively high reporting rates on program capacity. Graduation counts were reported by a total of 28% of total programs, with 55% Psychiatric Residency programs, and 42% of Psychiatric Technician programs reporting on graduation data.

Table 8: Program Data Collected by Discipline, 2013 (n=365)

Discipline	Number of Programs that Reported Enrollment	% Enrollment Collected	Programs that Reported Program Capacity	% Program Capacity Collected	Programs that Reported Graduation	% Graduated Collected	Total Programs
Child Psychiatry Fellowship	2	29%	3	43%	2	29%	7
Clinical Nurse Specialist	7	21%	4	12%	4	12%	33
Clinical Psychology	10	42%	9	38%	10	42%	24
Doctorate in Psychology		0%		0%		0%	9
Educational Psychology	1	100%		0%		0%	1
Geriatric Psychiatry Fellowship	1	20%	1	20%	1	20%	5
Licensed Professional Clinical Counselor	12	30%	9	23%	10	25%	40
Marriage and Family Therapy	42	33%	34	27%	33	26%	126
Physician Assistant	4	44%	3	33%	3	33%	9
Psychiatric Mental Health Nurse Practitioner	3	50%	1	17%	1	17%	6
Psychiatric Residency	12	55%	12	55%	12	55%	22
Psychiatric Technician	9	47%	8	42%	8	42%	19
School Psychology	15	38%	14	35%	8	20%	40
Social Work	10	42%	9	38%	9	38%	24
Total	128	35%	107	29%	101	28%	365

Source: OSHPD-Led Educational Institutions Survey

Table 9 displays the number and percent of the total programs per discipline that reported enrollment, program capacity, and graduation by MHSA region. The Southern region, which had the largest proportion of post-secondary mental health programs of any MHSA region (34%), also had the highest response rate for any region (46%; n=57).

Table 9: Program Data Collected by MHSA Region, 2013 (n=365)

MHSA Region	Number of Programs that Reported Enrollment	% Enrollment Collected	Programs that Reported Program Capacity	% Program Capacity Collected	Programs that Reported Graduation	% Graduation Collected	Total Programs
Bay Area	22	25%	16	18%	18	20%	88
Central	11	42%	9	35%	10	38%	26
Los Angeles	33	33%	28	28%	26	26%	99
Southern	57	46%	51	41%	45	36%	125
Superior	2	29%	2	29%	2	29%	7
Online	3	15%	1	5%		0%	20
Total	128	35%	107	29%	101	28%	365

Source: OSHPD-Led Educational Institutions Survey

Program data collected by institution type is reported in Table 10. “Public, other institutions” represented public hospitals not affiliated with a university. Public, other institutions had the highest enrollment reporting rate of 100%, however, it is important to note that this institution type consisted of only two programs. University of California schools had the next highest reporting rate of 49% (22 schools for enrollment and capacity; 17 schools for graduation). Private schools, which housed 61% of statewide programs, had the lowest reporting rates across all three categories - enrollment, program capacity, and graduation.

Table 10: Program Data Collected by Type of Institution, 2013 (n=365)

Type of Institution	Number of Programs that Reported Enrollment	% Enrollment Collected	Programs that Reported Program Capacity	% Program Capacity Collected	Programs that Reported Graduation	% Graduation Collected	Total Programs
Community College	8	44%	7	39%	7	39%	18
California State University	28	37%	22	29%	21	28%	75
Private	68	30%	54	24%	54	24%	224
Public, Other	2	100%	2	100%	2	100%	2
University of California	22	49%	22	49%	17	38%	45
Grand Total	128	35%	107	29%	101	28%	365

Source: OSHPD-Led Educational Institutions Survey

Table 11 shows that few programs responded to inquiries about the demographic compositions of their students. The highest reported field, gender, represented only 18% of all programs (n=67). Rates for sexual orientation and consumer identification were virtually absent, each representing just 2% and 3%, respectively, of the total number of programs. The low response rates and concerns about the quality of the data make it challenging to report on these fields.

Table 11: Demographic Fields Responses, 2013 (n=193)

Demographic Field	Number of Responses	% of Total
Gender	67	18%
Race/Ethnicity	45	12%
Age	35	10%
Language	28	8%
LGBT	10	3%
Consumer-Identified	8	2%
Total	193	53%

Source: OSHPD-Led Educational Institutions Survey

Summary of Reported Enrollment, Program Capacity, and Graduation Counts

Although the fields for demographic indicators are not reflective of the sample of students, this section reports on the sum of figures reported on enrollment, program capacity, and graduation. A total of 10,035 students are reported currently enrolled in programs that will prepare them for licenses and professions in mental health.

Data on program capacity is problematic, as programs reported zero as capacity for several counts. For graduation counts, many schools also entered their average graduation over a few years, rather than their exact graduation for the previous year. This resulted in some inconsistencies, such as 119.5 graduates in Clinical Psychology. It is likely that neither the program capacity nor graduation fields contain reliable data, due to both sample size and the actual reported data.

Summary of CPEC Data

CPEC data provides valuable insights on graduation trends across mental health disciplines. One of the most valuable aspects of the CPEC data is that it is a longitudinal data set with annual counts reported from 1999 to 2009. Such data allows analysis of trends and change over time. For the most part, linear trend lines identify patterns over the ten-year period. These trend lines forecast an additional five years from 2009, assuming the trends continue. This has allowed estimates to be made of the graduate forecasts in mental health disciplines through 2014.

Another strength of the CPEC data set is that it disaggregates data by gender, race/ethnicity, and by discipline. The diversity of this data offers an extensive array of analysis options, which are fully explored in this section of the report.

The following section provides an analysis of overall graduation trends over time in California. This is followed by an analysis of graduation trends in the five MHSA regions, by discipline, by race/ethnicity, and by county size.

Key Findings

Overall graduation counts rose over the 1999 to 2009 period for most areas analyzed. Thus for most forecasts with only a few exceptions (identified throughout the report),¹² graduation counts are projected to continue rising through 2014.

Graduates were heavily concentrated in the Southern Region, which accounted for approximately 34% of all total graduates in the state. Further, the growth rate of graduates in the Southern region increased faster than the statewide average, and considerably faster than in other regions of California. The Los Angeles and Bay Area regions also experienced growth, although not at the rate of the Southern region. The Superior and Central regions grew at considerably slower paces and represented smaller proportions of graduates.

Large counties accounted for 80% of all graduates in the state, and held this proportion steadily from 1999 to 2009. Medium and small counties held much smaller proportions of the total number of graduates. In examining these proportions over time, large counties marginally increased their share of graduates while medium and small counties marginally decreased their shares.

Female graduates consistently accounted for approximately two-thirds of the total graduates in California. This proportion fluctuated by each level of analysis, but females represented the majority of graduates in all disciplines and all regions of California.

In terms of race/ethnicity, White graduates comprised the largest share of all graduates in mental health disciplines. Overall though, graduates of minority race/ethnicities constituted an aggregated majority of all graduates. See the section below titled, "Graduation Trends Over Time by Race/Ethnicity, Gender, and Discipline," for figures and tables documenting the distribution of graduates by race/ethnicity across the state. Growth is anticipated for almost all race/ethnicity groups, based on increased graduation counts in the 1999 to 2009 period.

Key Limitation: Enrollment vs. Graduation

As introduced in the limitations section, one issue with the CPEC data is the lack of enrollment data. Relative to the number of schools and programs that reported graduation, enrollment is under-reported. In

¹² These forecasts depend on linear trends and will be further analyzed in later, in-depth projections analyses that account for more variables.

Table 12, the difference between reported enrollment and reported graduation is clear. Each year from 1999 to 2009, approximately 79 to 83% of data on enrollment is missing, whereas only ten to 15% of data on graduation is missing. There are a few troublesome implications of this missing data.

Table 12: Percent of Fields with Missing Data, 1999-2009

Year	Total Enrollment Missing	Total Graduates
1999	79%	0%
2000	80%	0%
2001	83%	0%
2002	82%	0%
2003	82%	0%
2004	83%	0%
2005	82%	0%
2006	83%	0%
2007	81%	0%
2008	81%	0%
2009	83%	0%

Source: California Post-Secondary Education Commission (CPEC)

Given this disparity in data reporting, using both enrollment and graduation counts would skew conclusions about graduation rates. Since graduate rates were calculated as the number of students that graduate divided by the number of students that were enrolled, decreasing the denominator would inflate the actual rate of graduation. The exact consequences of this issue are demonstrated below. Using the select 18% of data from schools that reported on both graduation and enrollment counts, graduation rates for males appeared to be 28%, for females 29%, and overall 29%.

Table 13: Graduation Rates For Selected Data with Both Enrollment and Graduation, 1999-2009

Student Group	Graduation Rate
Male	28%
Female	29%
Total	29%

Source: California Post-Secondary Education Commission (CPEC)

Alternatively, Table 14 calculates the average graduation rates for the entire sample of students. The disparity is clear. For males, a graduation rate could not be calculated because enrollment was reported as zero students, but for females the graduation rate for the total sample was 52%. This is a 23% difference. For all students, the difference was even greater (as this calculation included the total number of male graduates). The selected sample was inflated an



additional 39% from 29% to a total graduation rate of 68%. For this reason, it would be misleading to report on graduation rates or enrollment data from the CPEC data set.

Table 14: Graduation Rates for Total Sample, 1999-2009

Student Group	Graduation Rate
Male	n/a
Female	52%
Total	68%

Source: California Post-Secondary Education Commission (CPEC)

For the remainder of the report, the focus is on graduation counts and trends within the graduation count variable.

Statewide Graduation Trends

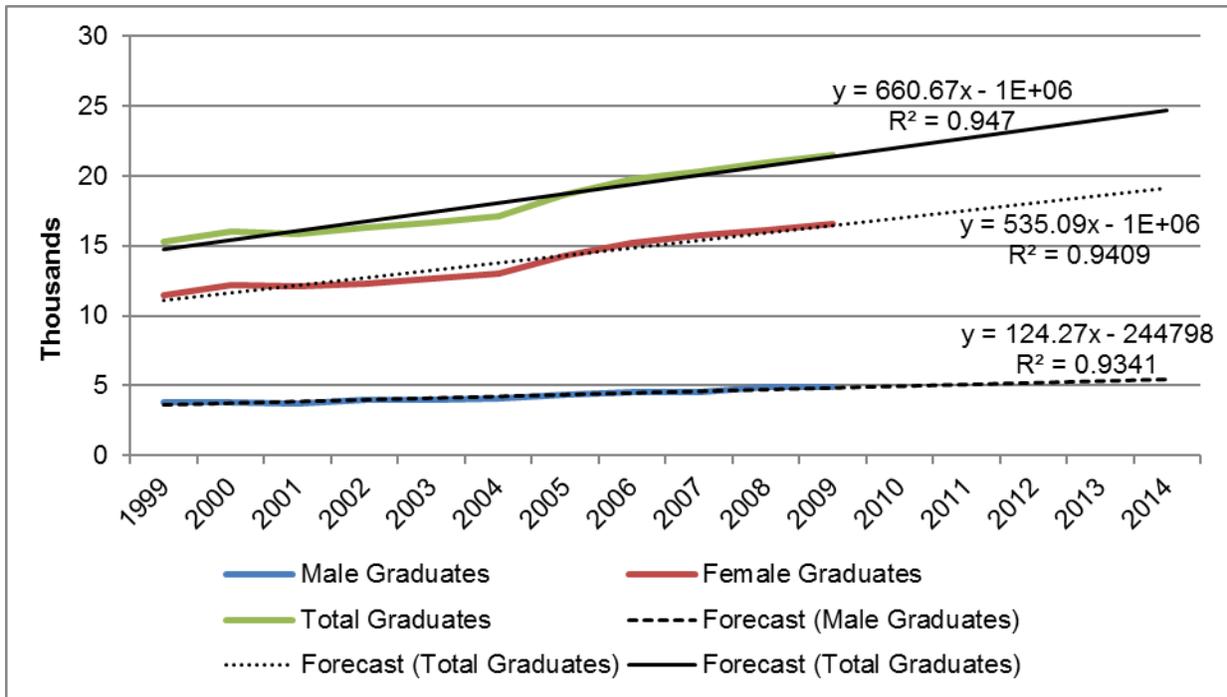
As shown in Figure 46, overall, graduation trends in the state were positive over the ten-year period from 1999 to 2009. For graduates across all mental health disciplines, the total graduate count increased on average by 660 graduates per year. The forecast for total graduates estimated an average of 660 more graduates per year, starting with a constant number of 14,075 total graduates in 1999. The R-squared value for this trend line was strong at 0.947, suggesting a reliable linear forecast of total graduation counts.¹³

Female graduation counts also increased over the ten-year period at an average pace of 535 additional students per year. This calculation assumed a 10,573 student constant intercept in the year 1999. The R-squared value for this forecast was strong at 0.941, signifying that female graduation counts contributed to a reliable linear forecast. This linear forecast estimated 18,599 female graduates in mental health subjects by year 2014.

Male graduation counts increased at a significantly slower pace, with an additional average 124 male graduates per year.

¹³ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Figure 46: Statewide Graduation by Gender of 1999-2009 CPEC Data, with Five-Year Linear Forecasts¹⁴



Source: California Post-Secondary Education Commission (CPEC)

¹⁴ Forecasts, calculated using Microsoft Excel's trendline function, utilize a least-squares approach.

Table 15 displays graduation data by gender for all disciplines. Although graduation numbers increased over the period, they were subjected to fluctuation on a year-by-year basis. This was particularly the case for male graduation changes, which spiked and dipped intermittently over the ten-year span. Female graduation trends followed a more consistent trend, gradually increasing from 2002 to 2005, and increasing at a lower rate in the early 2000s.

For the total number of graduates, change remained positive except for the period 2000 to 2001. Overall, dips in 2000 and 2001 were followed by a normal trend by 2003, followed by a spike in graduation in 2005.

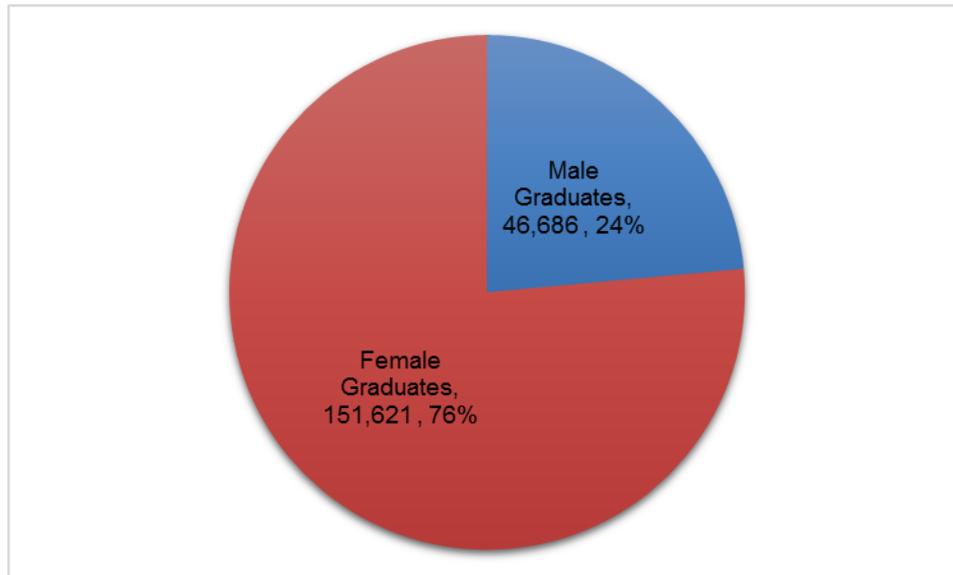
Table 15: Graduation Data by Gender, All Disciplines, 1999-2009 (n=198,124)

Year	Male Graduates	Male Graduates: % Change from Previous Year	Female Graduates	Female Graduates: % Change from Previous Year	Total Graduates	Total Graduates: % Change from Previous Year
1999	3,823	n/a	11,498	n/a	15,323	n/a
2000	3,816	0%	12,234	6%	16,050	5%
2001	3,722	-3%	12,138	-1%	15,870	-1%
2002	3,961	6%	12,317	1%	16,285	3%
2003	4,034	2%	12,632	2%	16,675	2%
2004	4,111	2%	12,969	3%	17,100	2%
2005	4,353	6%	14,267	9%	18,632	8%
2006	4,518	4%	15,187	6%	19,720	6%
2007	4,546	1%	15,749	4%	20,311	3%
2008	4,866	7%	16,072	2%	20,951	3%
2009	4,936	1%	16,558	3%	21,507	3%
Total	46,686		151,621		198,424	
10-Year Average		3%		4%		3%

Source: California Post-Secondary Education Commission (CPEC)

The overall count for female graduates was significantly higher than the count for male graduates and is represented visually in Figure 47. Over the 1999 to 2009 period, females accounted for 76% of all graduates in mental health disciplines, on average.

Figure 47: Overall Graduation Distribution by Gender, All Disciplines, 1999-2009
(n=198,424)



Source: California Post-Secondary Education Commission (CPEC)

Statewide Graduation Trends by Discipline

In the following section, graduation trends are explored by each discipline. Overall, graduates were most concentrated in the field of Psychology (51%). An additional 12% graduated from Substance Abuse and Addiction Counseling programs, and the remaining disciplines each represented less than 10% of all graduates statewide. These statewide distributions were used as a basis of comparison as graduation trends by discipline are further explored by MHSA region and county size.

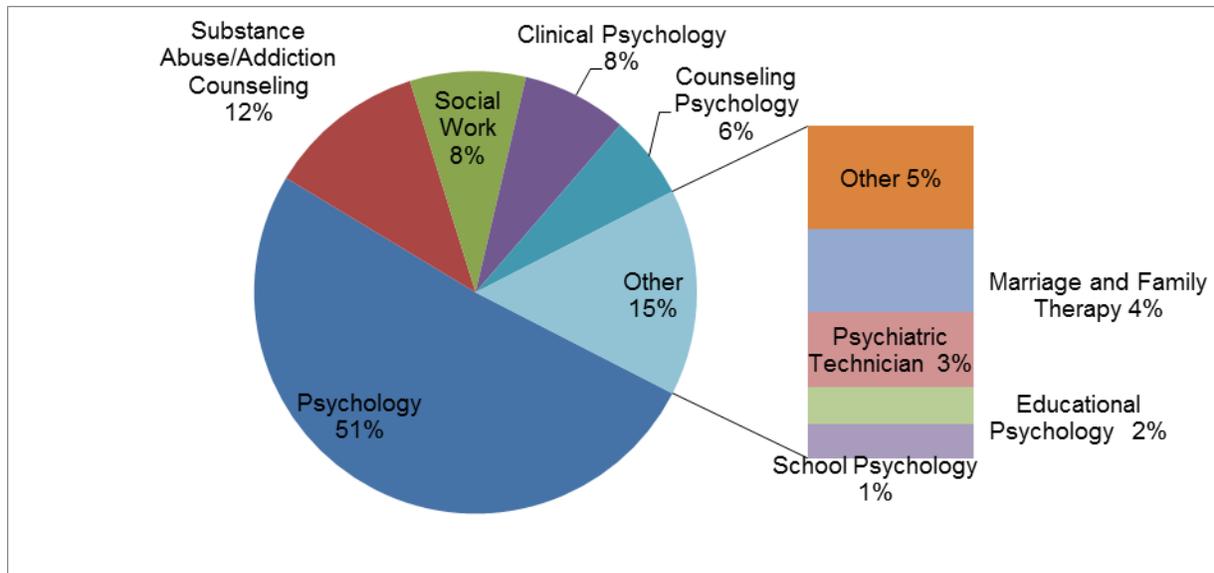
Table 16: Statewide Distribution of Graduates by Discipline, 1999-2009 (n=198,424)

Discipline	Graduates	% of Total Graduates in Discipline
Clinical Psychology	14,795	8%
Counseling Psychology	8,829	6%
Educational Psychology	855	2%
Marriage and Family Therapy	4,370	4%
Other	3,930	5%
Psychiatric Technician	4,514	3%
Psychology	125,897	51%
School Psychology	1,075	2%
Social Work	25,695	8%
Substance Abuse/Addiction Counseling	8,464	12%
Total	198,424	100%

Source: California Post-Secondary Education Commission (CPEC)

Figure 48 shows a visual representation of the statewide distribution of graduates by discipline presented in Table 16. The disciplines of Other, Marriage and Family Therapy, Psychiatric Technician, Educational Psychology, and School Psychology each represented 5% or less of statewide graduates. Throughout the remainder of this report, those disciplines are displayed in bar format for ease of comparison.

Figure 48: Statewide Distribution of Graduates by Discipline, 1999-2009 (n=198,424)



Source: California Post-Secondary Education Commission (CPEC)

MHSA Regional Trends

The following section presents: 1) graduation trends over time and 2) distribution of graduates by discipline, for each MHSA region.

Previous work demonstrated that mental health providers are unevenly distributed across the state – a pattern that can result in area-specific shortages of specific mental health providers. Upon examining the educational pipeline, it is evident that graduates were strongly concentrated in the MHSA Southern Region, as displayed in Table 17. Almost 40% of all total graduates, aggregated from the 1999 to 2009 period, graduated from schools located in the Southern region. The Los Angeles region represented 29% of all graduates over the ten-year period. The Bay Area Region also had a relatively high percentage of graduates at 23%. However, both the Central and Superior regions each graduated fewer than 10% of the total graduates in the state.

Table 17: Total Number of Graduates by MHSA Region, 1999-2009 (n=198,424)

MHSA Region	Total Graduates	% of Total Graduates in CA
Bay Area	44,703	23%
Central	15,469	8%
Los Angeles	57,531	29%
Southern	75,234	38%
Superior	5,487	3%
Total	198,424	100%

Source: California Post-Secondary Education Commission (CPEC)

Bay Area Region

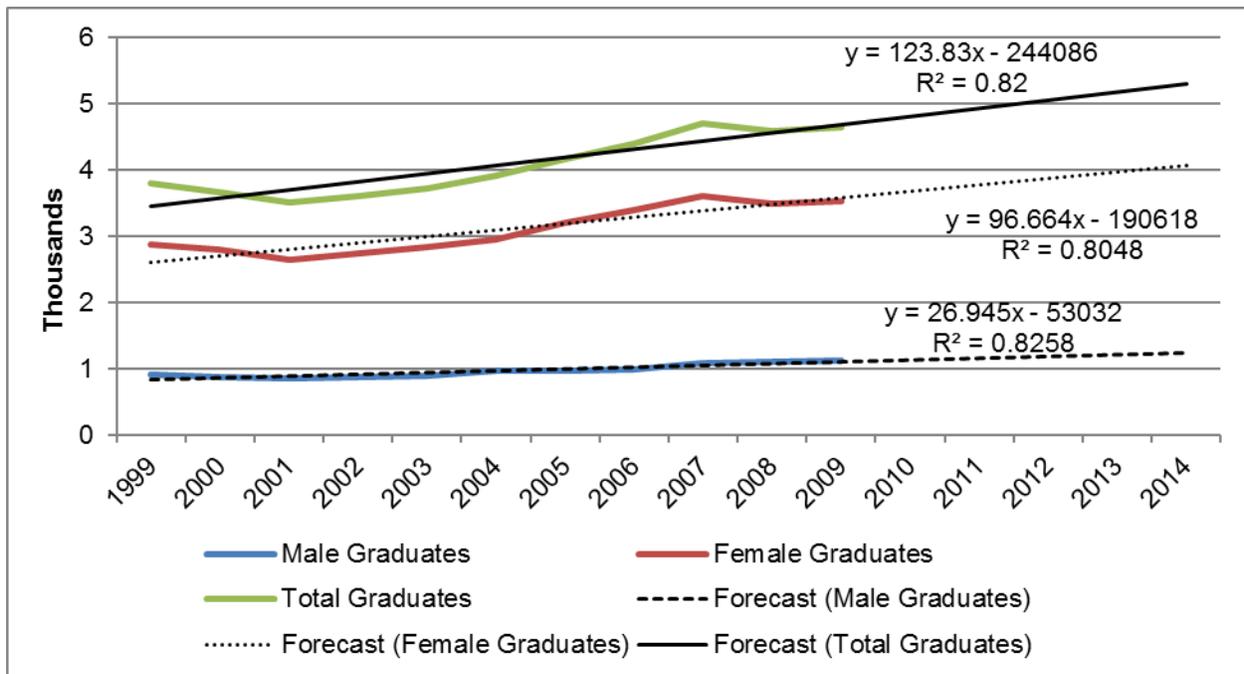
Focusing on graduation trends, for which the data is more representative, linear forecasts were calculated using the 1999 to 2009 data and projected to create 2014 estimates. Figure 49 presents the Bay Area graduation trend forecast. For all graduates in the Bay Area region (male and female graduates of all disciplines), the forecast reflects an overall positive trend in graduation counts. Approximately 124 graduates appeared to be added each year, starting from an estimated constant of 3,321 students in 1999. The R-squared value for the Bay Area total graduates forecast is 0.820, indicating a reliable forecast.¹⁵

¹⁵ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Bay Area male graduates increased by 27 graduates per year (R-squared of 0.826), on average, whereas female graduates increased by 97 graduates per year (R-squared of 0.805), on average, during the 1999 to 2009 period. R-squared values for both male and female graduates reflect relatively reliable forecasts.

Refer to the Appendices for overall, male, and female Bay Area graduation counts and annual percent change.

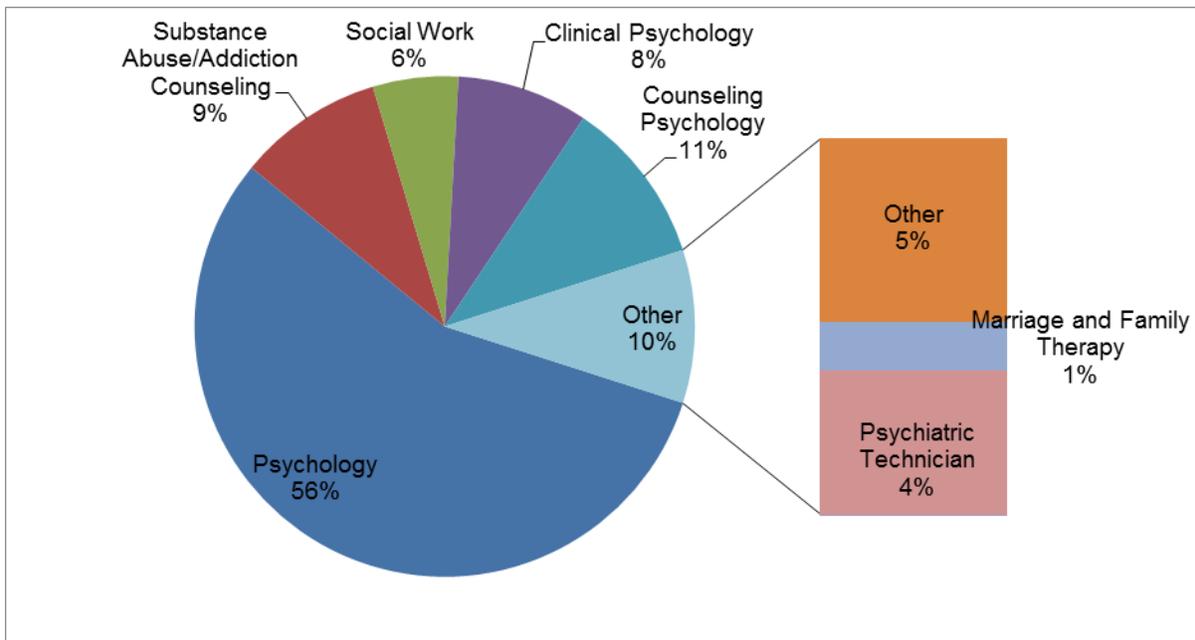
Figure 49: Bay Area Graduation Trends, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Figure 50 displays the percent of California graduates in the Bay Area region by discipline. The highest percentage of Bay Area graduates was in the Psychology discipline (56%). The Bay Area had more graduates concentrated in Psychology, Counseling Psychology, and Psychiatric Technician programs than statewide distributions. See the Appendices for Bay Area versus statewide graduation distribution by discipline.

Figure 50: Percent of California Graduates in the Bay Area Region, 1999-2009 (n=44,703)



Source: California Post-Secondary Education Commission (CPEC)

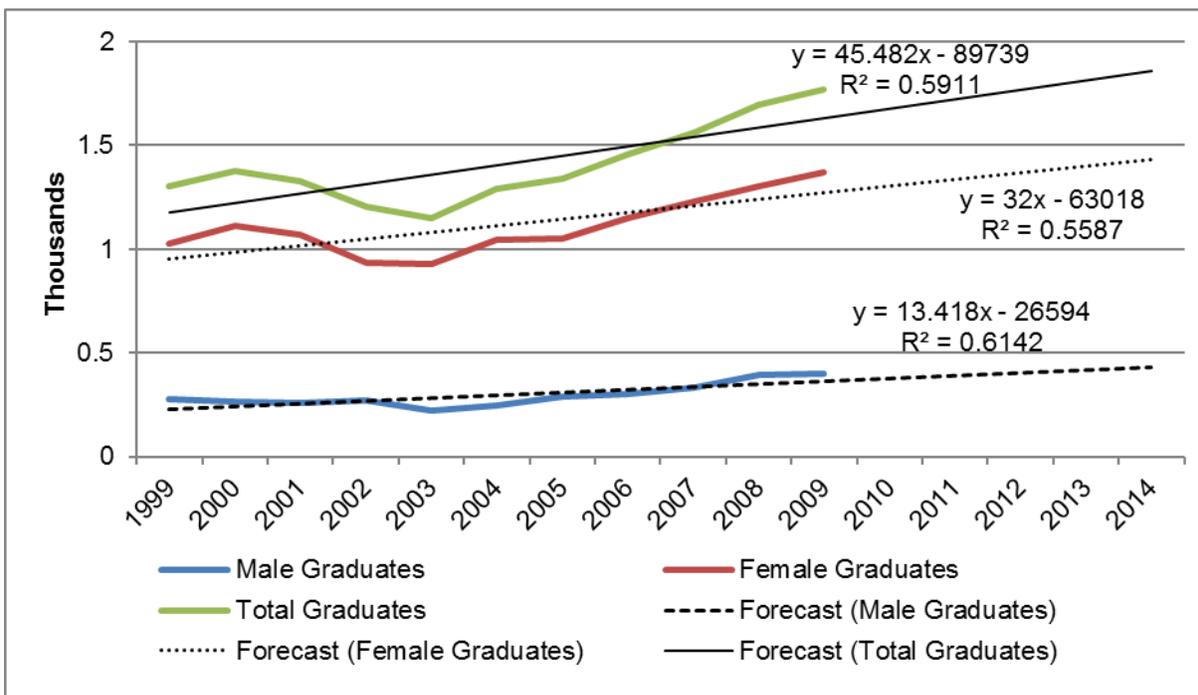
Central Region

Graduation trends for the Central region are presented in Figure 51. The total graduate count in the Central region increased on average by about 46 students per year, starting with an approximate baseline of 1,133 students in 1999. The Central region's percent of overall graduates increased by 2% over the ten-year period, only slightly less than the Bay Area's overall growth of 3% over that same period. The R-squared value for the overall Central region trend line was low at 0.591, casting doubt on the reliability of the average annual increase.¹⁶

Male graduates increased by about 13 graduates per year (R-squared of 0.614), on average, whereas female graduates increased by 32 graduates per year (R-squared of 0.559), on average, during the 1999 to 2009 period. The low R-squared values for male and female graduates challenge the reliability, accuracy, and fit of the respective trend lines to the actual data.

The 1999 to 2009 graduation counts in the Central region were highly volatile and are displayed by year and gender in the Appendices.

Figure 51: Central Region Graduation Trends, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009

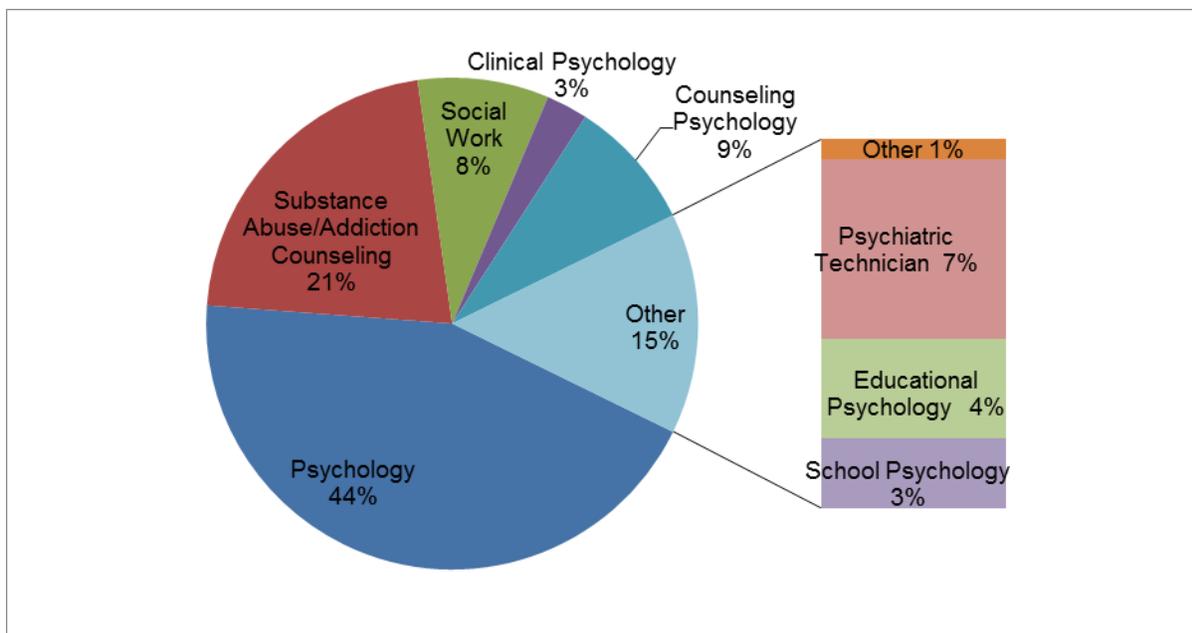


Source: California Post-Secondary Education Commission (CPEC)

¹⁶ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Figure 52 highlights that in the Central region, like in all regions, most graduates were concentrated in Psychology (44% of all Central region graduates). Although this still accounted for the largest percentage of students in any one discipline in the Central region, the concentration was weaker than in the overall state distribution by about 7% (see the Appendices for a comparison between Central region and statewide graduate rates).

Figure 52: Percent of California Graduates in the Central Region, 1999-2009 (n=15,469)



Source: California Post-Secondary Education Commission (CPEC)

Los Angeles Region

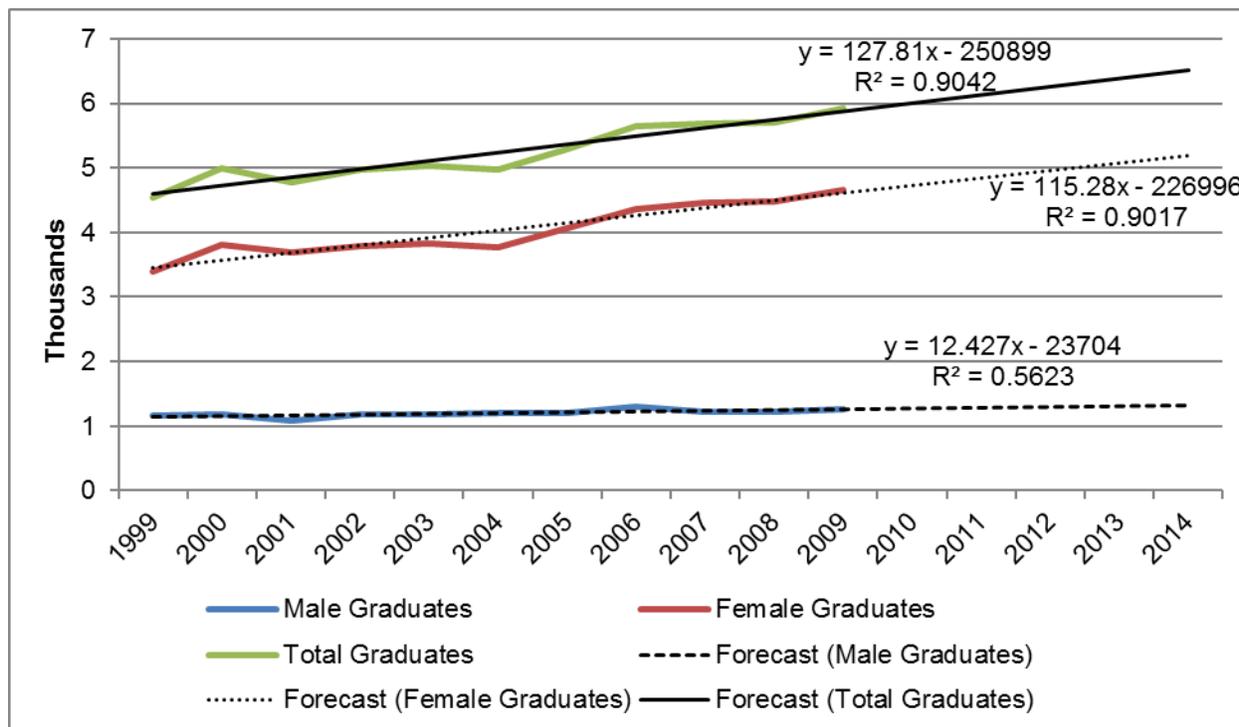
The Los Angeles region accounted for approximately 30% of total graduates in California in mental health disciplines. Like in the other regions, the graduate count in the Los Angeles region suffered a hit in 2001, but did bounce back in subsequent years (see the Appendices for annual total Los Angeles counts and by gender).

Los Angeles regional graduation trends are presented in Figure 53. In terms of total counts, the Los Angeles region produced about 128 additional graduates per year, assuming approximately 4,463 students in 1999. The R-squared value for this trend line is 0.904, suggesting that the overall trend in the Los Angeles region is reliable and accurate to the data. Substantively, a 1% growth rate for male graduate counts in the Los Angeles region captures an approximate increase of 12 male graduates per year, beginning with an average of 1,126 students in 1999. The trend line for male graduate counts, however, has a R-squared value of just 0.562, casting doubt on the reliability, accuracy, and fit of this trend to the actual data.¹⁷

¹⁷ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and

For females, an average of 3% growth per year represents approximately 115 additional female graduates per year from 1999 to 2009. This trend assumes approximately 3,337 female graduates in 1999. The trend line has a strong R-squared value of 0.902, suggesting that this is a reliable trend and one that fits much stronger than the trend for males.

Figure 53: Los Angeles Region Graduation Trends, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009

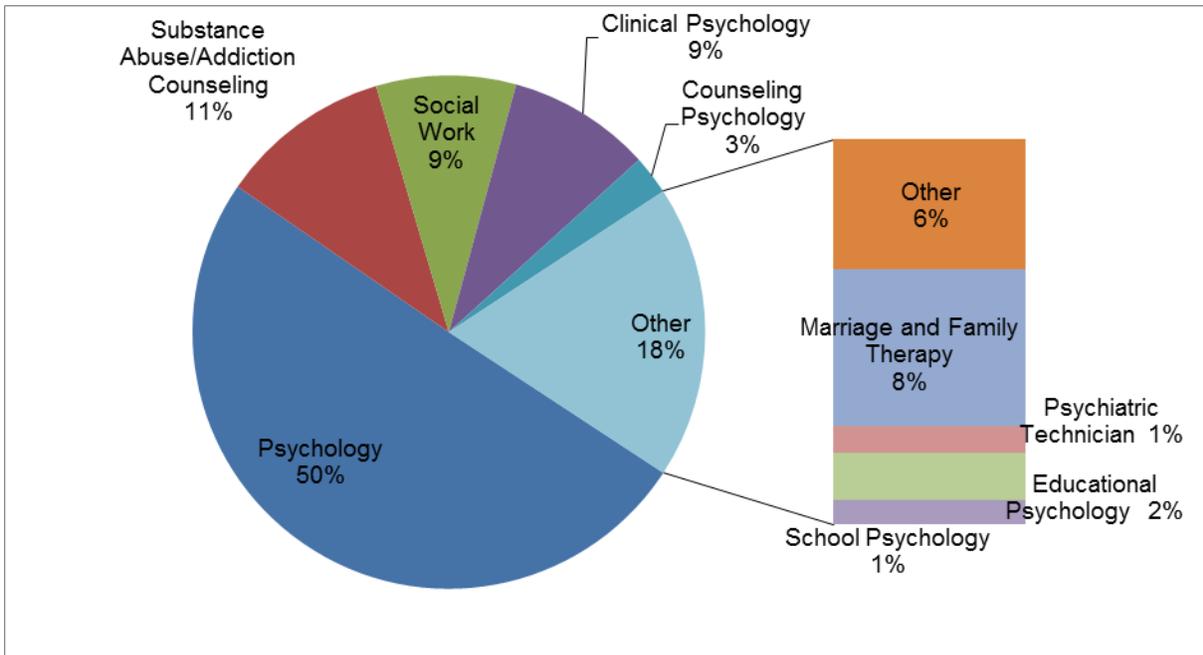


Source: California Post-Secondary Education Commission (CPEC)

The following figure displays the percent of California graduates in the Los Angeles region by discipline. Continuing the trend across regions of the highest percentage of graduates in Psychology, Psychology accounted for 50% of Los Angeles region graduates, more than any other discipline. Graduates in the Los Angeles region were distributed in relatively similar ways to statewide distributions, with a few exceptions. There were higher concentrations of graduates in Clinical Psychology, Marriage and Family Therapy, Other, and Social Work graduates. However, the differences were relatively small, with maximum difference between Los Angeles region and statewide proportions in Marriage and Family Therapy (4%). The Los Angeles region versus statewide comparison can be found in the Appendices.

the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

**Figure 54: Percent of California Graduates in the Los Angeles Region, 1999-2009
 (n=57,531)**



Source: California Post-Secondary Education Commission (CPEC)

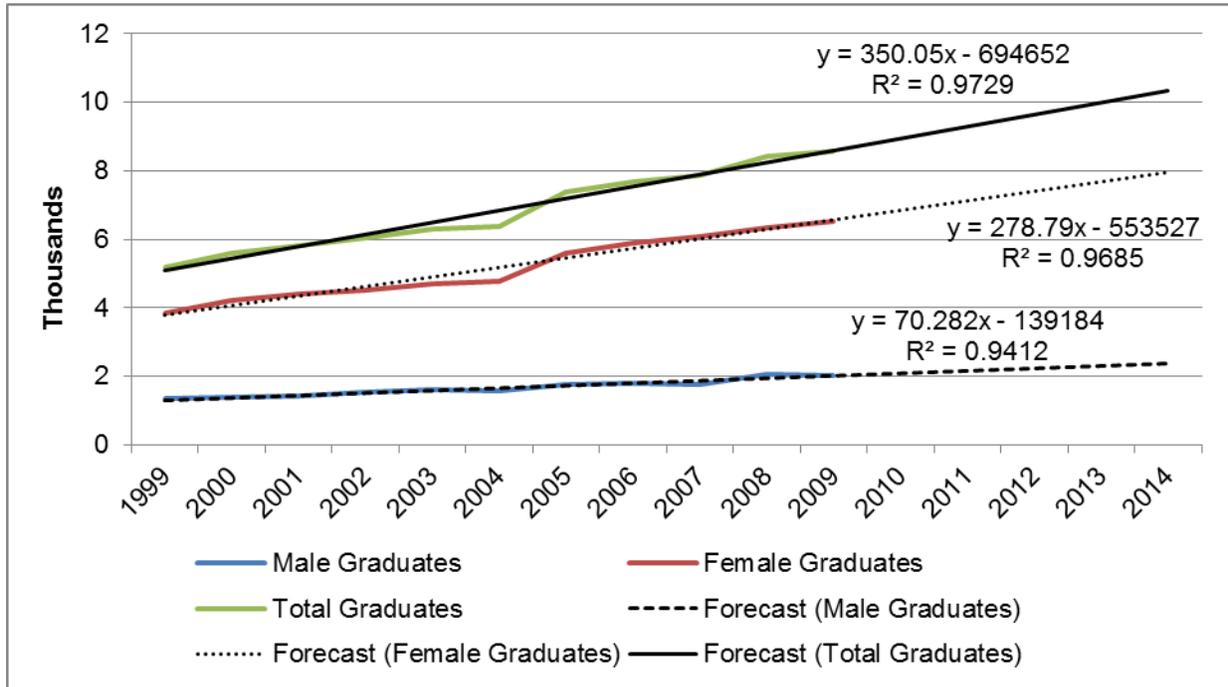
Southern Region

The Southern region was a leader both in growth rate and in total number of graduates across the state from 1999 to 2009. Graduates in the Southern region represented 38% of the total graduates in California. While the overall number of graduates was highest in the Southern Region, graduate counts also grew at the highest rate in this region compared to other regions in the state, at an average annual growth of 5% per year (higher than the statewide average of 3% per year). Female graduation counts increased at the same average rate per year as the region, while male graduates grew marginally slower at 4% average growth per year. Refer to the Appendices for annual graduate counts and percent change overall and by gender.

Southern region graduation trends and forecasts are shown in Figure 55. The total number of graduates increased at an average of 350 students per year, beginning with approximately 4,739 students in 1999. The R-squared value for this trend line is high at 0.978, reflecting consistent growth over the period. Male graduates increased by 70 graduates per year (R-squared of 0.941), on average, whereas female graduates increased by 279 graduates per year (R-squared of 0.969), on average, during the 1999 to 2009 period. High R-squared values for total, male, and female graduates signify that respective counts contributed to reliable linear forecasts.¹⁸

¹⁸ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and

Figure 55: Southern Region Graduation Trends, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009

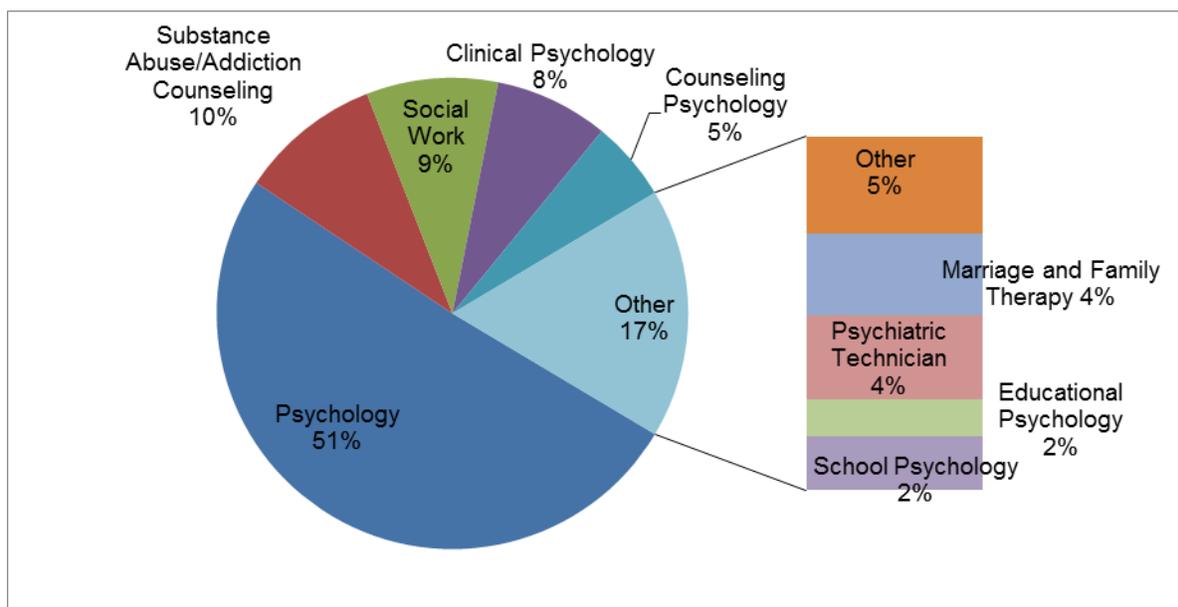


Source: California Post-Secondary Education Commission (CPEC)

the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Figure 56 displays the percent of graduates in the Southern region. Psychology is the Southern region discipline with the greatest percentage of graduates (51%). The distribution of graduates in the Southern region is nearly identical to the distribution of graduates statewide. This is in part because the Southern region accounts for 28% of the overall state graduates and likely a driver of statewide counts and percentages. The Southern region and statewide distribution comparison can be found in the Appendices.

Figure 56: Percent of California Graduates in the Southern Region, 1999-2009 (n=75,234)



Source: California Post-Secondary Education Commission (CPEC)

Superior Region

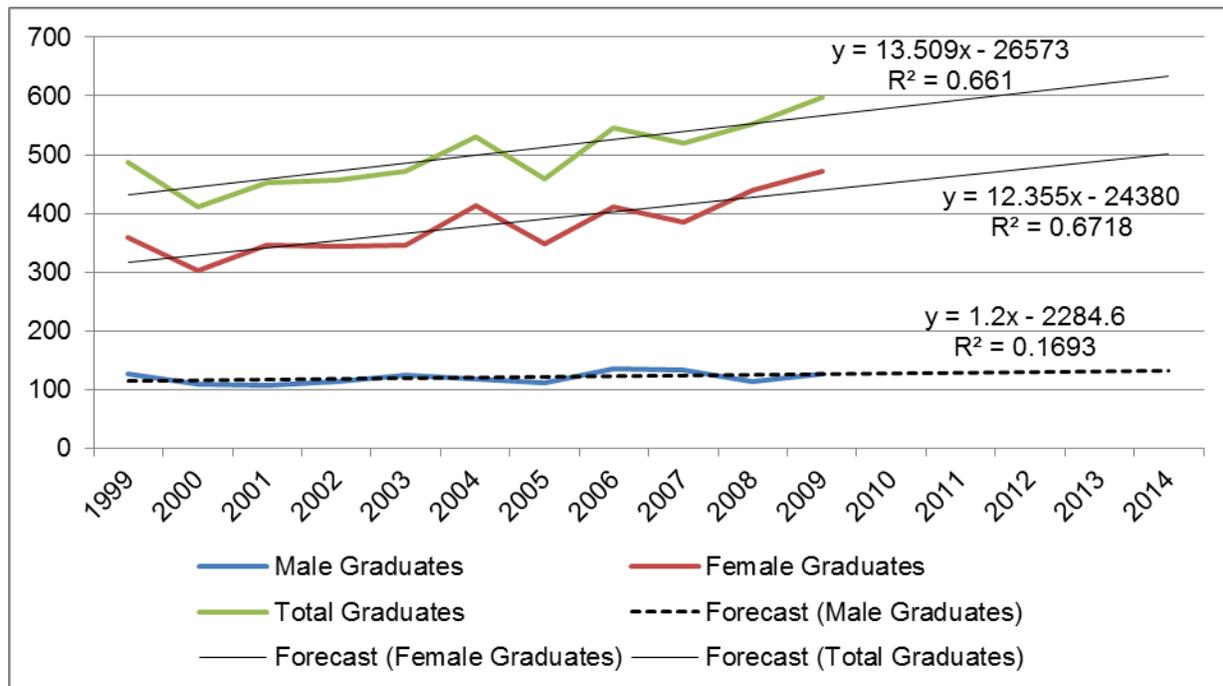
In the Superior Region, graduation counts fluctuated annually with no clear or consistent pattern. The total count of graduates over the ten-year period was low, at only 5,487 (see the Appendices for counts). On average, there were 499 additional graduates per year from Superior region schools. The ten-year average growth rate overall for the Superior region was 1%, the smallest ten-year average growth rate of any of the MHSA regions; this was an average generated from a wide range rather than a consistent average over time.

The inconsistency in trends is reflected in low R-squared values in the forecasts below. Note that overall growth in graduates in the Superior region represents a total of approximately 14 students per year. On average between those students, 13 were female and one was male. Again, however, the reliability of each of these estimates is of concern. For the female forecast, the R-squared value is 0.672, while the male forecast R-squared value is only 0.169.¹⁹ The low

¹⁹ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and

male R-squared value casts doubt on the reliability of the average annual increase of male graduates.

Figure 57: Superior Region Graduation Trends, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009

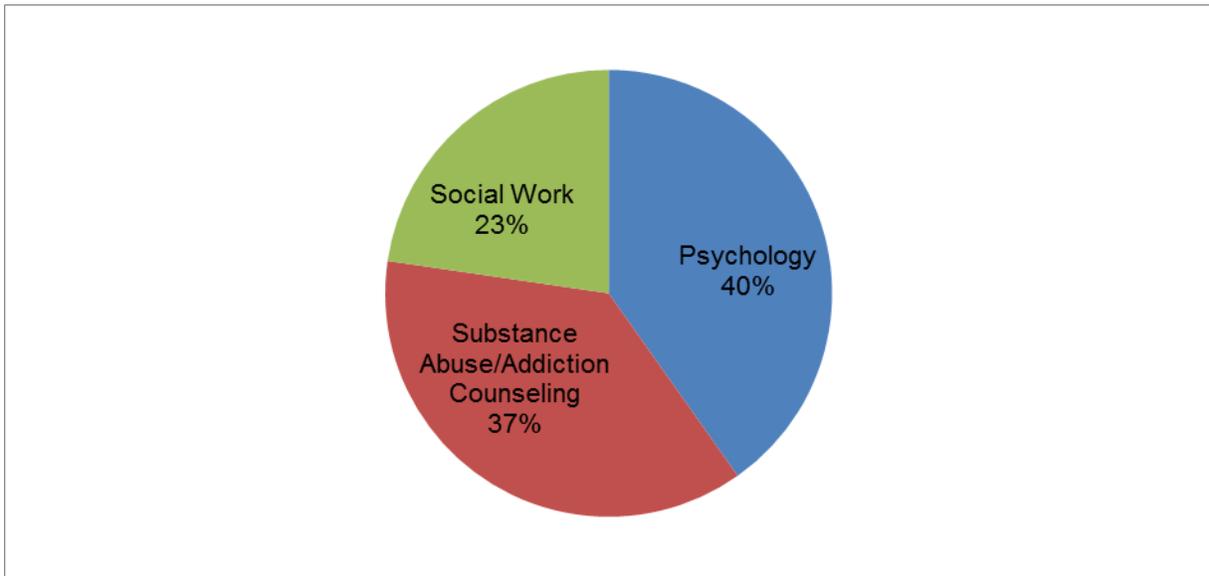


Source: California Post-Secondary Education Commission (CPEC)

Superior region graduates concentrated in three disciplines – Psychology, Substance Abuse/Addiction Counseling, and Social Work – as shown in Figure 58. The largest concentration of Superior region graduates was in the field of Psychology, which accounted for 40% of total graduates in the Superior region and 51% of graduates in the state. Distribution of Superior region graduates was the most divergent of all regions from statewide distributions as the Superior region produced no graduates in seven discipline categories. Like the Central region, which also represented a smaller total count of graduates, the Superior region produced a large proportion of graduates in Substance Abuse and Addiction Counseling. Specifically, Substance Abuse and Addiction Counseling graduates constituted 37% of all graduates in the Superior region and only 12% statewide, which translated into a difference of approximately 26%. Overall, the total count of graduates in the Superior region was small relative to the entire state (see the Appendices for Superior region counts and comparison to the statewide graduate distribution).

the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Figure 58: Percent of California Graduates in the Superior Region, 1999-2009 (n=5,487)



Source: California Post-Secondary Education Commission (CPEC)

Graduation Trends over Time by Race/Ethnicity, Gender, and Discipline

The CPEC data set divided race and ethnicity into 28 separate categories, each of which are listed in Table 18, along with the number of total students graduated over the ten-year period. Many categories represented fewer than 5% of total students graduated. These categories include: Cambodian, Central American, Chinese, Cuban, Filipino, Guamanian, Hawaiian, Hmong, Japanese, Korean, Laotian, Native American, Puerto Rican, Samoan, South American, Tahitian, and Thai, as well as Non-Resident Alien, Other Asian, Other Ethnicity, Other Hispanic, Other Pacific Islander, and Declined to State.

Table 18: Graduation by Race/Ethnicity, 1999-2009 (n=189,197)

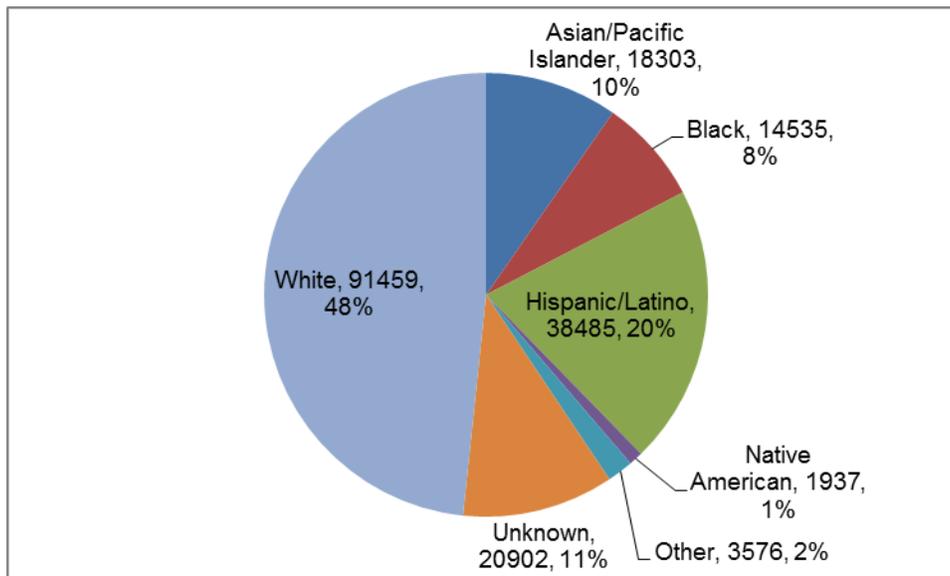
Race/Ethnicity	Number of Graduates	% of Total Graduated
Black	14,535	8%
Cambodian	125	0%
Central American	980	1%
Chinese	4,889	3%
Cuban	441	0%
Declined to State	1,967	1%
Filipino	5,182	3%
Guamanian	33	0%
Hawaiian	59	0%
Hmong	0	0%
Japanese	1,122	1%
Korean	2,335	1%
Laotian	553	0%
Latino	23,176	12%
Mexican	13,171	7%
Native American	1,937	1%
No Response	14,224	8%
Non Resident Alien	4,711	2%
Other Asian	913	0%
Other Ethnicity	3,576	2%
Other Hispanic	202	0%
Other Pacific Islander	3,024	2%
Puerto Rican	153	0%
Samoan	21	0%
South American	362	0%
Tahitian	1	0%
Thai	46	0%
White	91,459	48%
Total	189,197	100%

Source: California Post-Secondary Education Commission (CPEC)

To produce a substantive analysis on race/ethnicity graduates, this report created larger groups of race/ethnicity categories: Asian/Pacific Islander, Black, Native American, Other/Unknown, and White.

As the pie chart in Figure 59 displays, White graduates by and large constituted the majority of all graduates in mental health fields from 1999 to 2009. Specifically, White graduates represented 48% of all graduates (n=91,459). Table 19 breaks down the specific counts and percentage values represented in Figure 59. Aggregated Hispanic/Latino graduates (including South Americans, Puerto Ricans, Other Hispanic, Mexican, Latino, Cuban, and Central American graduates) accounted for a total of 20% of all graduates in California from 1999 to 2009.

Figure 59: Graduation by Race/Ethnicity, 1999-2009 (n=189,197)



Source: California Post-Secondary Education Commission (CPEC)

Aggregated Asian/Pacific Islander students, a total of 18,303 students over the ten-year period, represented approximately 10% of all graduates in these disciplines; Black graduates represented 8%, and Native Americans represented only 1%. A total of 13% of graduates were unknown or another ethnicity not listed. Such graduates included non-resident aliens, declined to state, and no responses.

Table 19: Number of Graduates by Race/Ethnicity, 1999-2009

Race/Ethnicity Group	Number of Graduates	% of Total Graduates
Asian/Pacific Islander	18,303	10%
Black	14,535	8%
Hispanic/Latino	38,485	20%
Native American	1,937	1%
Other	24,478	13%
White	91,459	48%
Total	189,197	100%

Source: California Post-Secondary Education Commission (CPEC)

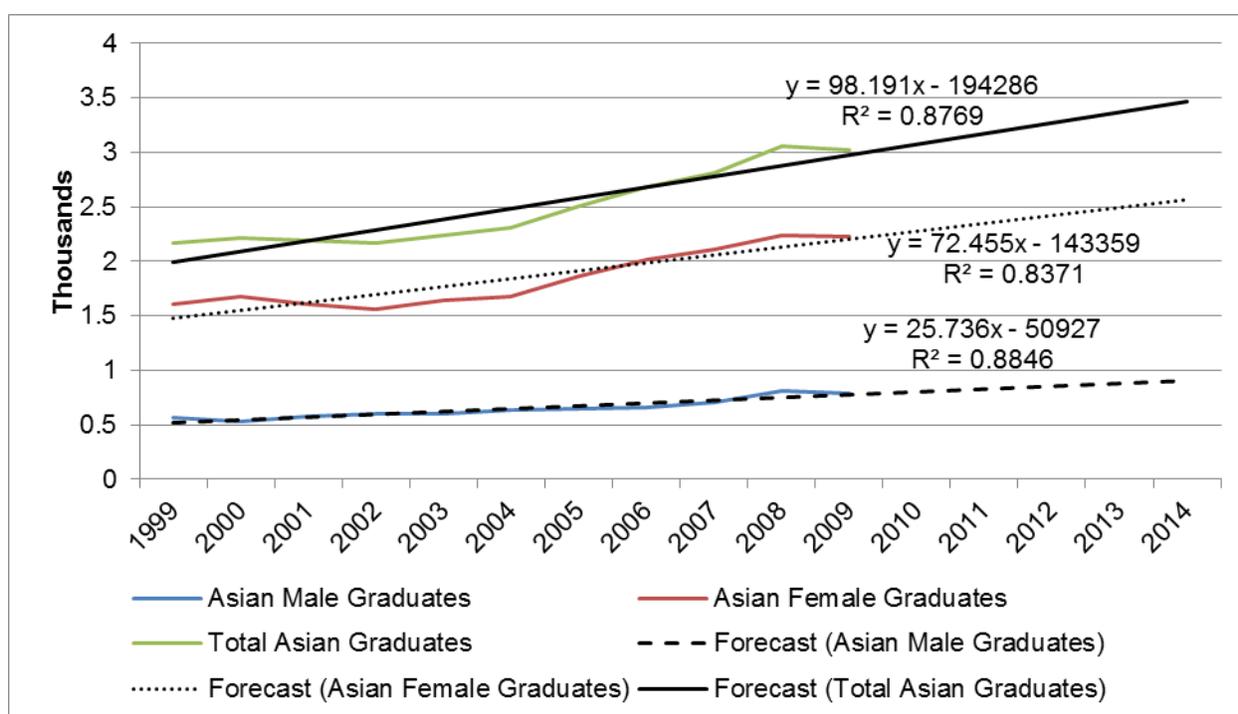
Asian/Pacific Islander Graduates by Gender

Asian/Pacific Islander graduates analyzed here included graduates of many specific race/ethnicity categories listed in Table 19. In total, they accounted for 10% of all graduates statewide.

Figure 60 presents the trend of Asian/Pacific Islander graduates by gender over the 1999 to 2009 period, with five-year forecasts. Overall, there were approximately 98 additional

Asian/Pacific Islander graduates per year from 1999 to 2009. The R-squared value for this estimate is 0.877, implying consistent growth over the ten-year period and relatively reliable linear forecasts.²⁰ There were more Asian/Pacific Islander female graduates per year (72 female graduates) as compared to males during the 1999 to 2009 period (26 male graduates). The trend line estimate for Asian/Pacific Islander males was stronger than that of Asian/Pacific Islander females (R-squared of 0.885 and 0.837, respectively), suggesting that the forecast for Asian/Pacific Islander males is more reliable and accurate than that for Asian/Pacific Islander females. Refer to Appendix Table 28 for overall counts of Asian/Pacific Islander graduates by discipline.

Figure 60: Asian/Pacific Islander Graduates by Gender, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009



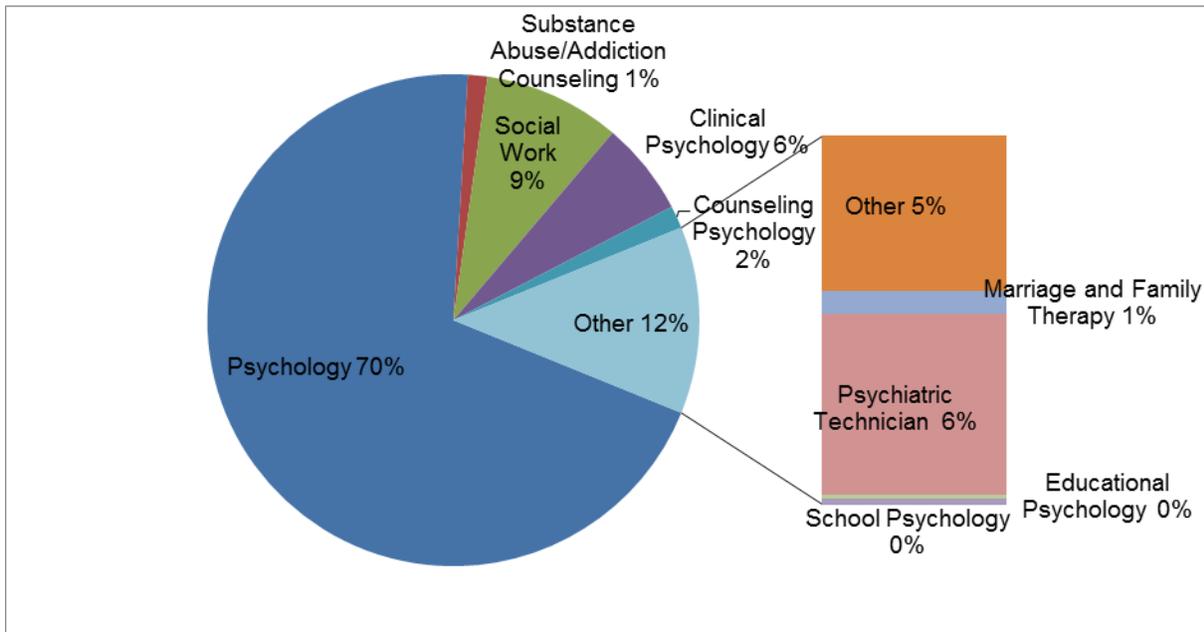
Source: California Post-Secondary Education Commission (CPEC)

²⁰ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

As shown in

Figure 61, Asian/Pacific Islander male graduates were most concentrated in Psychology (70%), followed distantly by Social Work (9%). Asian/Pacific Islander male graduates accounted for a total of 15% of male graduates statewide and 4% of all graduates statewide. As a result, Asian/Pacific Islander male graduates represented only 17% of total males Psychology graduates and 4% of all Psychology graduates. The Appendices contain the numbers of Asian/Pacific Islander male graduates by discipline.

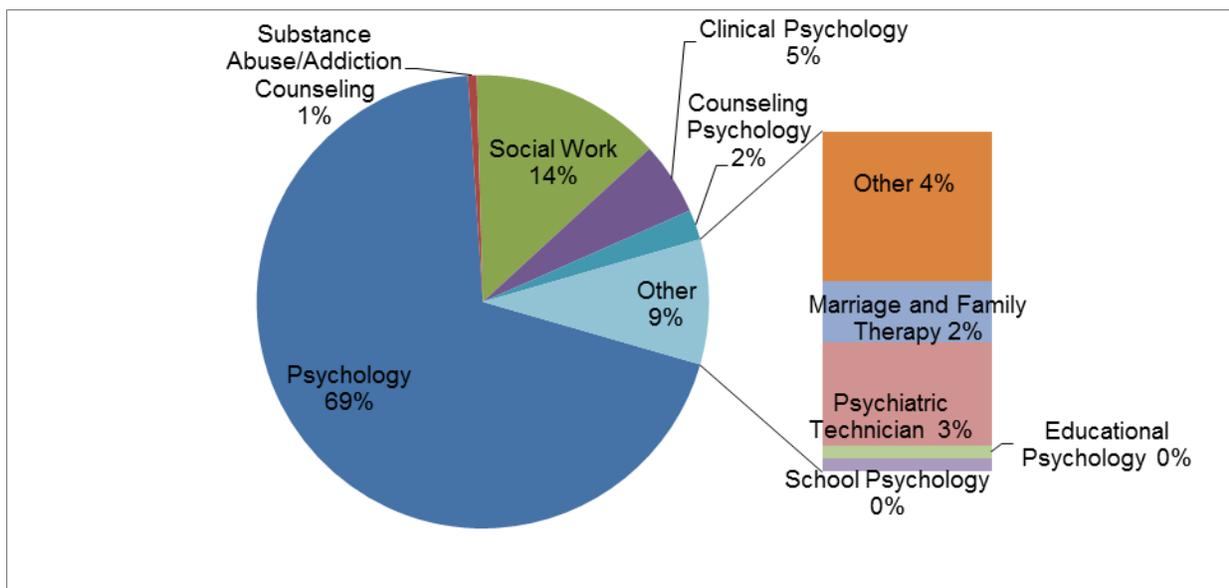
Figure 61: Asian/Pacific Islander Male Graduates by Discipline, 1999-2009 (n=7,138)



Source: California Post-Secondary Education Commission (CPEC)

Figure 62 depicts Asian/Pacific Islander female graduate distribution by discipline. Psychology represented 69% of Asian/Pacific Islander female graduates, with Social Work in second place at 14%. Asian/Pacific Islander female graduates accounted for a total of 13% of female graduates statewide and 10% of all graduates statewide. As with Asian/Pacific Islander males, despite high Psychology graduates percentages, Asian/Pacific Islander females only represented 15% of all female Psychology graduates and 11% of all graduates. The Appendices presents the numbers of Asian/Pacific Islander female graduates by discipline.

Figure 62: Asian/Pacific Islander Female Graduates by Discipline, 1999-2009 (n=20,239)



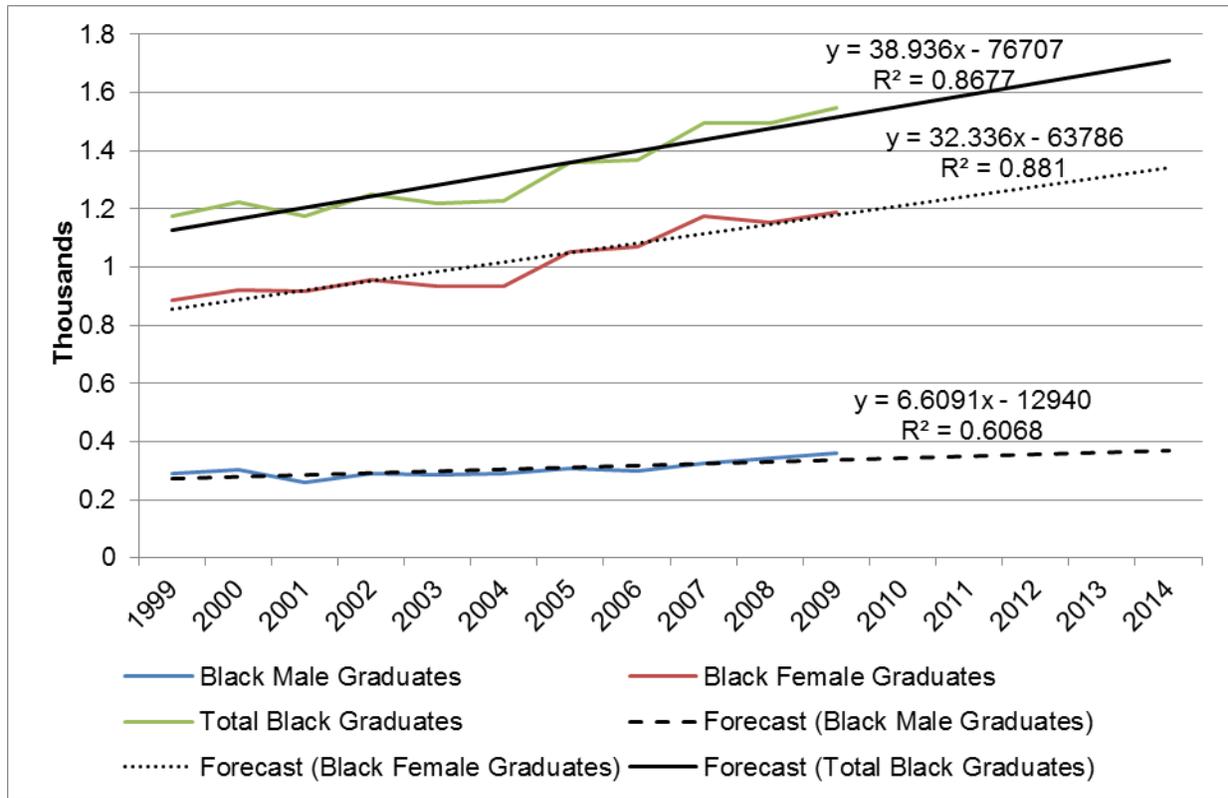
Source: California Post-Secondary Education Commission (CPEC)

Black Graduation Trends over Time by Gender

Black graduates in total account for 8% of all graduates across all disciplines in California from 1999 to 2009. In Figure 63, these trends are broken down by gender and discipline type. In Figure 63, Black graduates are disaggregated by gender. Figure 63 displays a consistent upward trend of overall number of graduates statewide, with stronger increases for female graduates than males. The number of Black female graduates increased at an average of 32 additional graduates per year, while the number of Black male graduates increased by an average of seven graduates per year. The trend line accuracy of the estimate for Black females is stronger than for Black males (R-squared values of 0.088 and 0.607, respectively), suggesting that the trend of the linear Black female forecast is more reliable and accurate to the data than that for Black males.²¹ In total, Black graduates increased by about 39 graduates per year. Refer to the Appendices for the numbers of Black graduates by discipline.

²¹ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and

Figure 63: Black Graduates by Gender, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009

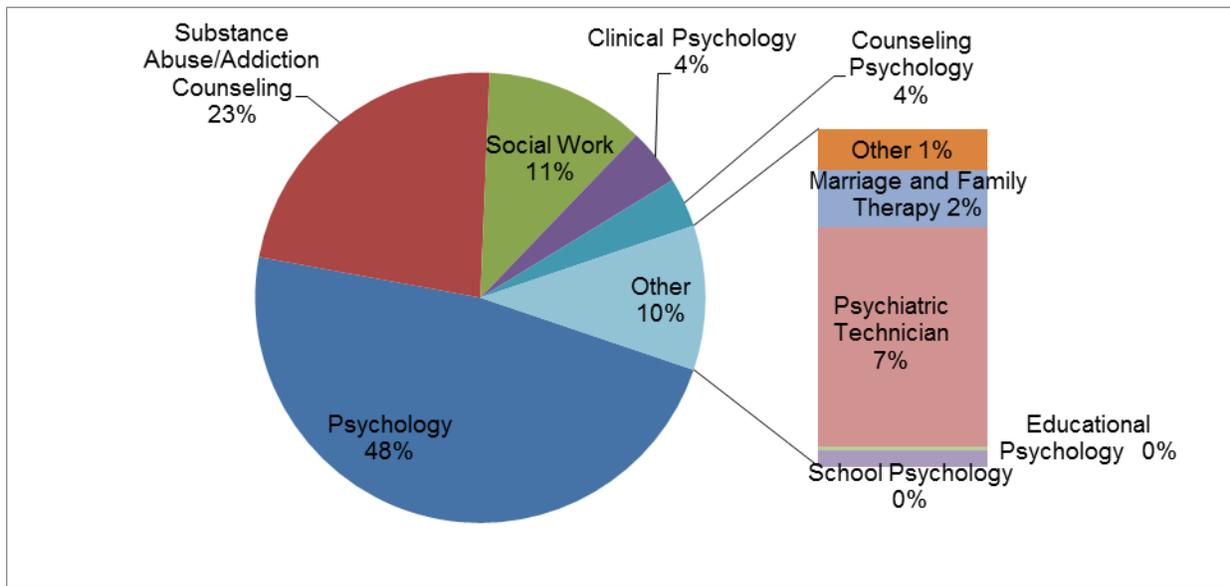


Source: California Post-Secondary Education Commission (CPEC)

the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Figure 64 displays Black male graduates by discipline. Nearly half of Black male graduates concentrated in Psychology (48%). Black male graduates account for a total of 7% of male graduates statewide and 2% of all graduates statewide. In Psychology programs, Black males comprise 5% of all male Psychology graduates and 1% of all Psychology graduates. The Appendices contains the numbers of Black male graduates by discipline.

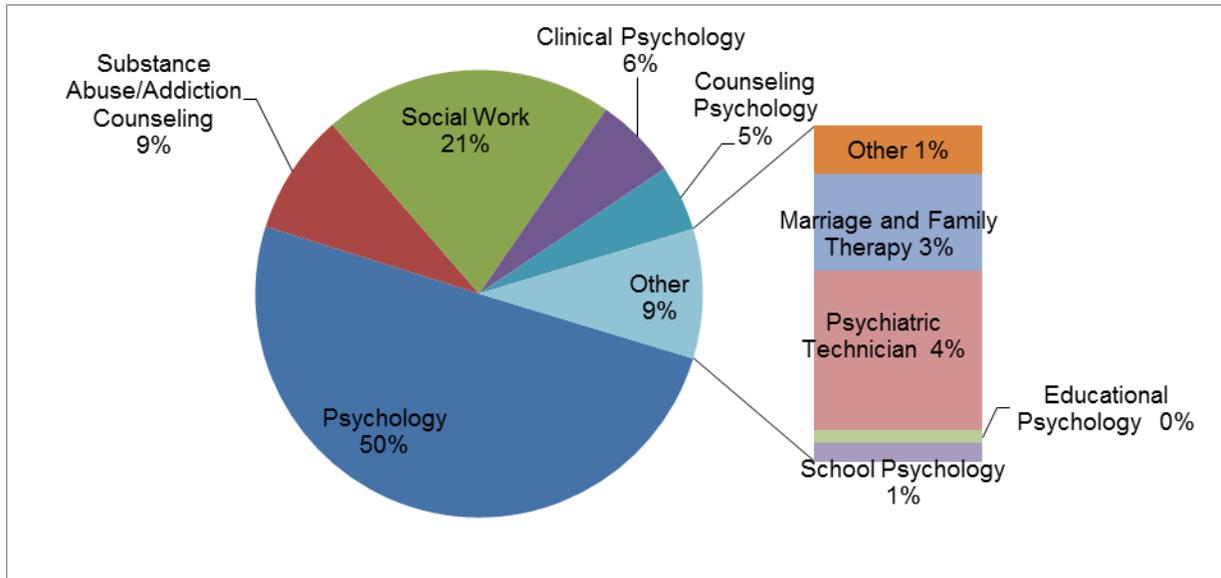
Figure 64: Black Male Graduates by Discipline, 1999-2009 (n=3,352)



Source: California Post-Secondary Education Commission (CPEC)

Figure 65 displays Black female graduates by discipline. Half of Black female graduates concentrated in Psychology (50%). Black female graduates account for a total of 7% of female graduates statewide and 6% of all graduates statewide. Despite the high concentration in Psychology, Black females represented only 6% of all female Psychology graduates and 4% of all Psychology graduates. The Appendices contain the numbers of Black female graduates by discipline.

Figure 65: Black Female Graduates by Discipline, 1999-2009 (n=11,179)



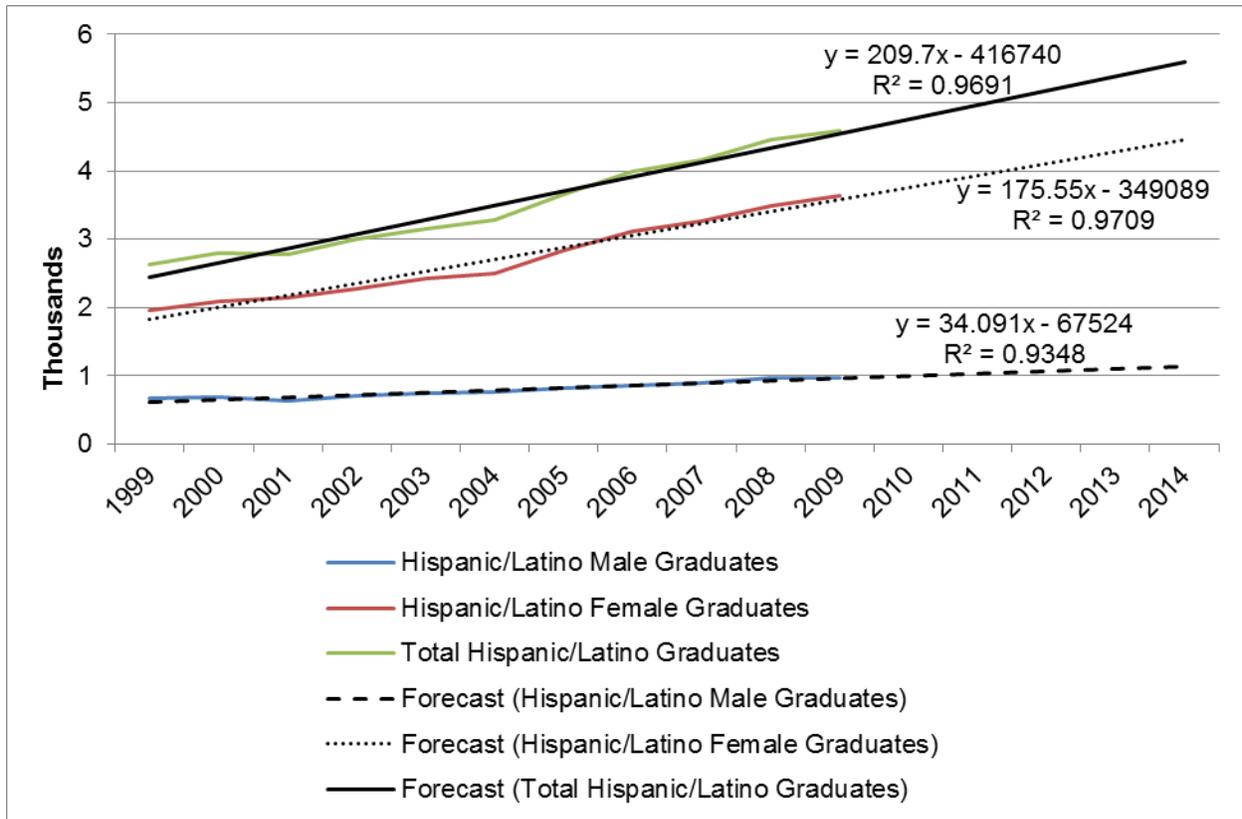
Source: California Post-Secondary Education Commission (CPEC)

Hispanic/Latino Graduates by Gender

Hispanic/Latino graduates represent about 20% of all graduates across disciplines in the state. Figure 66 displays the trends of Hispanic/Latino graduates by gender over the 1999 to 2009 year period, with five-year linear forecasts. Overall, approximately 210 additional Hispanic/Latino students graduated per year from 1999 to 2009. The R-squared value for this estimate is 0.969, meaning that the linear trend line is highly reliable and closely reflects the data available.²² Consistent with the trends in other race/ethnicities, female graduates represent a higher proportion of total graduates and increase at a faster pace than male graduates. The number of Hispanic/Latino female graduates increased by about 176 graduates each year (an estimate with a strong R-squared of 0.971, indicating a reliable linear forecast). The number of Hispanic/Latino male graduates increased by approximately 35 students per year, with a starting graduate number of about 590 students in 1999. Again, similar to trends identified in other race/ethnicities and in the total graduates statewide, male graduates represent smaller proportions of total graduates and increase at a slower rate than female graduates. Refer to the Appendices for the numbers of Hispanic/Latino graduates by discipline.

²² The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

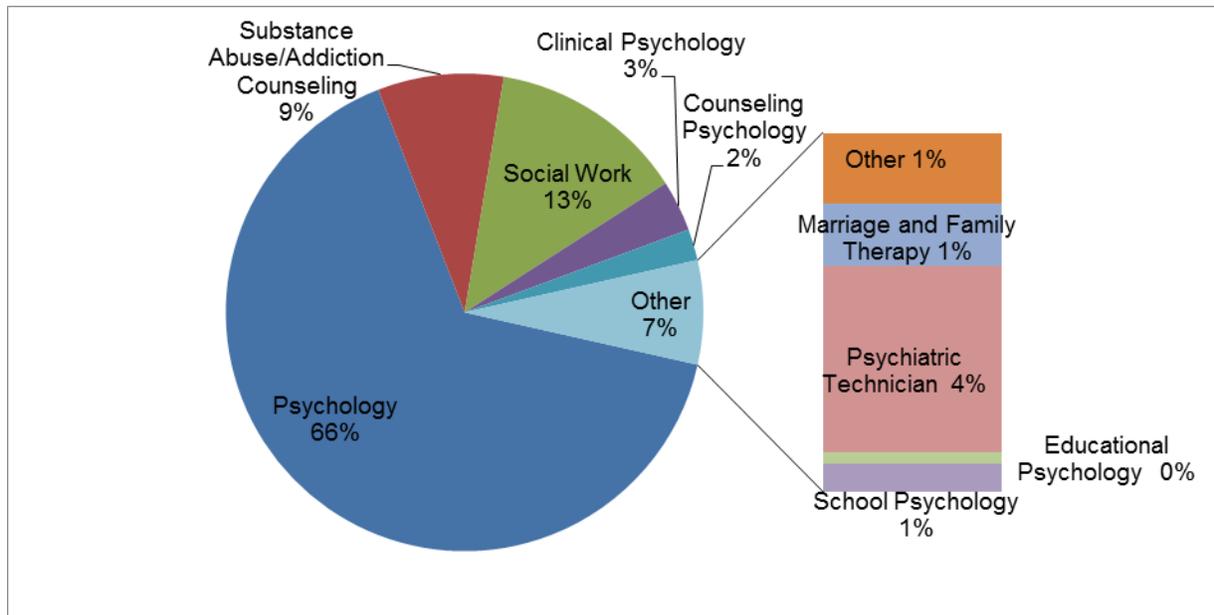
Figure 66: Hispanic/Latino Graduates, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Figure 67 shows Hispanic/Latino male graduates by discipline. Two-thirds of Hispanic/Latino male graduates concentrated in Psychology (66%). Hispanic/Latino male graduates account for a total of 19% of male graduates statewide and 4% of all graduates statewide. Hispanic/Latino males represent a similar trend in the Psychology discipline, comprising 19% of all male Psychology graduates and 5% of all Psychology graduates. The Appendices contain the numbers of Hispanic/Latino male graduates by discipline.

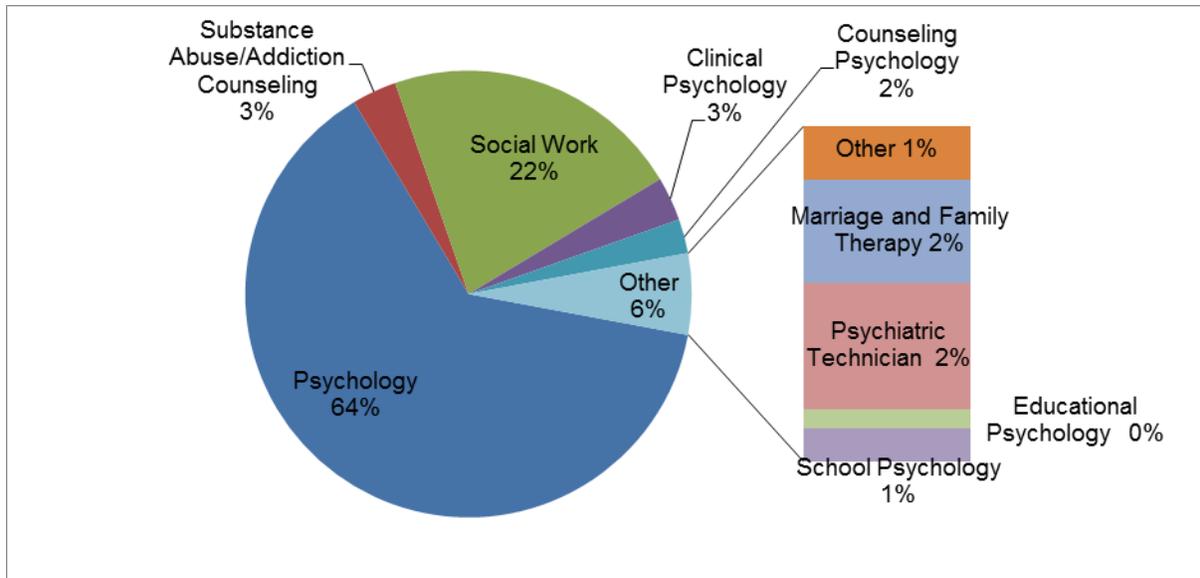
Figure 67: Hispanic/Latino Male Graduates by Discipline, 1999-2009 (n=8,738)



Source: California Post-Secondary Education Commission (CPEC)

Hispanic/Latino female graduates are shown by discipline in Figure 68. Hispanic/Latino female graduates constitute 64% of Psychology graduates. Hispanic/Latino female graduates account for a total of 20% of female graduates statewide and 15% of all graduates statewide, as well as 20% of all female Psychology graduates and 15% of all Psychology graduates. The Appendices contain the numbers of Hispanic/Latino female graduates by discipline.

Figure 68: Hispanic/Latino Female Graduates by Discipline, 1999-2009 (n=29,744)



Source: California Post-Secondary Education Commission (CPEC)

Native American Graduates by Gender

Native American graduates represent 1% of all total graduates statewide, the smallest proportion of the racial/ethnic categories analyzed.

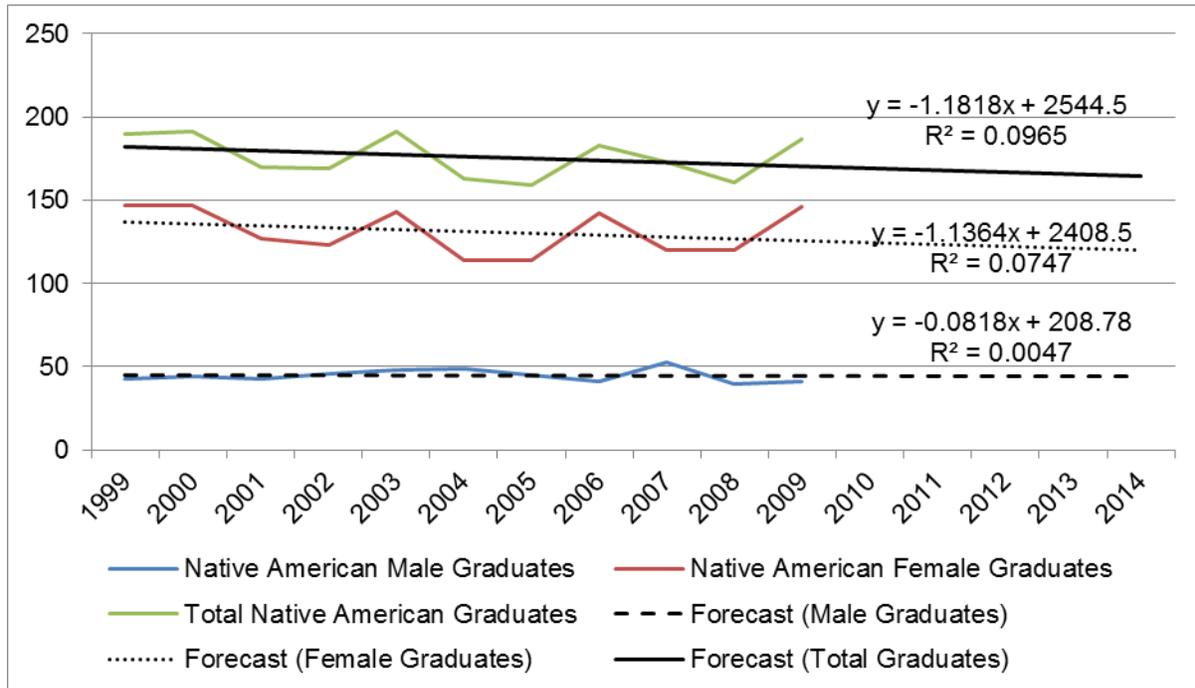
Unlike most other race/ethnicity categories, Native American graduates decreased over the 1999 to 2009 period. The rate of decline was slow, decreasing by approximately one student per year overall (R-squared value of 0.097). The number of Native American male and female graduates also declined on average by approximately one student per year (R-squared values of 0.005 and 0.075, respectively). The R-squared values for all three estimates are very low, implying that the fit of this trend lines are not at all reliable.²³ This is evident in

Figure 69, which shows the annual fluctuations in increases and decreases over the ten-year period. (Like the other figures in this report where the sample size is low, small fluctuations – even a change in one graduate less or more – can make a large impact.) Despite the concerns

²³ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

about reliability of the trend, overall, the number of total Native American graduates from 1999 to 2009 decreased. This contrasts with the growth seen in most other race/ethnicity groups. Refer to the Appendices for the annual numbers of Native American graduates by discipline.

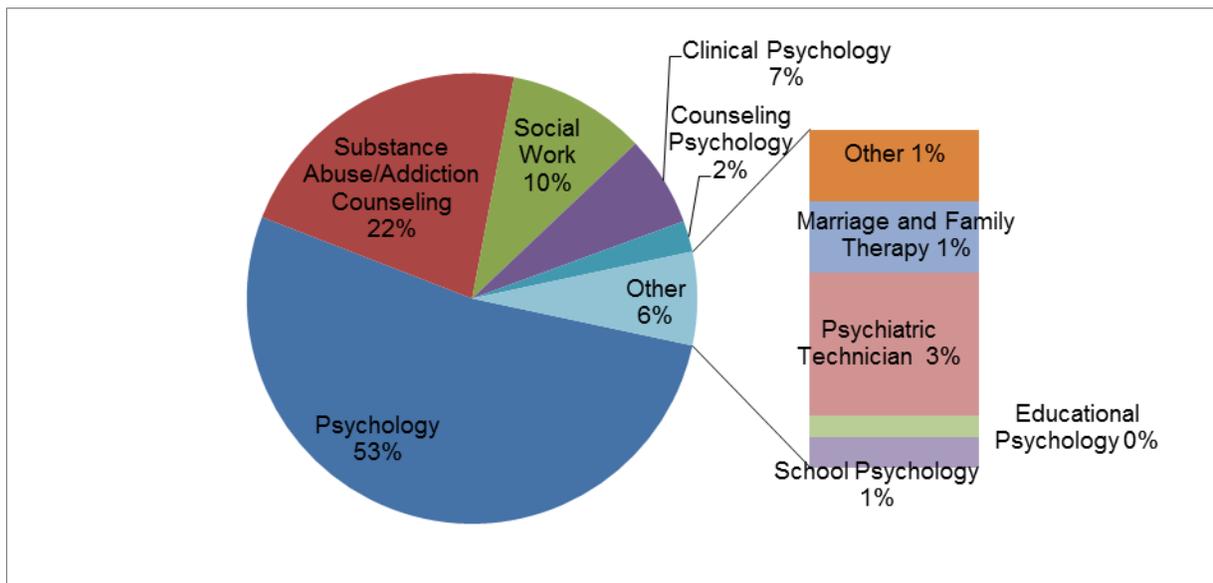
Figure 69: Native American Graduates, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Figure 70 shows Native American male graduates by discipline. Approximately half of Native American male graduates concentrated in Psychology (53%). Native American male graduates account for a total of 1% of male graduates statewide and 0% of all graduates statewide, and represent the same percentages, 1% and 0%, respectively, for total male Psychology graduates and total Psychology graduates. The Appendices contain the numbers of Native American male graduates by discipline.

Figure 70: Native American Male Graduates by Discipline, 1999-2009 (n=493)

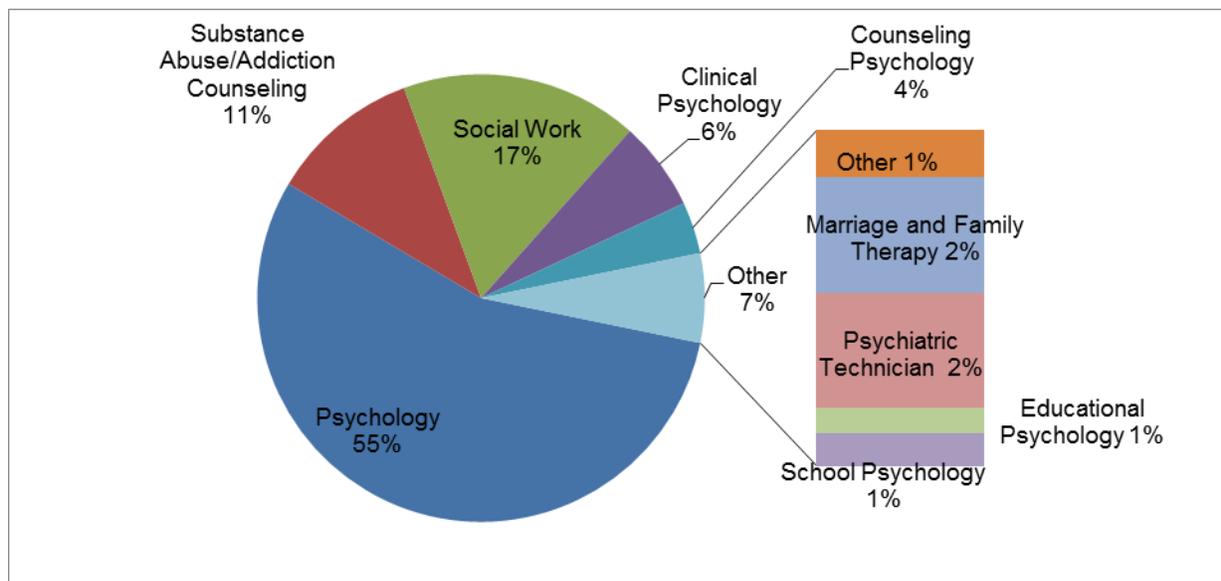


Source: California Post-Secondary Education Commission (CPEC)

Native American female graduates by discipline are displayed in

Figure 71. Of Native American female graduates, 55% concentrated in Psychology. Native American female graduates account for a total of 1% of female graduates statewide and 1% of all graduates statewide. Similarly, Native American female graduates account for 1% of all female Psychology graduates and 1% of all Psychology graduates. The Appendices contain the numbers of Native American female graduates by discipline.

Figure 71: Native American Female Graduates by Discipline, 1999-2009 (n=1,443)



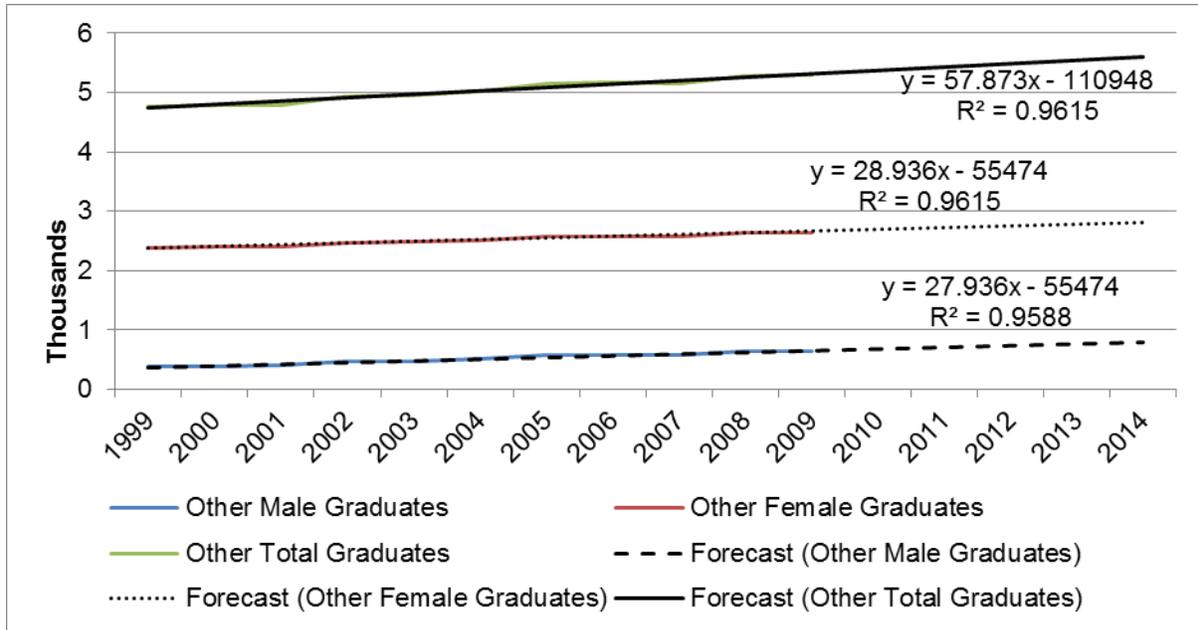
Source: California Post-Secondary Education Commission (CPEC)

Other Graduates by Gender

Graduates with undisclosed race/ethnicity were grouped as “Other” graduates in this section. Figure 72 displays overall positive and consistent trends for these graduates. In total, Other graduates increased at an average of 58 graduates each year. The R-squared value for this pattern is high at 0.962, suggesting a reliable linear forecast of Other total graduates with consistent increases over time. Refer to the Appendices for the annual numbers of Other graduates by discipline.

Other male graduates grew in number by approximately 28 students per year, assuming 55,474 graduates in 1999. The R-squared value for this estimate is high at 0.959, meaning that the linear trend line closely reflects the data available and the forecast is reliable. On average, there was an additional 29 Other female graduates per year in California for a R-squared value of 0.961, implying a female forecast that is even slightly more reliable than the Other male forecast.

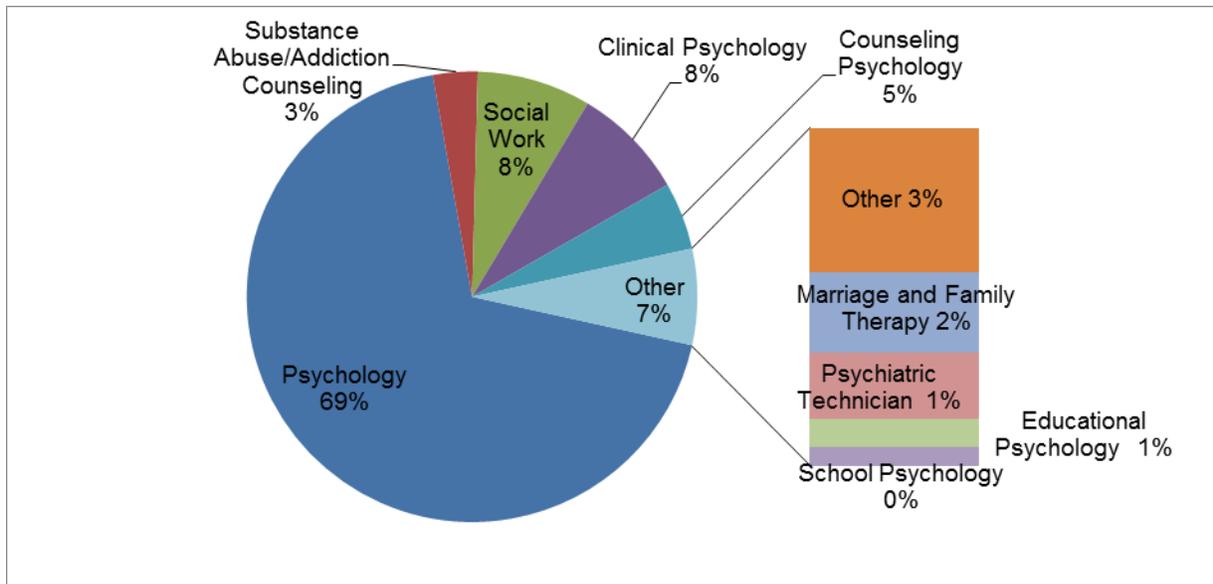
Figure 72: Other Graduates, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Figure 73 shows Other male graduates by discipline. The majority of Other male graduates concentrated in Psychology (69%). Other male graduates account for a total of 12% of male graduates statewide and 3% of all graduates statewide. Despite high Psychology graduation rates, Other males represent only 13% of all male Psychology graduates and 3% of all Psychology graduates. The Appendices contain the numbers of Other male graduates by discipline.

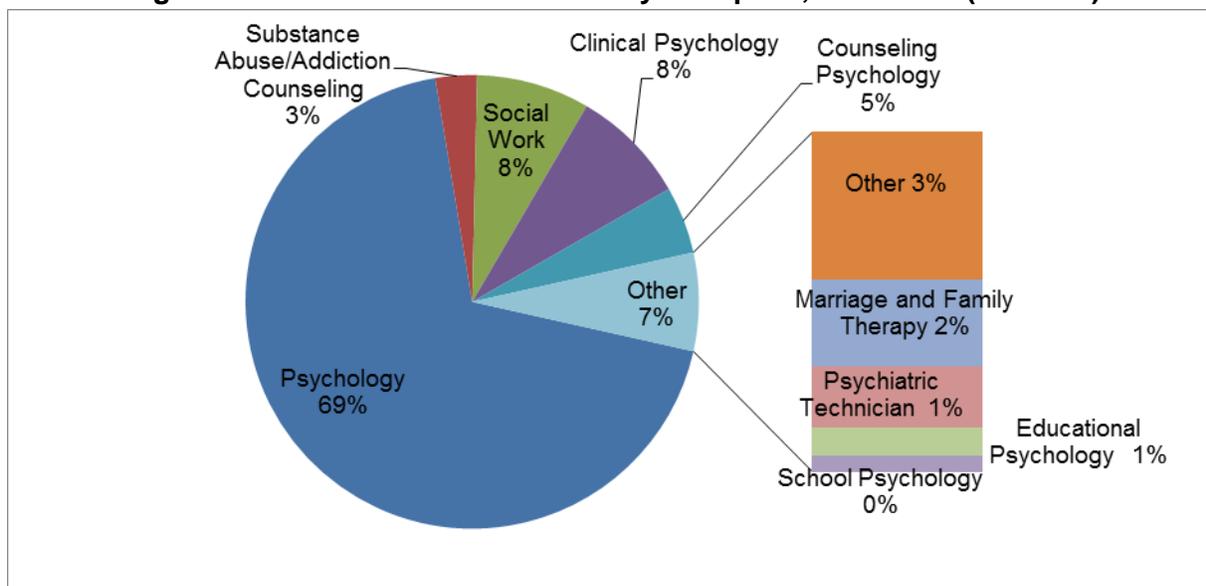
Figure 73: Other Male Graduates by Discipline, 1999-2009 (n=5,617)



Source: California Post-Secondary Education Commission (CPEC)

Other female graduates by discipline are shown in Figure 74 and mirror the percentages by discipline of that of Other male graduates. Other female graduates account for a total of 12% of female graduates statewide and 9% of all graduates statewide. Despite high Psychology graduation rates, Other females represent only 13% of all female Psychology graduates and 10% of all Psychology graduates. The Appendices contain the numbers of Other female graduates by discipline.

Figure 74: Other Female Graduates by Discipline, 1999-2009 (n=12211)



Source: California Post-Secondary Education Commission (CPEC)

White Graduates by Gender

White graduates constituted the largest share of all graduates in mental health disciplines (48% of total California graduates from 1999 to 2009). In total, White graduates increased by approximately 167 students per year. A forecast assuming an average 7,314 graduates in 1999 projects 9,819 graduates in 2014. The R-squared value for this forecast is 0.845, which likely reflects the dip in total graduates from 2001 to 2005, and indicates a relatively unreliable linear forecast.²⁴

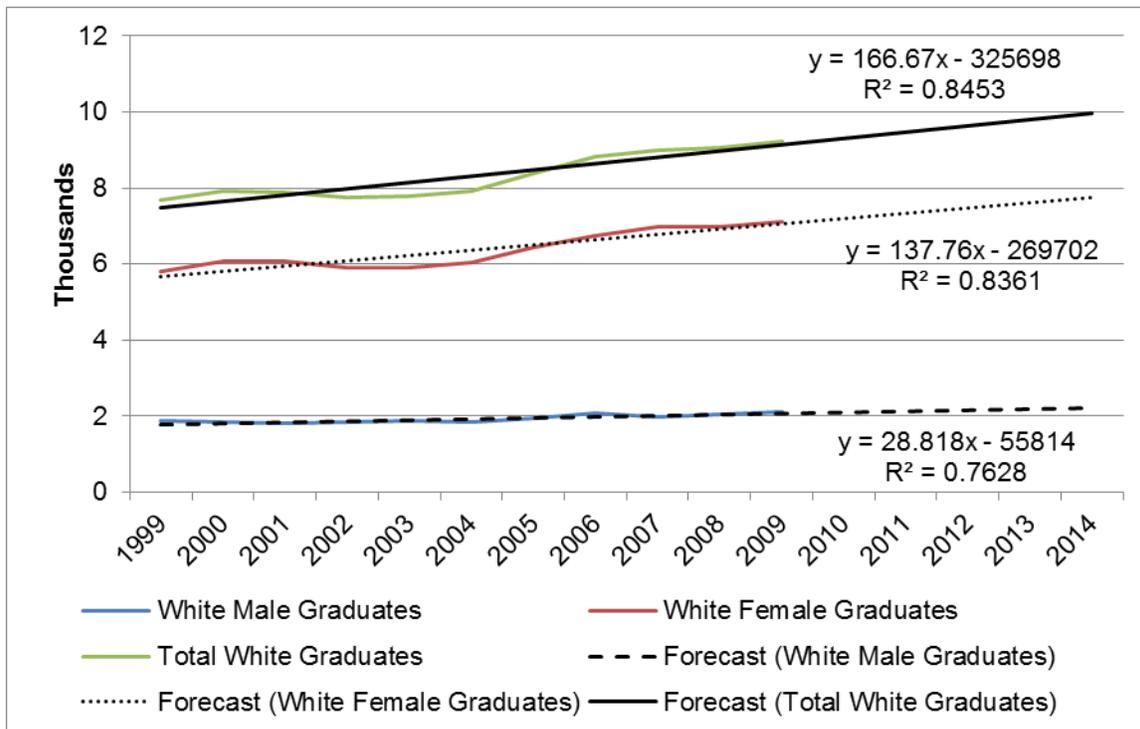
Growth for female graduates accounted for almost 80% of annual graduate growth for White students. On average, an additional 138 White females graduated per year in California. The red line in Figure 75 reflects that the dip in total White graduates from 2001 to 2005 was likely driven by the decrease of female graduates. Again, the inconsistency in growth is reflected in a

²⁴ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

low R-squared value of 0.837, which casts doubt on the reliability of the average annual increase of White female graduates.

Male graduates grew in number by approximately 29 students per year, assuming 1,764 graduates in 1999. The R-squared value for this estimate is low at 0.763, suggesting that annual fluctuations in male graduation counts may make a linear forecast unreliable. Refer to the Appendices for the annual numbers of White graduates by discipline.

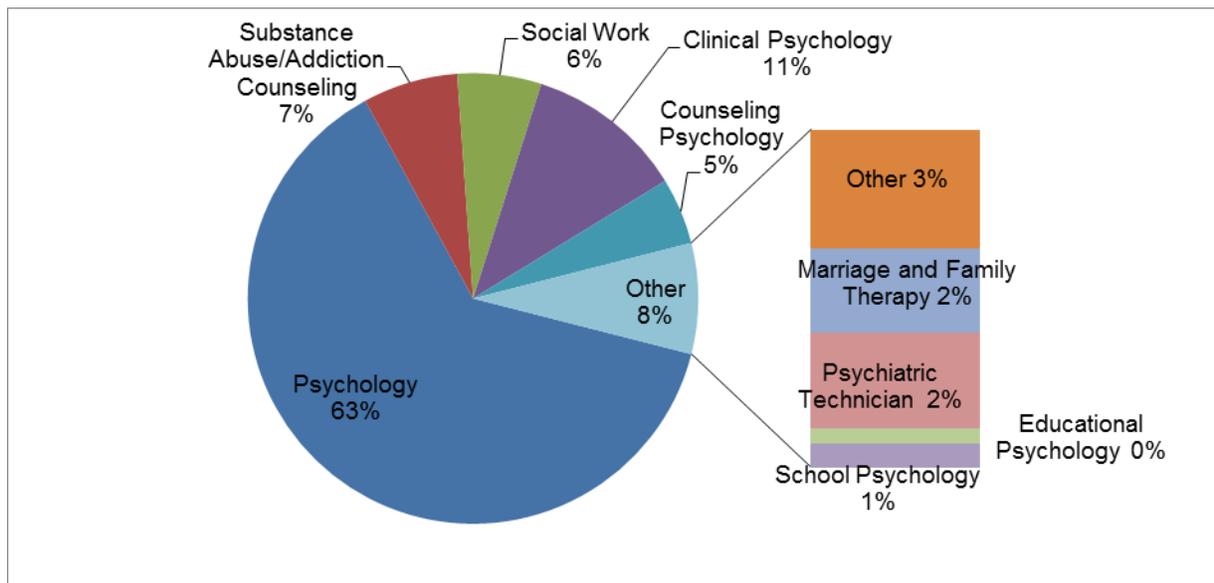
Figure 75: White Graduates, All Disciplines, by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Figure 76 shows White male graduates by discipline. The most popular discipline for White males was Psychology (63%). White male graduates account for a total of 46% of male graduates statewide and 11% of all graduates statewide. White males also represent the highest percent of all male Psychology graduates (45%) and the second-highest percent of total Psychology graduates (11%), after White females. The Appendices contain the numbers of White male graduates by discipline.

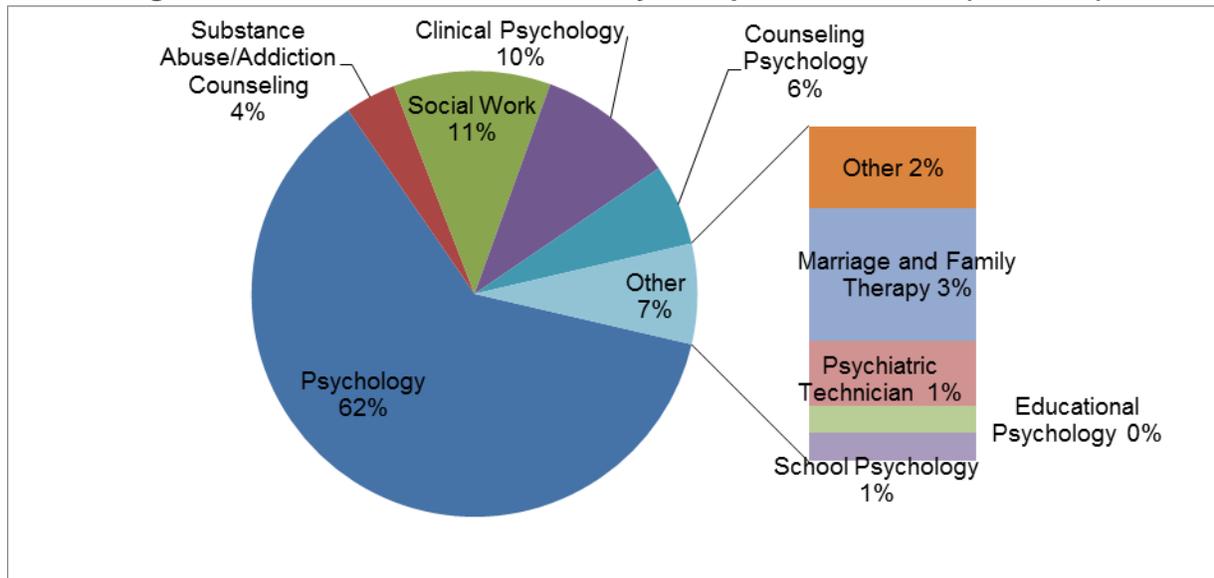
Figure 76: White Male Graduates by Discipline, 1999-2009 (n=21,309)



Source: California Post-Secondary Education Commission (CPEC)

Figure 77 shows White female graduates by discipline. Psychology constituted the highest percentage of White females of all disciplines (62%). White female graduates account for a total of 46% of female graduates statewide and 35% of all graduates statewide. White females make up the same percentage as males for percentage of Psychology graduates by gender (45% of female Psychology graduates), and comprise the largest percentage of total Psychology graduates at 34%. The Appendices contain the numbers of White female graduates by discipline.

Figure 77: White Female Graduates by Discipline, 1999-2009 (n=70,138)



Source: California Post-Secondary Education Commission (CPEC)

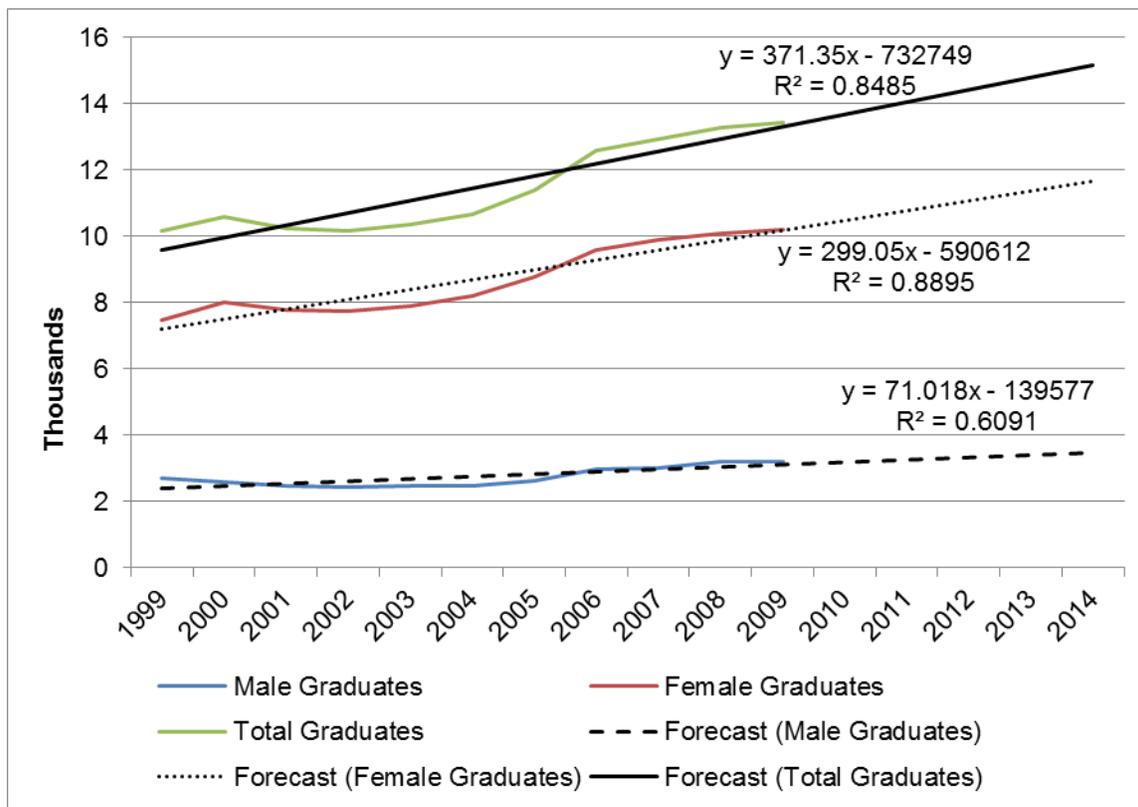
Graduation Trends Over Time by Discipline and Gender

The following figures and table detail the distribution of graduates by discipline from 1999 to 2009.

Psychology

From 1999 to 2009, Psychology graduates constituted 51% of total graduates in mental health fields in the state. While trends among Psychology graduates should be interpreted as drivers of overall trends in the state, Psychology graduation rates did fluctuate more during the 1999 to 2009 period than the overall CPEC total. Dips in 2000 to 2003 were followed by a strong bump (almost a 9% increase from 2005 to 2006). The growth rates appear to have evened out toward the latter end of the decade. Refer to the Appendices for Psychology graduate counts and annual percent change by gender.

Figure 78: Psychology Graduates by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

In total, Psychology graduates increased by an average of 371 students per year, beginning with approximately 9,217 graduates in 1999. The R-squared value for this forecast is 0.848, reflecting overall consistent growth and suggesting a reliable linear forecast.²⁵ The R-squared value reflects the dip in graduation starting in 2000, which returned to a normal linear trend by 2006.

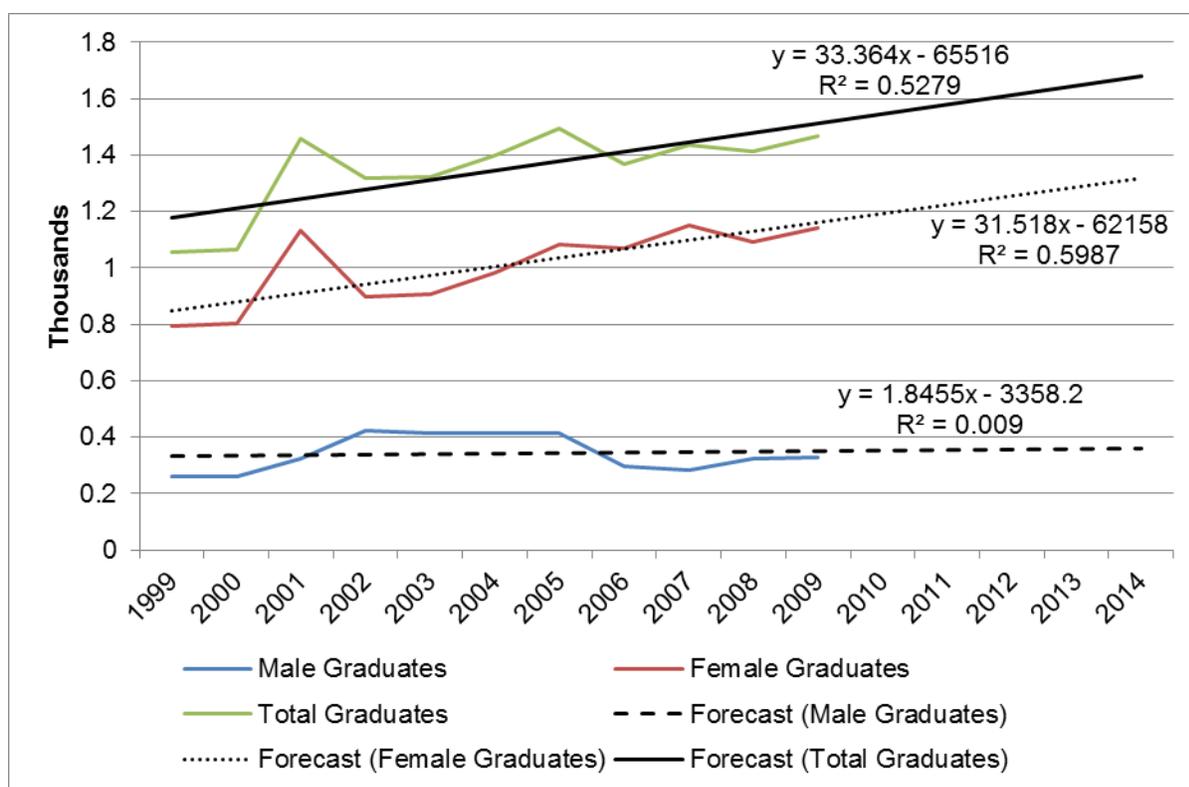
Female graduate trends reflect similar patterns in total counts per year. Female graduates account for approximately 299 of the total 371 additional graduates per year in Psychology. Male graduates increase by 71 graduates on average per year, although the R-squared estimate for this forecast is relatively lower at 0.609, which implies that the linear trend line for male Psychology graduates is less reliable than that of female Psychology graduates (R-squared of 0.890).

²⁵ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Clinical Psychology

Clinical Psychology graduates grew by an additional 34 students per year on average, over the ten-year period. The R-squared value for this estimate is low, at 0.528, calling into question the reliability, accuracy, and fit of this trend to the actual data.²⁶ Like other disciplines with low total number of graduates, minor fluctuations are reflected in large percentage changes and volatility. In 2000 to 2001 for example, the total number of graduates increased by 27%. Subsequently in 2002, female graduates dropped by 27% while male graduates increased by 23%. Patterns in Clinical Psychology are thus likely less reliable than in other disciplines. Refer to the Appendices for Clinical Psychology graduate counts and annual percent change by gender.

Figure 79: Clinical Psychology Graduates by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Counseling Psychology

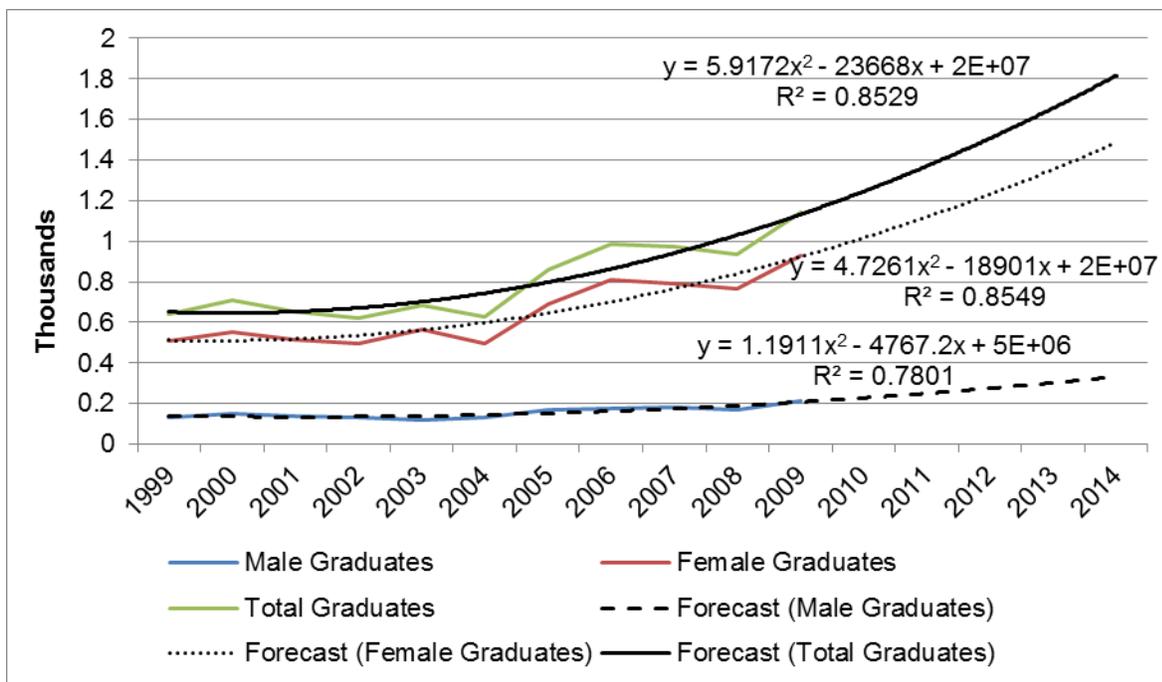
In Counseling Psychology, graduation patterns followed steady increasing non-linear trends, which were more reliable than linear ones. Counseling Psychology graduates grew by an

²⁶ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

additional six students per year on average, over the ten-year period. The R-squared value for this estimate is 0.853, reflecting relatively reliable forecasts.²⁷

Female graduate trends reflected similar patterns as total counts per year. Female graduates accounted for approximately five of the total six additional graduates per year in Counseling Psychology. Male graduates increased by one graduate on average per year, although the R-squared estimate for the male forecast is relatively lower at 0.780, which implies that the trend line for male Counseling Psychology graduates is less reliable than that of female Counseling Psychology graduates (R-squared of 0.855). Refer to the Appendices for Counseling Psychology graduate counts and annual percent change by gender.

Figure 80: Counseling Psychology Graduates by Gender with Five-Year Polynomial Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

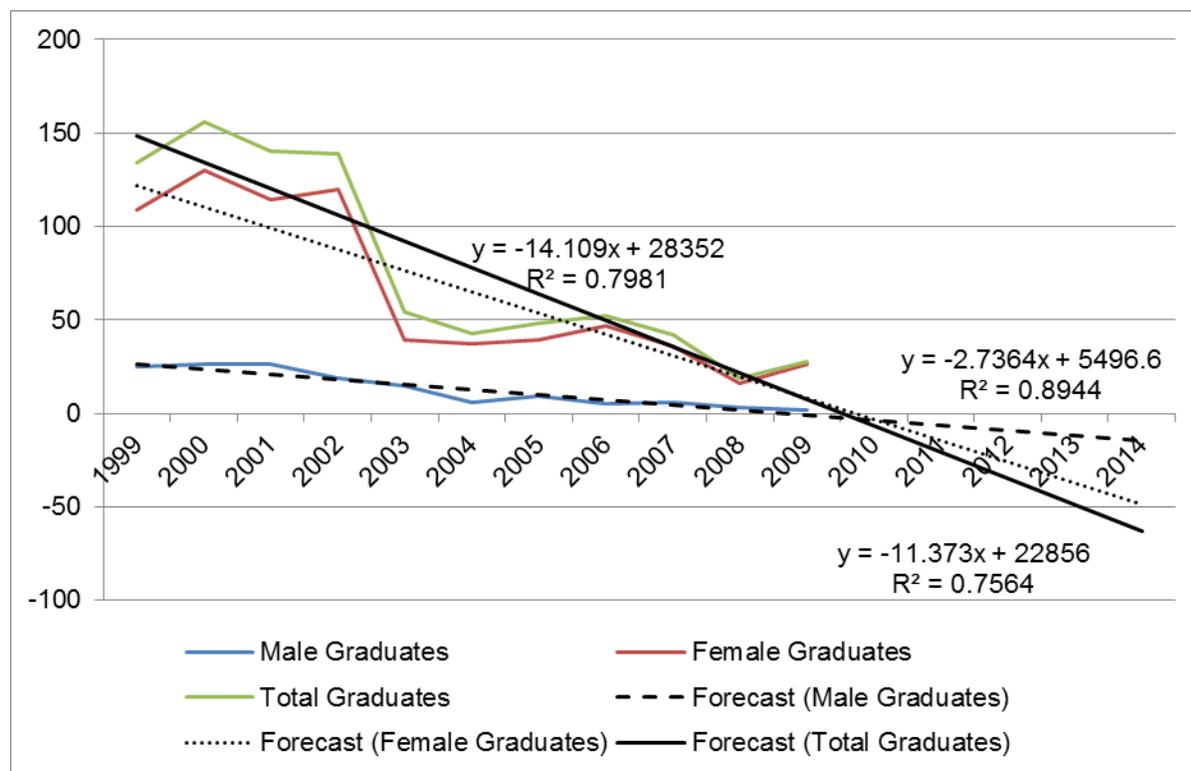
Educational Psychology

Educational Psychology graduates constituted 2% of total graduates in mental health fields in the state. Unlike most other disciplines, average trends decreased over time for educational Psychology graduates. The count for total graduates in Educational Psychology decreased by an average of 14 students per year during the 1999 to 2009 period. The number of female graduates decreased by approximately 11 students per year, while the number of male

²⁷ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

graduates also decreased on average by approximately three students per year. The estimates for total (R-squared of 0.798) and female forecasts (R-squared of 0.756) are relatively strong and reliable, with the male forecast even more reliable (R-squared of 0.894).²⁸ Refer to the Appendices for Educational Psychology graduate counts and annual percent change by gender.

Figure 81: Educational Psychology Graduates by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

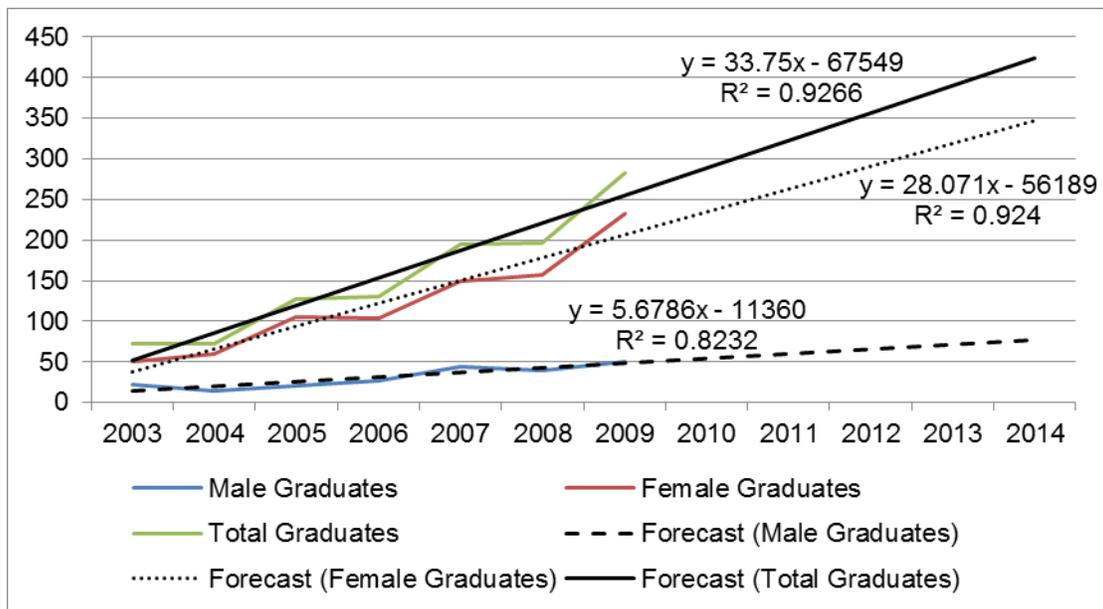
²⁸ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

School Psychology

The growth rate of graduates in School Psychology increased significantly from 2003 to 2009.²⁹ There were an additional 34 School Psychology graduates per year, on average, with a strong and reliable R-squared value of 0.927. However, the total number of graduates in School Psychology remained small at a ten-year total of just 1,075. Thus, while Figure 82 shows steep, positive slopes in the total number of graduates and for female graduates, the overall count remains relatively small. Refer to the Appendices for School Psychology graduate counts and annual percent change by gender.

Female graduate trends more closely reflect overall growth patterns than male graduate trends. During this period, Female graduates account for approximately 28 of the total 34 additional graduates per year in School Psychology. Male graduates increase by six graduates on average per year. The R-squared estimate for the male forecast is lower at 0.823, suggesting that the trend line for male School Psychology graduates is less reliable than that of female School Psychology graduates (R-squared of 0.924).

Figure 82: School Psychology Graduates by Gender with Five-Year Linear Forecasts, 2003-2009



Source: California Post-Secondary Education Commission (CPEC)

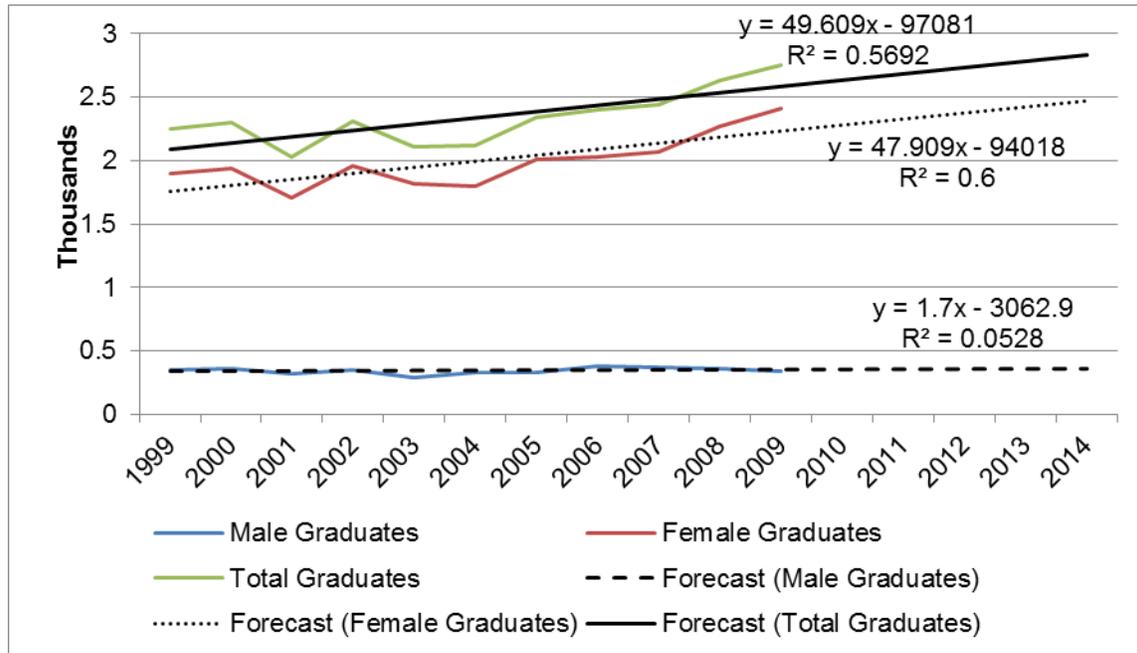
Social Work

Graduation counts in Master’s-level Social Work increased on average by 50 students per year from 1999 to 2009. However, trends fluctuated annually, as reflected in Figure 83. The R-squared estimates for each of the trends are low, ranging from 0.600 (female graduates), to

²⁹ No CPEC School Psychology graduate data available for prior to 2003.

0.569 (total graduates), and as low as 0.053 for male graduation trends.³⁰ These low R-squared values suggest that the linear forecasts are unreliable, especially for the male graduate forecast. Refer to the Appendices for Social Work graduate counts and annual percent change by gender.

Figure 83: Social Work Graduates by Gender with Five-Year Linear Forecasts, 1999-2009



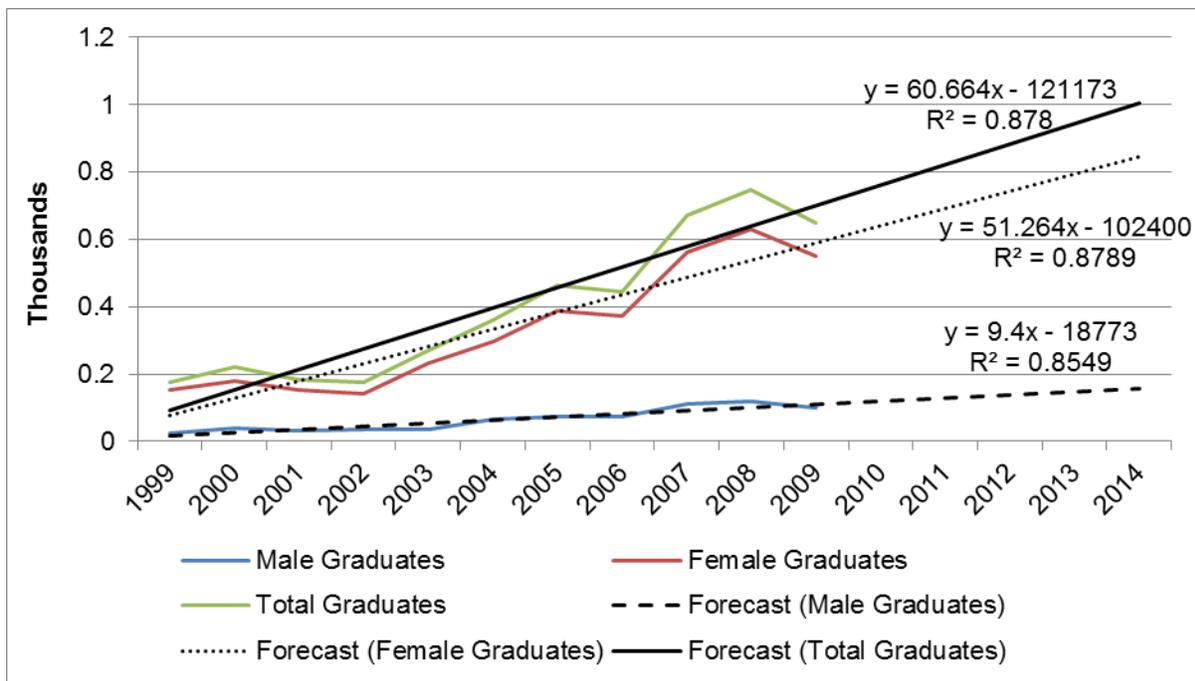
Source: California Post-Secondary Education Commission (CPEC)

³⁰ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Marriage and Family Therapy

Overall, Marriage and Family Therapy graduates increased in total count from 1999 to 2009. Approximately 60 additional students graduated in Marriage and Family Therapy fields per year across the state. Among the 60 students, approximately 51 were female, and nine were male. Each of the linear estimates has an R-squared value of over 0.855, reflecting relatively consistent growth over the ten-year period and relatively reliable linear forecasts.³¹ Refer to the Appendices for Marriage and Family Therapy graduate counts and annual percent change by gender.

Figure 84: Marriage and Family Therapy Graduates by Gender with Five-Year Linear Forecasts, 1999-2009



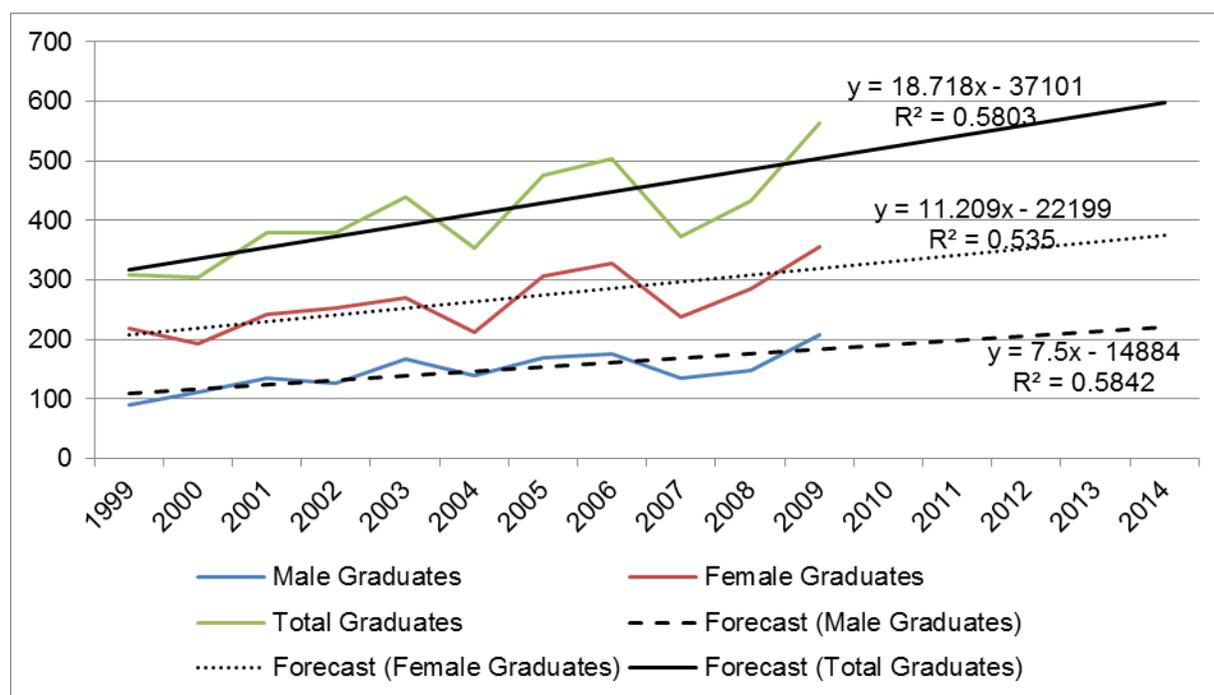
Source: California Post-Secondary Education Commission (CPEC)

³¹ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Psychiatric Technician

Psychiatric Technician graduates increased overall in the ten-year period despite a small decrease in 2000 and large drops in 2004 and 2007. Overall Psychiatric Technician graduate counts increase on average by about 19 additional graduates per year (R-squared of 0.580). Male graduates increase by eight graduates per year (R-squared of 0.584), on average, whereas female graduates increase slightly greater at 11 graduates per year (R-squared of 0.535), on average, during the 1999 to 2009 period. The low R-squared values for total, male, and female graduates suggest low reliability of the three Psychiatric Technician forecasts and reflect the significant dips in graduation. Refer to the Appendices for Psychiatric Technician graduate counts and annual percent change by gender.

Figure 85: Psychiatric Technician Graduates by Gender with Five-Year Linear Forecasts, 1999-2009

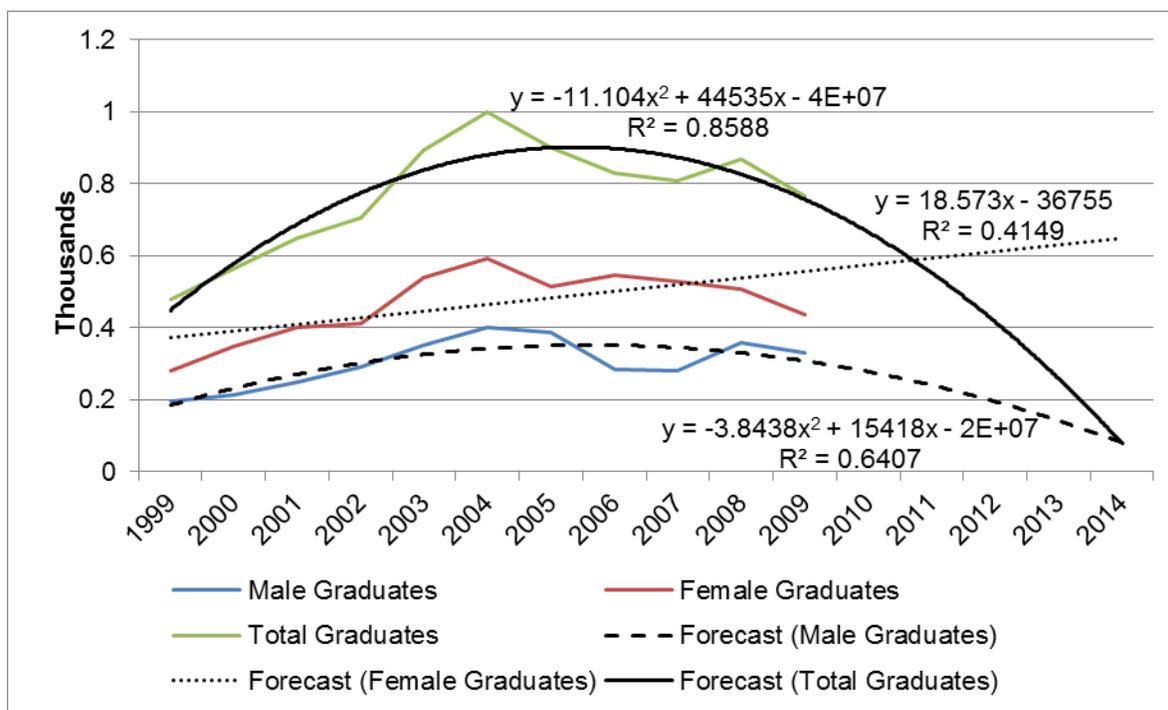


Source: California Post-Secondary Education Commission (CPEC)

Substance Abuse and Addiction Counseling

Substance Abuse and Addiction Counseling graduates fluctuated per year and were better reflected by the use of non-linear and linear trends. The total number of Substance Abuse Counseling graduates rose from 1999 to 2004 and dipped from 2004 to 2009. The R-squared value for the total number of Substance Abuse Counseling graduates is strong at 0.859, meaning that the polynomial trend line is reliable and reflects the data available.³² However, trends by gender are less reliable. For female graduates, a linear trend line has an R-squared value of only 0.415. For male graduates, a polynomial trend line has an R-squared value of 0.664. Refer to the Appendices for Substance Abuse and Addiction Counseling graduate counts and annual percent change by gender.

Figure 86: Substance Abuse Counseling Graduates by Gender with Five-Year Polynomial and Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

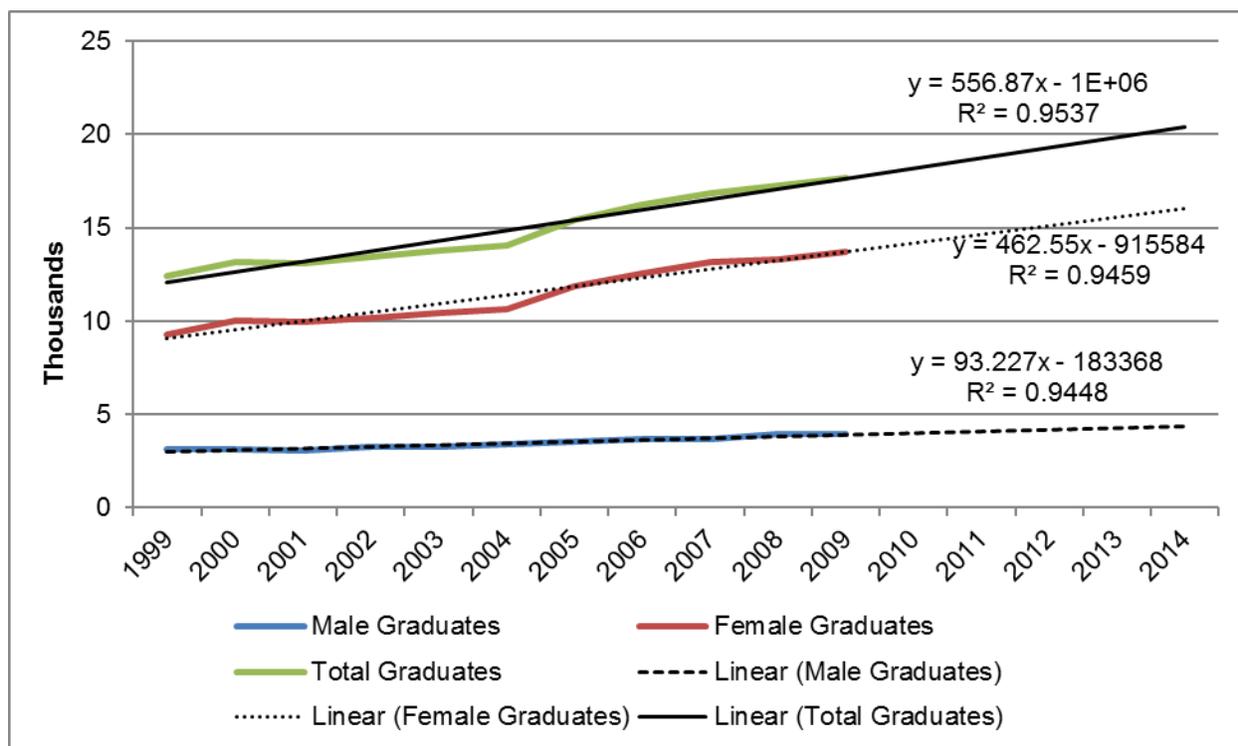
³² The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Graduation Trends Over Time by County Size

Both the number of programs and graduates in California were concentrated in large counties. The following figures explore the graduation rates of growth within each county size, disaggregated by gender. Large counties show steeper growth projections and account for a larger share of actual students relative to medium and small counties.

Large Counties

Figure 87: Large County Graduates by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Examining graduation trends within large counties, Figure 87 shows that the total number of graduates, both male and female, increased over the 1999 to 2009 period. On average, the total number of graduates increased by 557 students per year, with approximately 11,503 graduates in 1999. The R-squared value for this trend line is 0.954, a strong suggestion that the total number of graduates in large counties increased steadily over the ten-year period and that the linear forecast is highly reliable.³³

³³ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

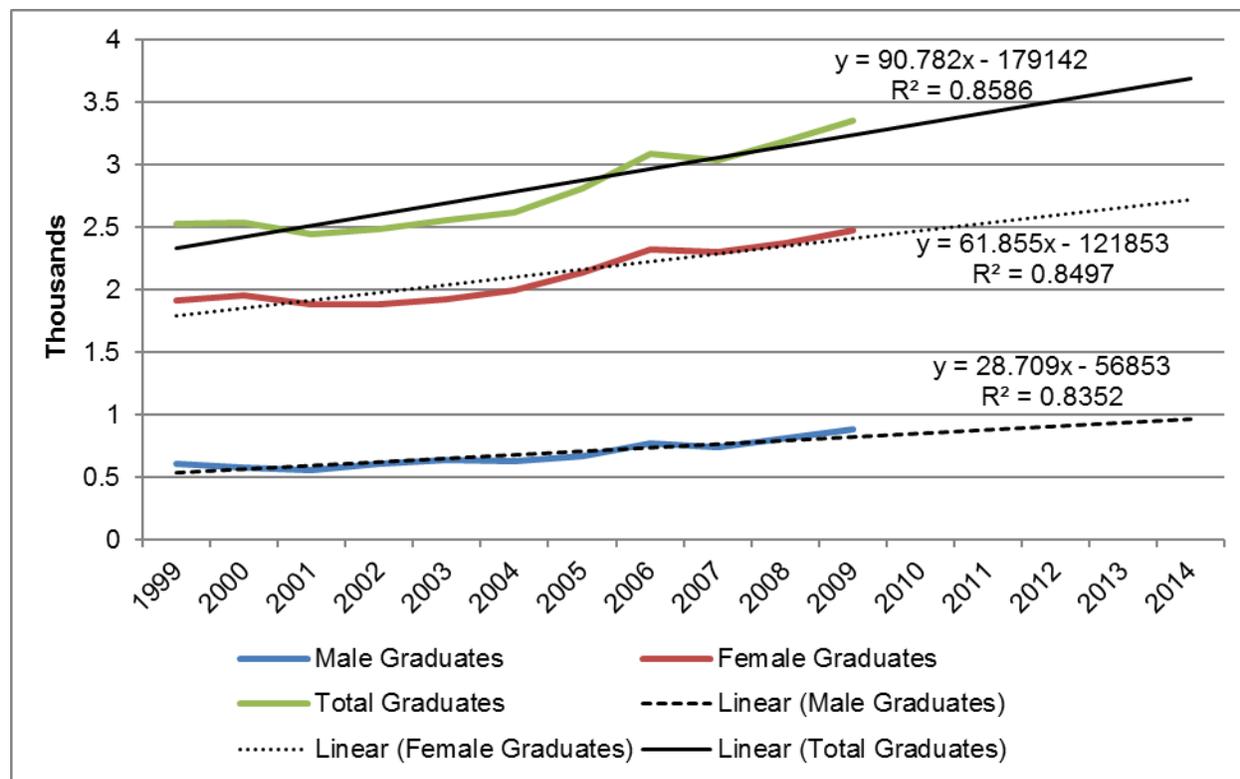
Female graduates account for a strong proportion of the total graduates in large counties (a trend that has been consistent throughout this report). Four-hundred sixty-three of the total 557 additional graduates per year were estimated to be female graduates, as revealed by the trend line in red.

The number of male graduates also increased over the ten-year period, although considerably less in actual count than female graduates. While an additional 463 female graduates were estimated to be added each year, only 93 male graduates were estimated to be added to the count each year. The R-squared value for this estimate is strong at 0.945, and as with the total graduate and female graduate linear forecasts, the male graduate linear trend line displays high reliability and closely reflects the data available.

Medium Counties

Overall, graduates in medium counties accounted for approximately 16% of the total number of graduates in California from 1999 to 2009. Trends in graduation counts, displayed in Figure 88, show that all counts – by total number of graduates, female graduates, and male graduates, increased. Notably, the average increase of total graduates in medium counties (91 students per year) was still less than the increase of male graduates in large counties per year (94 students per year).

Figure 88: Medium County Graduates by Gender with Five-Year Linear Forecasts, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Small Counties

Small counties accounted for the smallest proportion of total graduates in California over the 1999 to 2009 period. In part because the total number of graduates in small counties is so small, minor fluctuations in the number of graduates per year result in significant volatility in the growth rate or rate of change per year in total graduate counts. This is revealed somewhat in the R-squared values for each of the forecasts in Figure 89.

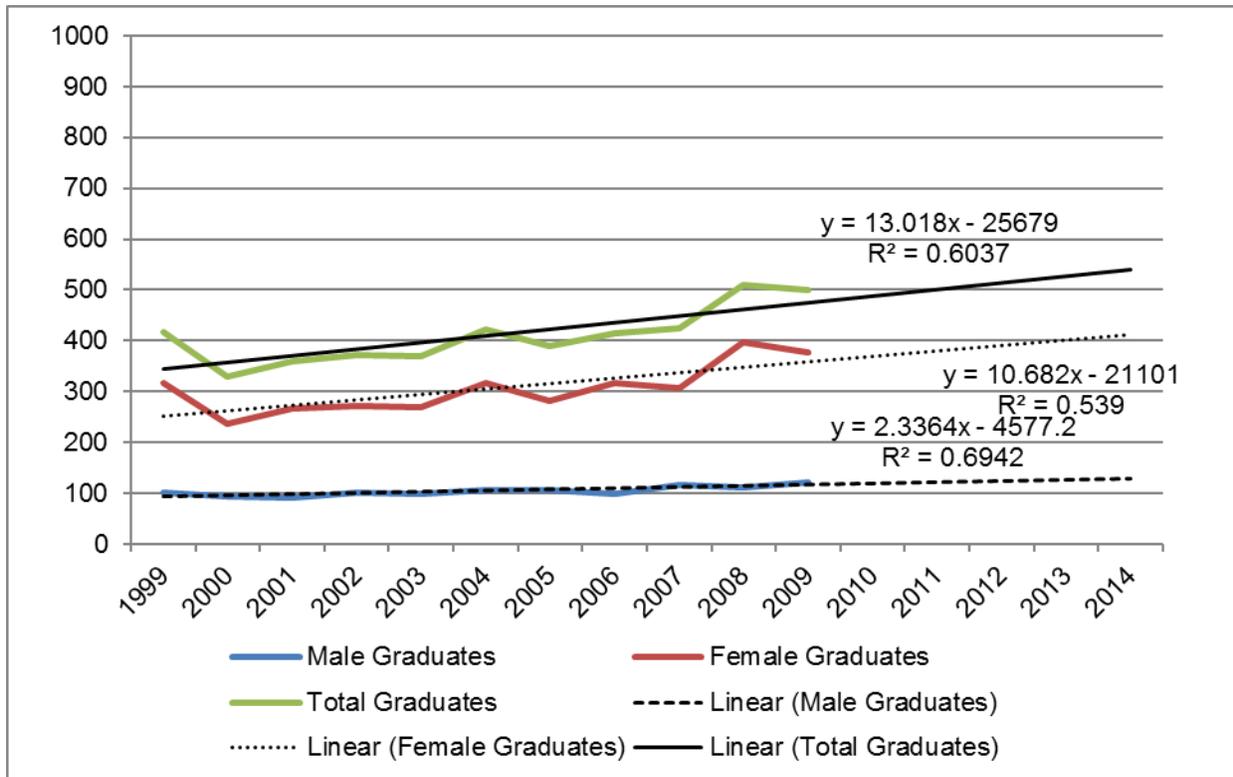
The total number of graduates in small counties increased by an average of only 13 students per year, assuming an average 332 graduates in 1999. However, the R-squared value of this estimate is just 0.604, which is among the weaker R-squared values of all the trend lines across county size.³⁴ The fluctuations in the total number of graduates per year in small counties were also apparent, again casting doubt on the overall steadiness and reliability of graduation trends in small counties.

The estimate for female graduates in small counties was even less reliable, with an R-squared estimate of 0.539. Keeping concerns about the accuracy of the estimate in mind, on average, small counties saw an increase of about 11 female graduates per year from 1999 to 2009.

Only an additional two males appeared to graduate per year from small counties in 1999 to 2009. This was of course still an increase in the total number of males and the total number of graduates in small counties, but extremely small relative to the overall number of graduates in California.

³⁴ The R-squared calculation for a least squares fit line is a measure of how well the fit line matches the actual data. R-squared values are calculated by taking the residual distance between each data point and the fit line, and squaring the sum of those residuals. Roughly, the closer the R-squared value is to one, the more closely the linear forecast fits the data. Low R-squared values imply that the line does not closely fit the data.

Figure 89: Small County Graduates by Gender with Five-Year Linear Projections, 1999-2009



Source: California Post-Secondary Education Commission (CPEC)

Conclusions

Overall, the number of California post-graduate mental health program graduates increased from 1999 to 2009 for most areas analyzed. Forecasts predict graduation rates to continue to grow through 2014, with Psychology adding more graduates per year, on average, than any other discipline. Post-graduate mental health program graduates were most heavily clustered in the Los Angeles and Southern region and large counties. In terms of growth, analyses found regional growth to be highest in the Southern region, surpassing even the statewide growth average. Large counties also experienced growth over the ten-year period. Results of gender analyses showed that females comprised higher percentages of graduates across all disciplines and regions and represent about two-thirds of statewide graduates. Upon examination of race and ethnicity trends, the report found that White graduates represented the greatest percentage of all race and ethnic groups. However, when all non-White graduates were combined, they comprised the majority of all graduates.

Section 3: Literature Review of Graduation to Workforce Participation

Introduction

This review examines the research and literature regarding the pathway from individuals' graduation and licensure in mental health-related disciplines to employment in the public mental health workforce. The literature investigated for this review covers different mental health fields – including Psychiatry, Psychology, family counseling, Substance Abuse Counseling, and Nursing – and current trends of their respective graduates into the workforce. Based on surveys and related literature from several mental health professional organizations, this review estimates the current new graduates and licensees entering the mental health workforce in the United States. Informed estimates of national trends inform projections of future providers and provide guidance for pursuing more localized studies of graduation and licensure to workforce trends in the future.

Data Sources

The majority of the literature examined for this review is derived from the American Psychological Association (APA), which crafted surveys for Masters, Specialist's, and related degree graduates (MES) in Psychology in 2002 and Doctoral graduates (DES) in Psychology in 2009. APA also surveyed student affiliates³⁵ in 2008 to assess their pursuits of higher educational degrees and plans after graduation. Additional data was collected from the American Association of Colleges of Nursing, the American Psychiatric Association, and the Substance Abuse and Mental Health Services Administration. This review shows the latest data available and the current literature reflecting the pipeline from education to the mental health workforce. Understanding the gap between new graduates and workforce entry is essential to determine the long-term viability of the current pipeline.

Limitations

In California, there is no standard mechanism that documents the entry of new graduates from postsecondary educational institutions into the mental health workforce. Therefore, the analysis of California trends was limited for this review. A second limitation is a lack of studies on certain mental health disciplines and workforce fields. As explained above, most of the literature in this review comes from the American Psychological Association (APA), which is a professional organization representing the field of Psychology in the United States. The organization serves

³⁵ The APA student affiliate program is open to undergraduate and graduate students taking classes in Psychology. Students must apply to become members, and undergraduates must pay a fee. Members are referred to as "student affiliates."

professions in Psychology, but does not report on other mental health-related professions, such as Psychiatry, Social Work, Marriage and Family Therapy, Physician Assistants, Nursing, and Substance Abuse Counseling. In addition, this data is not very current – the APA has not sampled graduates from Master’s or Specialist’s programs since 2002, and the latest report detailing the Doctoral graduate pipeline was conducted in 2009. Despite these limitations, this review encompasses the available literature on the pipeline from education to workforce participation in the mental health disciplines.

Trends from Graduation to Workforce Entry in Psychology

The American Psychological Association’s (APA) Center for Workforce Studies has conducted several studies documenting the pipeline of graduates entering the workforce. These studies survey students in undergraduate programs, Master’s/Specialist’s graduate programs, and doctoral programs. Documenting the workforce trends in the field of Psychology has been challenging given that surveys for different levels of education were not conducted within the same year. The APA Center for Workforce Surveys therefore only provides a snapshot of new graduate to workforce entry trends.

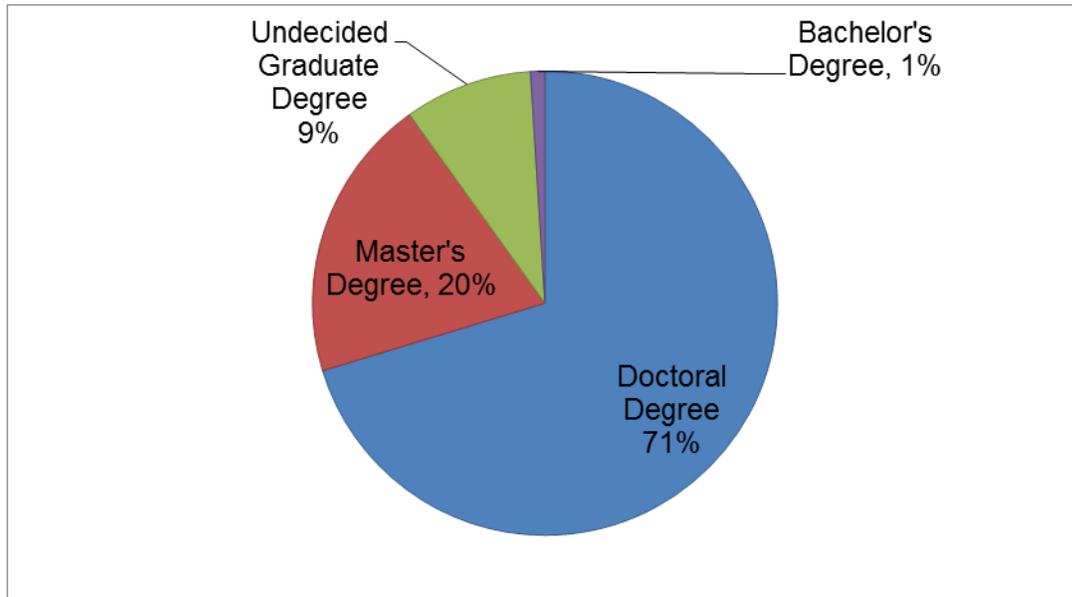
In 2008, the American Psychological Association’s Center for Workforce Studies conducted an APA Student Affiliate Survey.³⁶ The purpose of the survey was to examine the needs of student affiliates, contribute to the data on the educational pipeline from high school through graduate school, and determine students’ overall interest and knowledge of the APA. The survey was sent to 8,435 student affiliates, and elicited 2,378 valid responses. The results of this survey are presented in Figure 90 with regard to undergraduate students and graduate students in Psychology.

Undergraduate Students

Ninety-eight percent of undergraduate Psychology student affiliates (both enrolled and completed) indicated an interest in pursuing graduate school in the future.

³⁶ American Psychological Association Center for Workforce Studies. (2010). *2008 APA student affiliate survey*. Retrieved from: <http://www.apa.org/workforce/publications/08-student/index.aspx>

Figure 90: Highest Degree of Interest to APA Undergraduate Students (n=315)

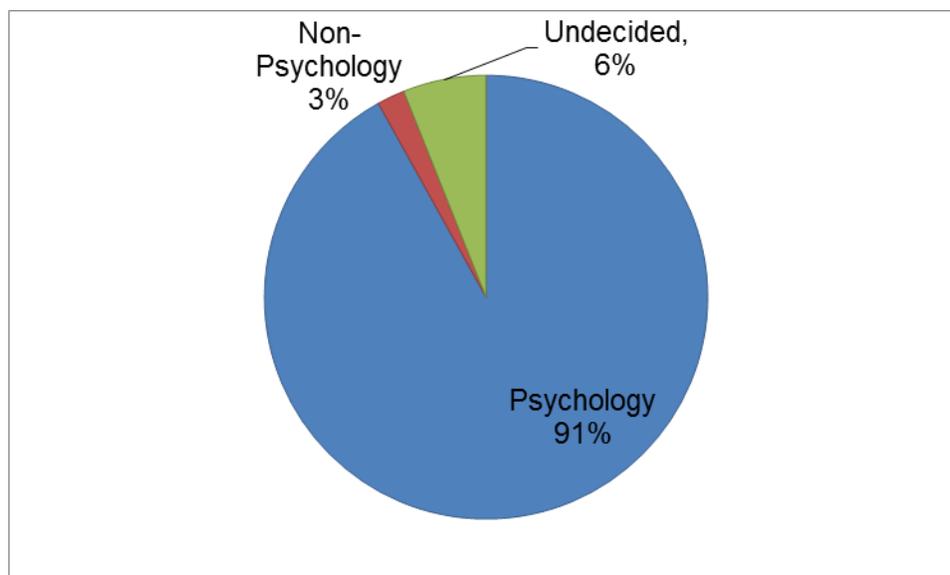


*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2010). *2008 APA student affiliate survey*.

Of those undergraduate Psychology students planning to pursue graduate school, the vast majority reported an interest in pursuing a graduate degree within a related field of Psychology.

Figure 91: Intended Graduate Degree Field of Psychology Undergraduates (n=281)



Source: American Psychological Association Center for Workforce Studies. (2010). *2008 APA student affiliate survey*.

As shown in Table 20, immediately after graduation, 65% of Psychology undergraduate respondents indicated a desire to continue graduate education in Psychology, 13% expressed interest in seeking employment within the Psychology field, 8% planned to pursue graduate education in a field other than Psychology, and 7% wanted to pursue a professional degree.³⁷

Table 20: Undergraduate Immediate Post-Graduation Plans (n=325)

Immediate Post-Graduation Plans	n	% of Total
Seek employment in Psychology-related field	41	13%
Seek employment in a field unrelated to Psychology	8	3%
Continue graduate education in Psychology	206	65%
Continue graduate education in a field other than Psychology	25	8%
Continue education for a professional degree (MD, JD, DDS, etc.)	22	7%
Don't know	9	3%
Other	5	2%
TOTAL	316	100%*

*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2010). *2008 APA student affiliate survey*.

Graduate Students

As shown in Table 21, 88% of graduate students in Psychology planned to pursue a doctoral degree in Psychology. Fourteen percent of those Psychology graduate students were enrolled in a terminal Master's program, compared to 74% who were already enrolled in a doctoral program. There was slight variation between men and women with respect to intended terminal degrees.

³⁷ E.g., Doctor of Medicine (MD), Juris Doctor (JD), Doctor of Dental Surgery (DDS).

Table 21: Graduate Students' Intent to Pursue Doctoral Degree in Psychology (n=1,813)

Intent to Pursue Psychology Doctoral Degree	Female (n=1,461)		Male (n=344)		TOTAL (n=1,813)	
	n	%	n	%	n	%
Yes, currently in terminal Master's program	198	14%	44	14%	242	14%
Yes, currently in a doctoral program in Psychology	1,032	74%	252	78%	1,284	74%
No	60	4%	8	3%	68	4%
Not Sure	111	8%	21	7%	132	8%
TOTAL*	1,401	100%	325	100%	1,726	100%

*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2010). 2008 APA student affiliate survey.

As shown in Table 22, 77% of APA graduate students intended to eventually seek licensure or certification for independent practice in Psychology.

Table 22: Graduate Students' Intent to Seek Licensure/Certification for Independent Practice in Psychology (n=1,813)

Intent to Seek Licensure/Certification	Female (n=1,461)		Male (n=344)		TOTAL (n=1,813)	
	n	%	n	%	n	%
No, not necessary	227	16%	70	21%	297	17%
Yes, within this year	78	6%	10	3%	88	5%
Yes, eventually	1,109	78%	251	76%	1,360	77%
N/A, already licensed/certified	14	1%	0	0%	14	1%
TOTAL*	1,428	100%	331	100%	1,759	100%

*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2010). 2008 APA student affiliate survey.

The student affiliate survey also detailed graduate and postdoctoral student employment setting preferences. Forty percent of students indicated that their preferred employment setting was organized human services, more than twice that of any other setting. Other preferences included private practice, a university setting, and "Other." "Other" settings included subfields of the previous settings such as: self-employment, consulting firm, union, business or industry, criminal justice system, military service, and government agency.

Table 23: Preferred Work Settings for APA Graduate and Post Doctorate Student Affiliates (n=1,740)*

Preferred Employment Setting	Female (n=1,411)		Male (n=329)		TOTAL (n=1,740)	
	n	%	n	%	n	%
University Setting	989	11%	348	17%	1,337	13%
Four-year college	615	7%	205	10%	820	8%
Other educational institutions (professional schools, medical schools, elementary/secondary schools)	733	9%	161	8%	894	8%
Private Practice	1,490	17%	311	15%	1,801	17%
Organized Human Services	3,504	41%	738	36%	4,242	40%
Other Employment Settings	1,327	15%	294	14%	1,621	15%
TOTAL**	8,658	100%	2,057	100%	10,715	100%

*This survey included six broad work settings, and multiple sub-settings for each broad work setting. Respondents were able to preference multiple sub-settings within multiple broad settings. As a result, the “n” values for many of the work settings, as well as the total “n” values, exceed the number of survey respondents.

**Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2010). *2008 APA student affiliate survey*.

Master’s and Specialty Education Graduate Students

In 2002, the American Psychological Association surveyed Master’s graduates and other graduates in related fields of Psychology in order to collect data regarding education and employment of those recent Master’s graduates entering the mental health workforce. The survey, the Master’s and Specialty Education Survey (MES),³⁸ sampled both 2001 and 2002 graduates with Master’s or Specialist’s degrees, and includes data on demographic

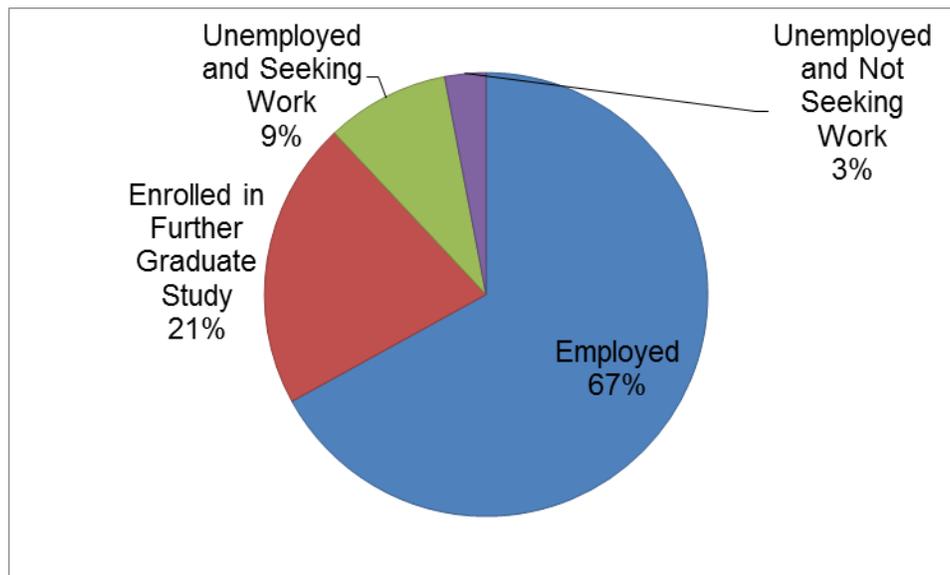
³⁸ American Psychological Association Center for Workforce Studies. (2004). *2002 Master’s, Specialist’s, and related degrees employment survey*. Retrieved from: <http://www.apa.org/workforce/publications/02-mas-spec/index.aspx>.

characteristics, employment status, employment patterns, employment settings, perceptions of graduate training and current employment situation, sources and levels of support for graduate training, and salaries of new Master's/Specialist's and related degree recipients.

Employment Status

The majority of 2011 and 2002 graduate respondents were employed at the time of the survey. Twenty-one percent were enrolled in further graduate study, and 12% were unemployed.

Figure 92: Employment Status of Psychology Master's, Specialist's, and Related Degree Graduates (n=515)



Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master's, Specialist's, and related degrees employment survey.*

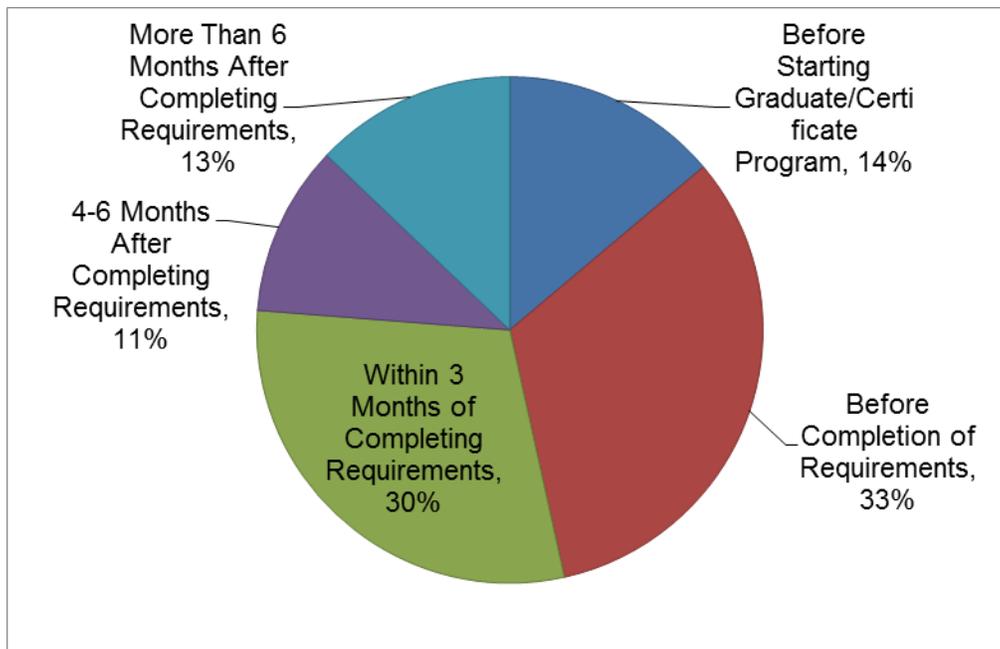
Doctoral Study

Twenty percent of MES respondents indicated that they were pursuing further graduate study. Fifty-six percent of the 87 respondents enrolled in doctoral programs reported that they were also working while pursuing their graduate education.

Obtaining Employment

Nearly half of all graduates who completed the MES survey were employed either when they began their program or prior to their degree completion. Only 13% were still seeking employment more than six months after completion of their degree.

Figure 93: Length of Time to Employment among Master’s, Specialist’s, and Related Degree Recipients in Psychology (n=430)



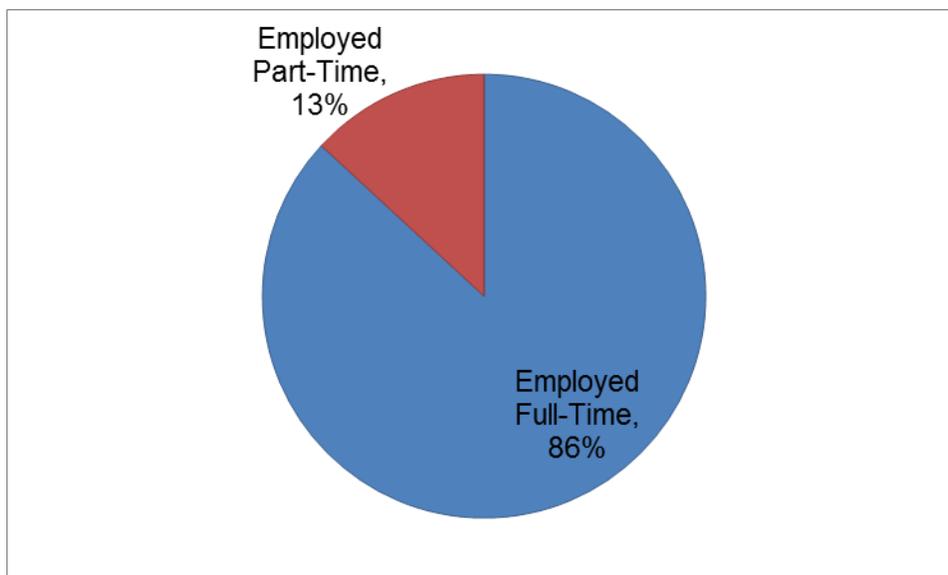
*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master’s, Specialist’s, and related degrees employment survey*.

Employment Patterns

The majority (86%) of Master’s, Specialist’s, and related degree graduates reported that they were employed full-time. Full-time employment was characterized as a minimum of 35 hours per week, including situations where the person held multiple positions totaling 35 or more hours. Part-time employment included situations where one or two jobs were held for less than 35 hours per week.

Figure 94: Employment Patterns of Psychology Master’s, Specialist’s, and Related Degree Graduates (n=398)

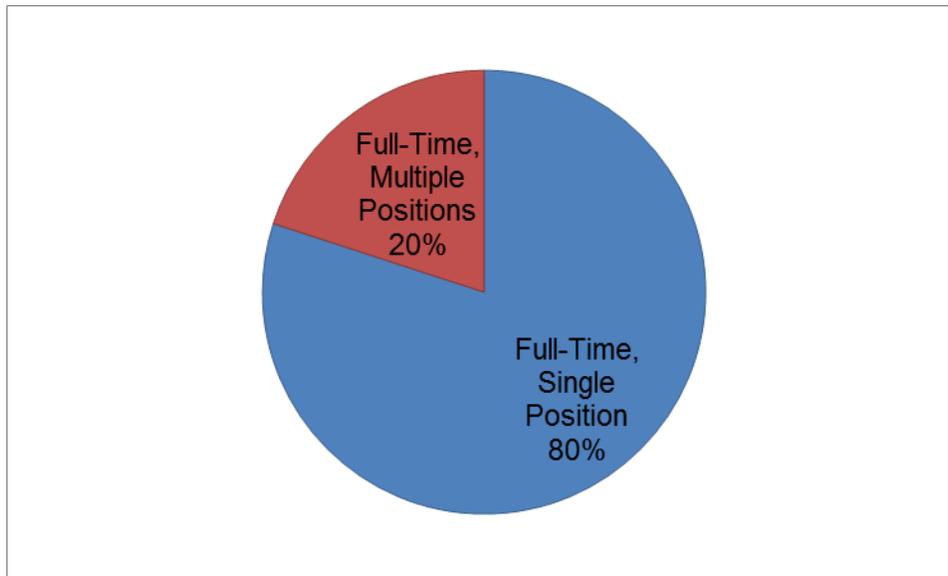


*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master’s, Specialist’s, and related degrees employment survey*.

Of those respondents who reported being employed full-time, 80% held a single position and 20% were employed in either one or two additional part-time positions.

Figure 95: Employment Patterns of Psychology Master’s, Specialist’s, and Related Degree Graduates Who Reported Full-Time Employment (n=345)



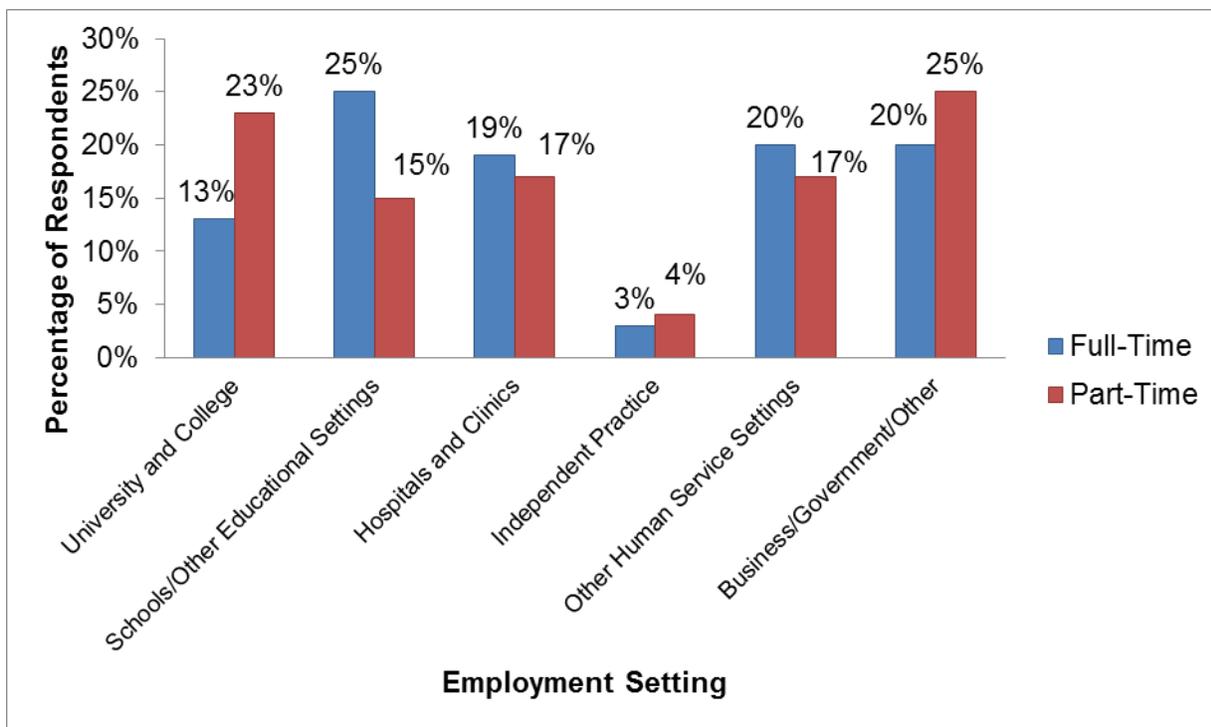
Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master’s, Specialist’s, and related degrees employment survey*.

Employment Settings

Master’s recipients with full-time employment were most highly concentrated in schools/other educational settings (25%), other human service settings (20%), business/government/other settings (20%), and hospitals and clinics (19%). Respondents with part-time employment were most highly concentrated in business/government/other organizational settings (25%), followed by universities and colleges (22%), and hospitals/clinics and other human service settings (17% each).

The biggest differences between respondents employed full-time and those employed part-time were in university and college settings, as well as in schools/other educational settings. Twenty-three percent of respondents employed part-time were employed in university and college settings, compared to only 13% of respondents employed full-time. Schools/other educational settings showed a contrasting distribution, employing only 15% of respondents employed part-time, but 25% of respondents employed full-time.

Figure 96: Employment Settings for Psychology Masters, Specialist's, and Related Degree Graduate Students Employed Full-Time (n=345) and Part-Time (n=53)



*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master's, Specialist's, and related degrees employment survey*.

The 2002 MES also assessed employment-settings by degree fields and subfields. The majority of graduates (64%) were in health service provider subfields, and among those graduates, the most common work settings were school/other educational (25%) and hospitals/clinics (23%), followed by other human services (19%) and business/government/other (18%).

Table 24: Primary Full-Time Employment Setting by Degree Subfield of Psychology Masters, Specialist's, and Related Degree Recipients in Health Services Fields (n=270)

Health Services Subfield	University/ College		School/ Other Educational		Hospitals/ Clinics		Indep. Practice		Other Human Service		Business/ Govt/ Other		TOTAL	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Behavior Analysis	0	0%	0	0%	0	0%	0	0%	2	25%	6	75%	8	3%
Clinical	9	12%	2	3%	25	34%	10	14%	13	18%	14	19%	73	27%
Clinical Neurology	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Community	1	17%	0	0%	0	0%	0	0%	2	33%	3	50%	6	2%
Counseling	16	11%	34	23%	36	25%	4	3%	34	23%	23	16%	147	54%
School	0	0%	30	88%	2	6%	0	0%	0	0%	2	6%	34	13%
Substance Abuse	0	0%	1	50%	0	0%	0	0%	1	50%	0	0%	2	0%
TOTAL	26	10%	67	25%	63	23%	14	5%	52	19%	48	18%	270	100%*

*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2004). 2002 Master's, Specialist's, and related degrees employment survey.

Thirty-three percent of the 2002 MES respondents obtained research degrees. Among graduates in research fields, the highest percentage were employed in business/government/other settings (24%) and university/college settings (24%), followed by school/other educational (19%) and other human services (19%). None were employed in independent practice settings.

Table 25: Primary Full-Time Employment Setting by Degree Subfield of Psychology Masters, Specialist's, and Related Degree Recipients in Research/Other Fields (n=139)

Research/ Other Subfield	University / College		School/ Other Education		Hospitals/ Clinics		Indep. Practice		Other Human Service		Business/ Govt/ Other		TOTAL	
	n	%	n	%	n	%	n	%	N	%	n	%	n	%
Biological	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%
Cognitive	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%	2	1%
Developmental	1	17%	2	33%	2	33%	0	0%	0	0%	1	17%	6	4%
Educational	5	15%	19	58%	0	0%	0	0%	2	6%	7	21%	33	24%
Experimental	6	67%	0	0%	0	0%	0	0%	2	22%	1	11%	9	6%
General	5	26%	0	0%	3	16%	0	0%	5	26%	6	32%	19	14%
Industrial/ Organizational	3	19%	1	6%	0	0%	0	0%	3	19%	9	56%	16	12%
Neurosciences	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%
Physiological	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%	1	1%
Psycholinguistic	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	1	1%
Quantitative	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%
Social	2	67%	0	0%	0	0%	0	0%	0	0%	1	33%	3	2%
Other, in Psychology	9	20%	5	11%	11	24%	0	0%	15	33%	6	13%	46	33%
TOTAL*	34	24%	27	19%	18	13%	0	0%	27	19%	33	24%	13	100%

*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master's, Specialist's, and related degrees employment survey*.

Importance of Master's/Specialist's/Related Degrees

Eighty-seven percent of graduates in the Master of Arts (MA), 85% of graduates in Master of Science (MS), and 78% of graduates in Master of Education (MEd) programs described their Psychology degree as either essential or helpful in obtaining their current workplace position. Ninety percent of Certificates of Advanced Graduate Study (CAGS) and Master's in Counseling (MC) degree holders also agreed that their degree was a significant factor in obtaining their current position. One hundred percent of Specialist degree holders believed that their graduate degree was essential to their employment.

Table 26: Importance of Psychology Graduate Training by Degree Type Among Masters, Specialist's, and Related Degree Recipients in Psychology (n=539)

Importance of Degree	MA		MS		MEd/ MEd		CAGS		Specialist		MC		Other		TOTAL	
	n	%	n	%	n	%	n	%	n	%	N	%	n	%	n	%
Essential	115	52%	62	57%	28	48%	5	100%	10	100%	12	80%	2	100%	234	56%
Helpful	77	35%	30	28%	18	31%	0	0%	0	0%	2	13%	0	0%	127	30%
Not Important	25	11%	13	12%	11	19%	0	0%	0	0%	1	7%	0	0%	50	12%
Cannot Ascertain	5	2%	3	3%	2	3%	0	0%	0	0%	0	0%	0	0%	10	2%
TOTAL*	222	53%	108	26%	59	14%	5	1%	10	2%	15	4%	2	0%	421	100%

*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master's, Specialist's, and related degrees employment survey.*

Graduates were also asked to ascertain the importance of *any* graduate degree to obtaining their position, with similar results: 82% percent of graduates in the Master of Art (MA), 79% of graduates in Master of Science (MS) and 92% of graduates in Master of Education (MEd) programs responded that a graduate degree was either essential or helpful in obtaining work.

Salaries

The median starting salaries for recent Master's and Specialist's degree recipients with full-time positions related to Psychology ranged from a high of \$48,000 for Master's degree recipients employed in Applied Psychology settings to a low of \$29,000 for Clinical Psychology degree recipients working in direct human services positions in community mental health centers. The median starting salary for all respondents was \$32,618. Overall, graduates in fields where there are established occupational niches for the Master's degree, such as school and Industrial/Organizational Psychology settings, reported higher salaries.

Table 27: Starting Salaries for Full-time Employment Positions Among Master’s, Specialist’s, and Related Degree Recipients in Psychology (n=283)

Work Setting	Median Salary	Mean Salary
Direct Human Service Settings: Clinical Psychology	\$30,000	\$31,623
Direct Human Service Settings: Counseling Psychology	\$33,000	\$33,854
Direct Human Service Settings: School Psychology	\$41,250	\$40,980
Direct Human Service Settings: Other (in Psychology)	\$32,000	\$32,335
Administration of Human Services	\$32,000	\$35,741
Applied Psychology	\$48,000	\$50,121
Research	\$36,500	\$36,065
Faculty Positions*	\$38,350	\$42,069
Other Administrative Positions	\$34,911	\$36,704
Other Positions (including Business-industry)	\$40,800	\$43,633

*Faculty position salaries are typically paid and reported for a 9-10 month (academic year) period.

Source: American Psychological Association Center for Workforce Studies. (2004). *2002 Master’s, Specialist’s, and related degrees employment survey*.

Doctoral Graduate Students

The Doctoral Education Survey

In 2009, the APA issued the Doctorate Employment Survey (DES) to graduates during the year following receipt of their doctoral degrees.³⁹ Three-hundred twenty-five doctorate granting educational departments responded to the survey out of 528 possible departments offering doctoral graduate education in Psychology; 11 departments reported no graduating students for the 2008-2009 academic school year.

Full-time employment was characterized as working a minimum of 35 hours/week, including situations where a respondent held multiple positions totaling 35 hours/week or more. Part-time

³⁹ American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*. Retrieved from: <http://www.apa.org/workforce/publications/09-doc-empl/index.aspx>.

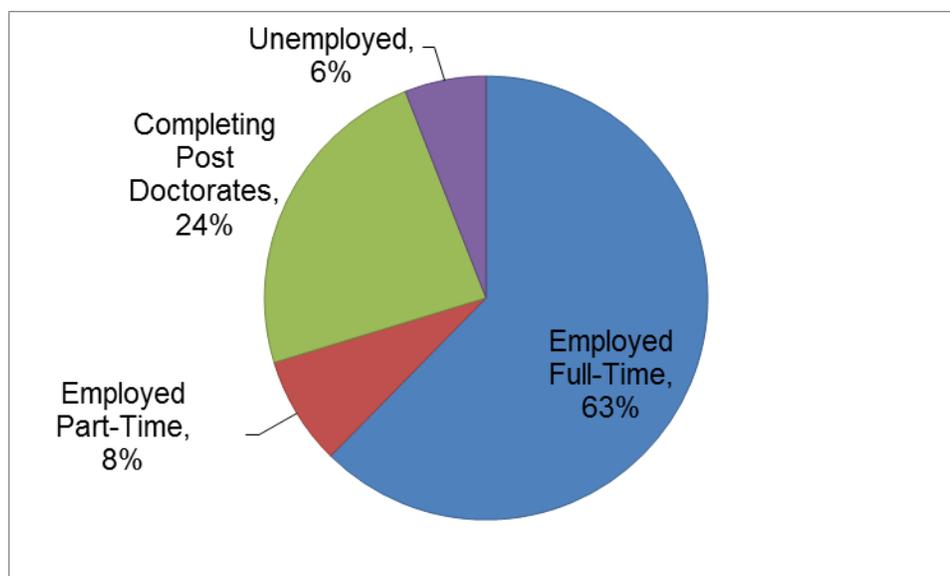
employees were characterized as those working one or more positions totaling less than 35 hours/week.

Employment Status

The majority (71%) of new doctoral graduates reported that they were employed either full-time or part-time at the time of the survey. Over the past 20 years, the proportion of new graduates working full-time declined, from 82% in 1986, to 69% in 1997, to 63% in 2009. The proportion of graduates working part-time remained relatively stable over this same period.

In comparison, the number of doctoral graduates pursuing post-doctorate positions more than tripled since 1986 (from 6% in 1986 to 20% in 2007).

Figure 97: Employment Status of Recent Doctoral Graduates (n=1,246)



*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

Men were more likely to be employed full-time than women (67% compared to 62%), and women were more likely to be employed part-time than men (8% compared 5%). Additionally, 6% of women were unemployed, compared to 4% of men.

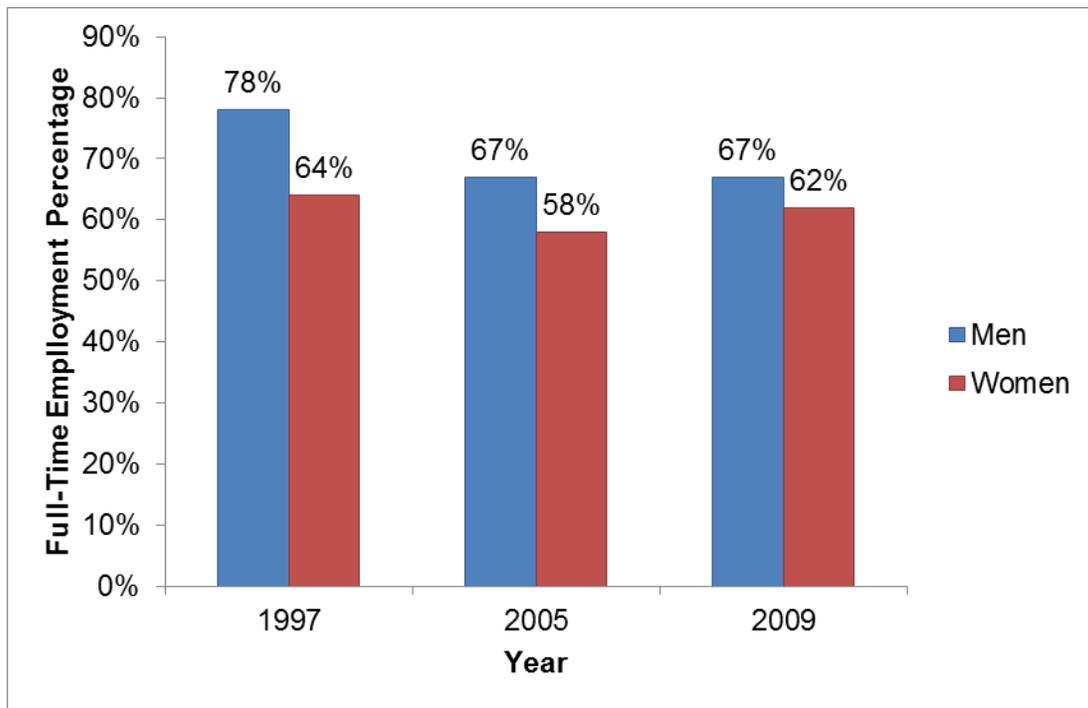
Table 28: Employment Status of Male and Female Psychology Doctorate Graduates (n=1,246)

Gender	Employed Full Time		Employed Part Time		Postdoctoral Fellow		Unemployed, Seeking Employment		Unemployed, Not Seeking Employment		TOTAL	
	n	%	n	%	n	%	n	%	n	%	n	%
Men	196	67%	15	5%	69	24%	9	3%	2	1%	292	23%
Women	574	62%	73	8%	227	24%	39	4%	19	2%	932	75%
Not Specified	15	65%	6	26%	1	4%	0	0%	1	4%	23	2%
TOTAL	785	63%	94	8%	297	24%	48	4%	22	2%	1,247	100%*

Source: American Psychological Association Center for Workforce Studies. (2011). 2009 Doctoral education employment survey.

The disparity between men and women in terms of full-time employment decreased between 1997 and 2009. In 1997, a 12% disparity existed between men and women, with 78% of men employed full-time compared to only 64% of women. In 2005, this disparity decreased to 9%, and in 2009 it decreased again to 5%.

Figure 98: Full-Time Employment of Male and Female Psychology Doctorate Graduates from 1997-2009



Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

Employment rates also varied between different races/ethnicities. White doctoral graduate respondents reported lower-rates of full-time employment than racial/ethnic minorities, and Asian doctoral graduate respondents reported the highest rates of full-time employment.

Table 29: Employment Status of 2009 Psychology Doctorate Graduates by Race (n=1,246)

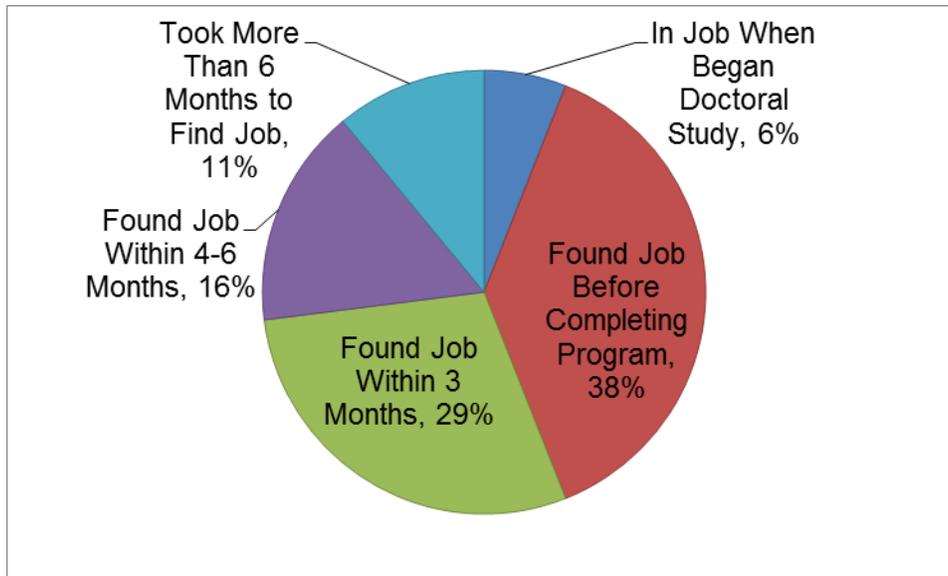
Race/ Ethnicity	Employed full time		Employed Part Time		Postdoctoral Fellow		Unemployed, Seeking Employment		Unemployed, Not Seeking Employment		TOTAL	
	n	%	n	%	n	%	n	%	n	%	n	%
White	578	62%	72	8%	225	24%	33	4%	20	2%	928	74%
Black	44	66%	2	3%	15	22%	6	9%	0	0%	67	5%
Hispanic	39	59%	5	8%	21	32%	1	2%	0	0%	66	5%
Asian	61	70%	5	6%	16	18%	4	5%	1	1%	87	7%
American Indian	1	50%	0	0%	1	50%	0	0%	0	0%	2	0%
Pacific Islander	1	100%	0	0%	0	0%	0	0%	0	0%	1	0%
Other	9	50%	3	17%	5	28%	1	6%	0	0%	18	1%
Multiracial/ Multiethnic	34	68%	2	4%	11	22%	3	6%	0	0%	50	4%
Not Specified	18	67%	5	19%	3	11%	0	0%	1	4%	27	2%
TOTAL	785	63%	94	8%	297	24%	48	4%	22	2%	1,246	100%*

*Due to rounding, total percentage may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2011). 2009 Doctoral education employment survey.

The DES also reported the length of time it took respondents to find their current position. Twenty-nine percent of doctoral graduates were able to find employment within three months of completing their doctoral degree, and 44% were already employed prior to their doctoral degree completion. Doctoral graduates employed in human service positions were able to find employment more quickly, on average, than those in other positions in academic, research, and business settings.

Figure 99: Length of Time for Psychology Doctorate Recipients to Find Current Position (n=865)



Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

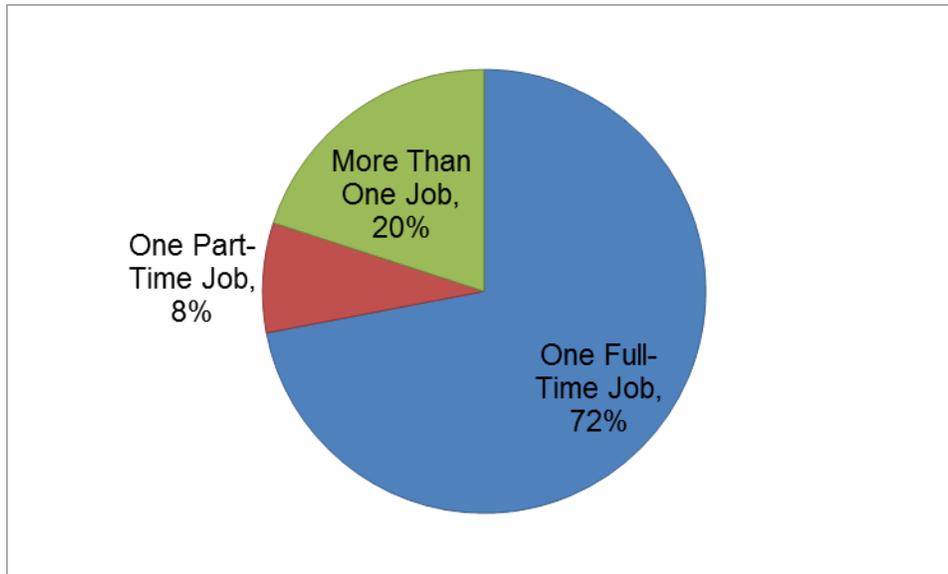
Subfield of Degree

Graduates of different doctoral programs did not have a substantial difference in employment status between health service provider and research disciplines across rates of full-time employment, part-time employment, postdoctoral employment (exclusive of full-time or part-time employment), and unemployment. However, certain disciplines did show variation: 25% of Clinical Neuropsychology doctoral graduates had full-time employment, while 67% entered postdoctoral positions. Additionally, 88% of general Psychology doctoral graduates were employed full-time.

Employment Patterns

The majority (72%) of employed DES respondents worked only one job. Twenty percent of employed respondents worked more than one position, including those working a full-time and a part-time position, and those working two or more part-time jobs.

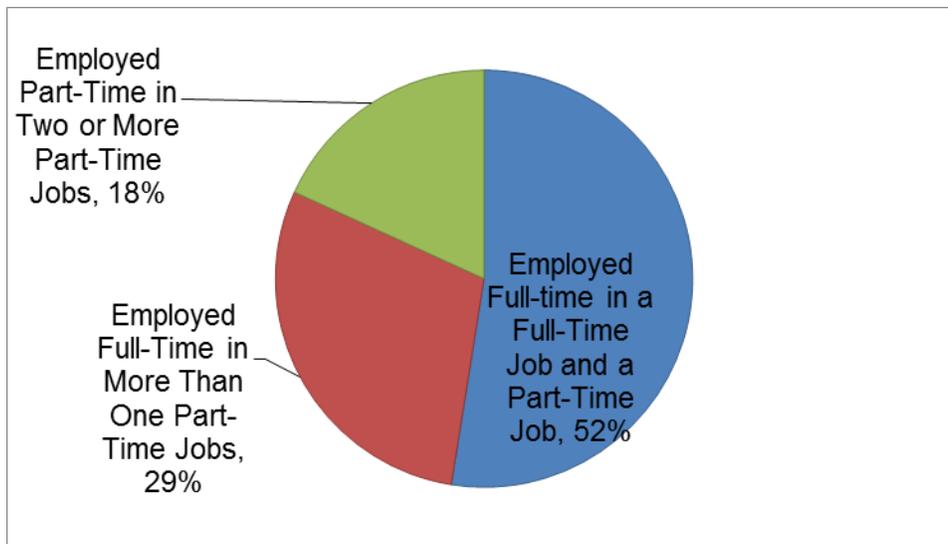
Figure 100: Employment Patterns of Employed Psychology Doctoral Graduates (n=914)



Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

Of those Psychology doctoral graduates with more than one job, 81% were employed in either a full-time or a part-time job, or in multiple part-time jobs. Eighteen percent were employed part-time (fewer than 35 hours a week) in multiple part-time positions.

Figure 101: Employment Patterns of Employed Psychology Doctorate Graduates with More than One Job (n=183)



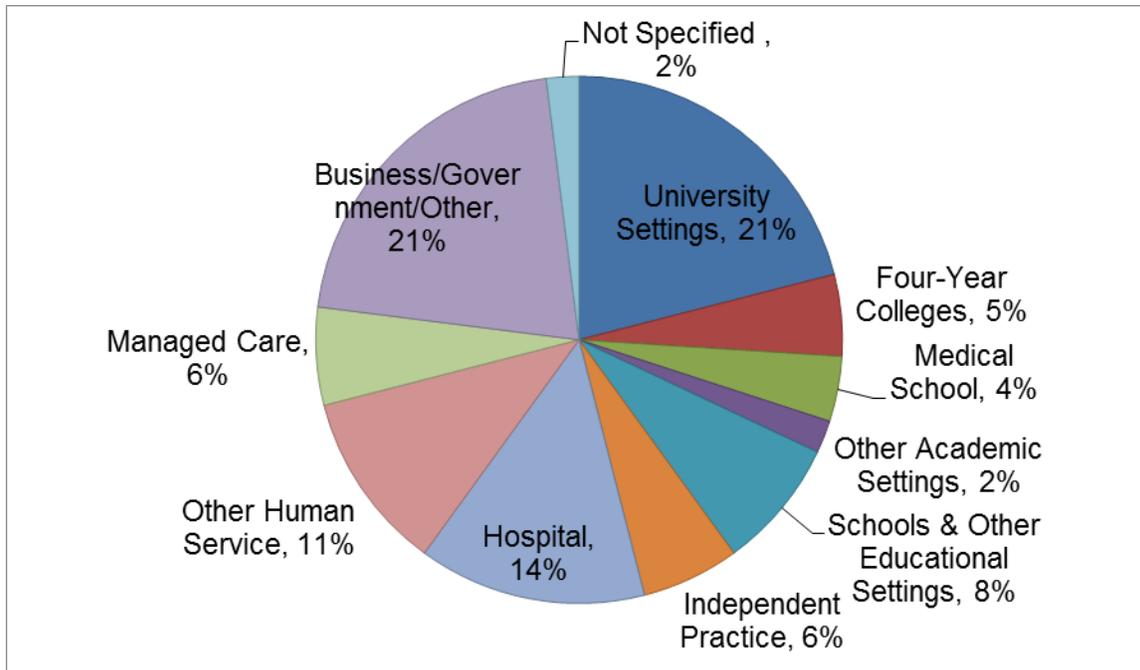
*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

Employment Settings

Nearly half (44%) of new doctoral graduate respondents were employed in either university settings or business/government/other setting. The least common employment settings were medical schools, four-year colleges, and “other” academic settings.

Figure 102: Employment Settings for Psychology Doctoral Graduate Students Employed Full-Time in a Single Position (n=750)

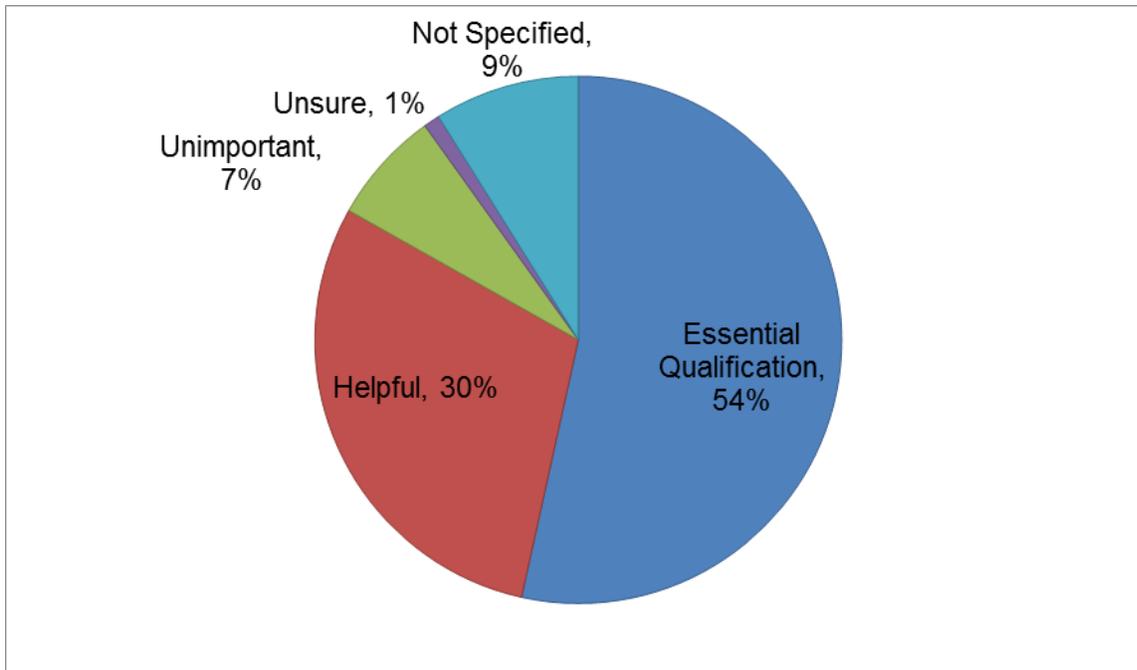


Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

Importance of Doctoral Degree

Fifty-four percent of DES respondents indicated that a Psychology doctoral degree was essential to obtaining their current position. Thirty percent of DES respondents stated that a Psychology doctoral degree was helpful, but not essential, in obtaining their current position.

Figure 103: Importance of Psychology Doctoral Degree to Obtaining Current Position (n=914)



*Due to rounding, total percentages may not add to 100%.

Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

Survey participants were also asked to estimate the importance of *any* doctoral degree to obtaining their present position. The results, were similar, with a slightly higher percentage (62%) responding that a doctoral in general was important to attaining their job, and a slightly lower percentage (24%) responding that it was helpful.

Salaries

The overall median salary for full-time employed U.S.-resident doctoral graduate respondents was \$64,000 per year in 2009. Most starting salaries were between \$50,000 and \$70,000, which represents a slight decrease from 2007, when most reported salaries were between \$52,000 and \$72,000. Women doctoral graduates reported a median salary \$8,000 lower than their male counterparts in 2009. Non-minority graduates reported a median salary of \$65,000 per year, slightly higher than the overall median salary of \$64,000.

Table 30: Starting Salaries for Full-Time Employment Positions of Doctoral Graduates in Psychology (n=601)

Employment Position	Median Salary	Mean Salary	n
Assistant Professor*	\$56,727	\$59,155	130
Lecturer/Instructor*	\$40,909	\$42,212	13
Educational Administration	\$71,000	\$72,767	13
Research	\$60,000	\$60,767	62
Direct Human Services: Clinical Psychology	\$61,000	\$60,046	175
Direct Human Services: Clinical Child Psychology	\$58,500	\$56,643	14
Direct Human Services: Counseling Psychology	\$54,200	\$56,533	32
Direct Human Services: School Psychology	\$58,000	\$63,391	29
Administration of Human Services	\$62,000	\$67,804	21
Applied Psychology	\$73,332	\$75,302	59
Other Positions	\$67,000	\$79,191	53

Source: American Psychological Association Center for Workforce Studies. (2011). *2009 Doctoral education employment survey*.

Trends from Graduation to Workforce Entry in Other Mental Health-Related Professions

Other mental health-related professions have significantly less documentation than the field of Psychology regarding new graduates entering the workforce. Organizations and reports related to the Social Work, Marriage and Family Therapy, Physician Assistant, and Nurse Practitioner professions have identified the shortages in their respective fields, but definitive research and findings in the literature are scarce.

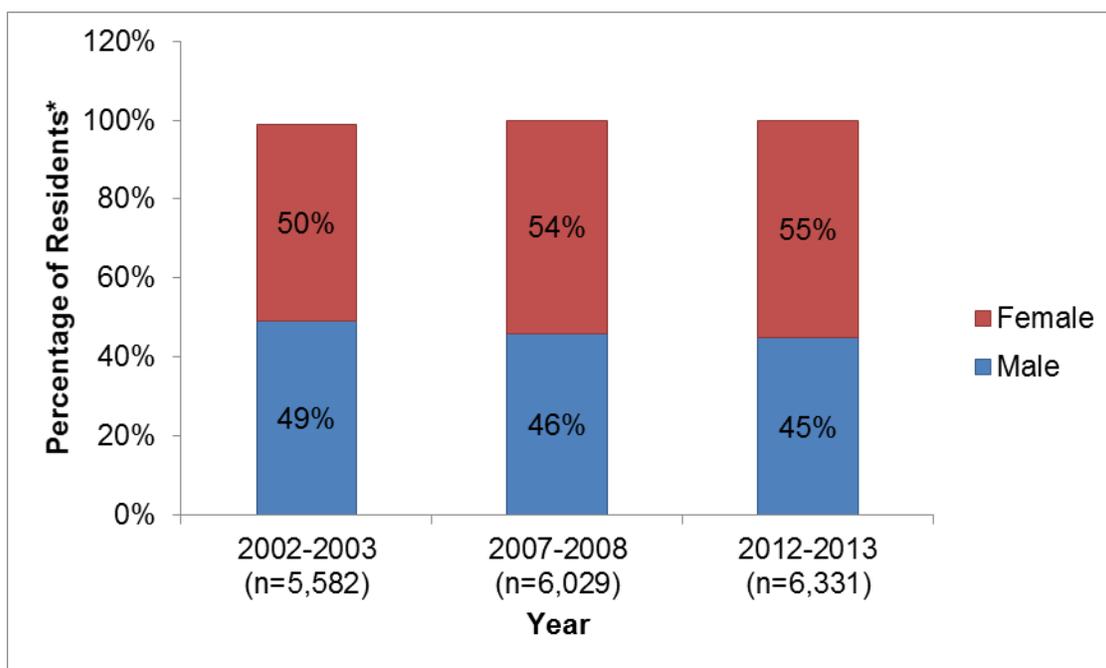
Addressing the shortages of mental health care professionals can be challenging considering the differences and similarities between respective scopes of practice. Two examples include: (1) Psychiatrists may provide both Psychotherapy and medication management; and (2)

Psychiatrists, Nurse Practitioners, and Physician Assistants provide medical services but may also prescribe psychotropic medication.⁴⁰

Psychiatrists

The American Psychiatric Association curates an annual census of the post-graduate year one (PGY1) entrants into residency programs from medical school.⁴¹ In 2012-2013, there were 6,331 residents accounted for in the American Psychiatric Association Census. The number of post-graduate Psychiatry residents has increased slowly since the shortage in the late 1990s. The 2012-2013 census indicates an 11% gap between male and female residents, favoring females. The number of PGY1 positions offered has increased over the past ten years, and more than 96% of Psychiatry residents were matched using the National Residency Matching Program in 2012.

Figure 104: Gender of Psychiatry Residents, 2002-2013



*Due to rounding, total percentages may not add to 100%.

Source: American Psychiatric Association. (2013). *Resident census: Characteristics and distribution of Psychiatry residents in the U.S. 2011-2012*.

⁴⁰ Koppelman, J. (2004). The provider system of children's mental health: Workforce capacity and effective treatment. *National Health Public Forum*, (801), Retrieved from: http://www.nhpf.org/library/issue-briefs/IB801_ChildMHProvider_10-26-04.pdf

⁴¹ American Psychiatric Association. (2013). *Resident census: Characteristics and distribution of Psychiatry residents in the U.S. 2011-2012*. Retrieved from: <http://www.psych.org/File%20Library/Learn/Residents/Resident%20Census/FINAL-Census-2012-2013.pdf>.

The majority (approximately 53%) of Psychiatry residents were White from 2002 through 2013. Asians accounted for the second highest percentage of students over this time period at 25%. Minority student percentages remained relatively constant.

Table 31: Race/Ethnicity of Psychiatry Residents, 2002-2013

Race/Ethnicity	2002-2003 (n=5,582)		2007-2008 (n=6,029)		2012-2013 (n=6,331)	
	n	%	n	%	n	%
American Indian/ Alaska Native	20	0%	12	0%	34	1%
Asian	1,366	25%	1,459	24%	1,621	26%
Black/African American	394	7%	445	7%	442	7%
Native Hawaiian/ Other Pacific Islander	32	1%	28	1%	16	0%
Other	201	4%	289	5%	182	3%
Unknown	458	8%	796	13%	764	12%
White	3,111	56%	3,000	50%	3,272	52%
TOTAL*	5,582	100%	6,029	100%	6,331	100%

*Due to rounding, total percentages may not add to 100%.

Source: American Psychiatric Association. (2013). *Resident census: Characteristics and distribution of Psychiatry residents in the U.S. 2011-2012*.

The vast majority of Psychiatry residents (79%) were enrolled in general Psychiatry residency and fellowship programs in the 2010-2011, 2011-2012, and 2012-2013 academic years. Child and Adolescent Psychiatry was the second most common program, attracting 13% of residents. The remaining residents were scattered among all other Psychiatry residency programs at 1% to 2% each, with the smallest number enrolled in Psychiatry/Neurology programs.

Table 32: Psychiatry Resident Enrollment by Program Type, 2010-2013

Program Type	2010-2011 (n=6,201)		2011-2012 (n=6,338)		2012-2013 (n=6,331)	
	n	%	n	%	n	%
General Psychiatry	4,946	80%	5,004	79%	4,947	78%
Addiction Psychiatry	56	1%	56	1%	64	1%
Child and Adolescent Psychiatry	777	13%	823	13%	881	14%
Forensic Psychiatry	70	1%	75	1%	69	1%
Geriatric Psychiatry	44	1%	59	1%	70	1%
Psychosomatic Medicine	47	1%	67	1%	57	1%
Internal Medicine/Psych	103	2%	102	2%	91	1%
Psych/Family Medicine	52	1%	47	1%	48	1%
Peds/Psych/CAP	90	2%	91	1%	88	1%
Psych/Neurology	16	0%	14	0%	16	0%
TOTAL*	6,201	100%	6,338	100%	6,331	100%

*Due to rounding, total percentages may not add to 100%.

Source: American Psychiatric Association. (2013). *Resident census: Characteristics and distribution of Psychiatry residents in the U.S. 2011-2012*.

Registered Nurses

In 2013, the American Association of Colleges of Nursing (AACN) conducted its fourth survey of Nursing schools to assess the trends of current graduates entering the health care workforce.⁴² The survey was sent to 865 deans of Nursing schools offering baccalaureate and graduate groups, and had a 60% response rate.

The survey indicates that at the time of graduation, Bachelor of Nursing (BSN) graduates had a job offer rate of 59%, and Master of Nursing (MSN) graduates had a job offer rate of 67%. The survey showed little variation in job offer rates based on school characteristics such as size, public versus private, or whether the school granted doctoral degrees, but there were geographic variations in job offer rates across the United States.

⁴² American Association of Colleges of Nursing. (2013). *Employment of new Nurse graduates and employer preferences for baccalaureate-prepared Nurses [research brief]*. Retrieved from: http://www.aacn.nche.edu/leading_initiatives_news/news/2013/employment13.

Table 33: Job Offer Rates for BSN and MSN Graduates at Time of Graduation by Region

United States Region	BSN Graduates	MSN Graduates
South	68%	74%
Midwest	59%	66%
North Atlantic	50%	63%
West	47%	59%

Source: American Association of Colleges of Nursing. (2013). *Employment of new Nurse graduates and employer preferences for baccalaureate-prepared Nurses.*

Within four to six months of graduation, job placement rates increased significantly, to 86% for BSN graduates, and 89% for MSN graduates. Job placement rates were still highest in the southern United States and lowest in the western United States.

Table 34: Job Placement Rates for BSN and MSN Graduates 4-6 Months after Graduation by Region

United States Region	BSN Graduates	MSN Graduates
South	93%	96%
Midwest	90%	94%
North Atlantic	82%	87%
West	82%	80%

Source: American Association of Colleges of Nursing. (2013). *Employment of new Nurse graduates and employer preferences for baccalaureate-prepared Nurses.*

Social Work and Public Child Welfare

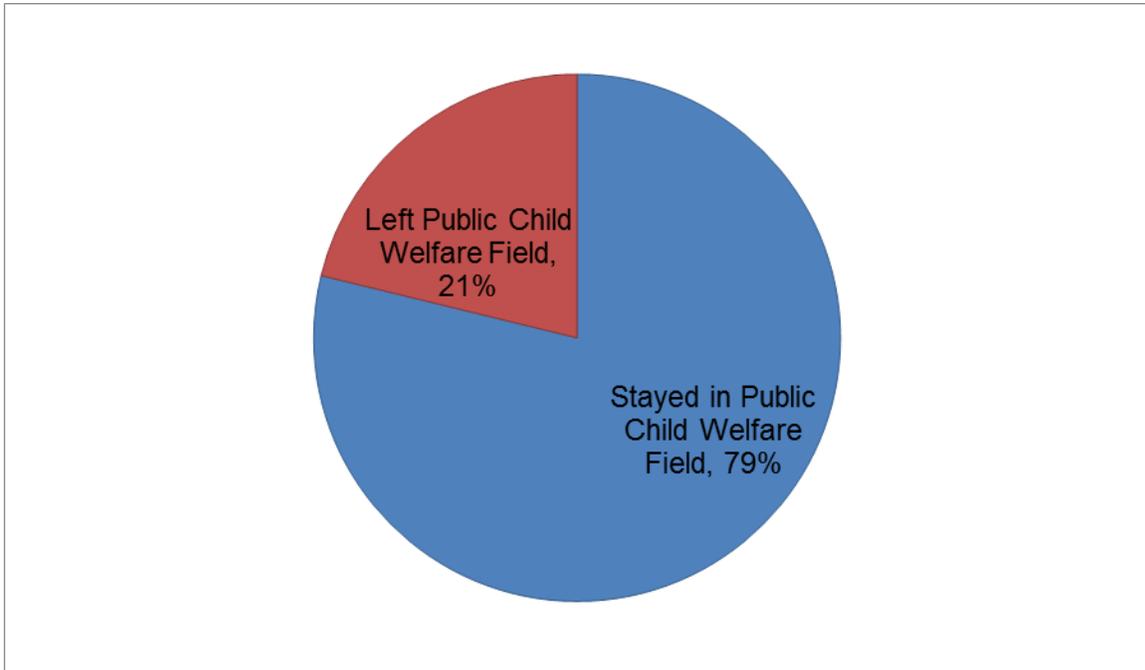
Children who have entered the public welfare system are more at-risk of developing mental health issues compared to children in the general population.⁴³ The Title IV-E program (a section of the US Social Security Act that is administered by the California Social Work Education Center) in California educates Master of Social Work (MSW)-level Social Workers interested in public child welfare careers in order to address the lack of skilled staff in the field and worker turnover. The program targets a select graduate student population with the goal of using a curriculum crafted to child welfare competencies so that graduates will remain in the

⁴³ Morazes, J. L., Benton, A. D., Clark, S. J., & Clark, S. J. (2010). Views of specially-trained Child Welfare Social Workers: a qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work*, 9(2), 227-247. Retrieved from: <http://qsw.sagepub.com/>.

field over a longer period of time. The Title IV-E program does this through offering financial incentives to those students pursuing Master of Social Work (MSW) degrees who declare an interest in pursuing public child welfare careers after degree completion.

In a qualitative interview sample of Title IV-E MSW participants who completed the program,⁴⁴ the majority chose to stay in public child welfare following their payback.

Figure 105: Decision to Stay in Public Child Welfare Field Following Payback (n=386)



Source: Morazes, J. L., Benton, A. D., Clark, S. J., & Clark, S. J. (2010). Views of specially-trained Child Welfare Social Workers: a qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work*, 9(2), 227-247.

The most prevalent motivator for respondents to stay in public child welfare was their enjoyment of their jobs (28.7%), which was closely followed by the financial and other benefits within the sector (26.0%).⁴⁵

⁴⁴ There is also a Title IV-E program for undergraduate-level Bachelor of Social Work students. This study, however, is limited to MSW-level graduates only, and is composed of 386 MSW-level child welfare workers who were interviewed using self-selected sample (304 workers stayed in the field and 82 workers left the field) over a 10 year period.

⁴⁵ This question was asked of only of those who stayed in the field (n=300, missing=4).

Table 35: Factors Affecting Decision to Stay in Public Child Welfare Field Following Payback (n=304)

Factor Affecting Decision to Stay	N	%
Enjoy Job	86	29%
Money and Benefits	78	26%
Clients/Children and Families	42	14%
Values/Commitment	32	11%
Helping/Making a Difference	27	9%
TOTAL	265	89% *

* The study does not state why the total percentage does not sum to 100%. It can be assumed that some factors were omitted in the study's reporting.

Source: Morazes, J. L., Benton, A. D., Clark, S. J., & Clark, S. J. (2010). Views of specially-trained Child Welfare Social Workers: a qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work*, 9(2), 227-247.

The relationship with supervisors was a pivotal factor in the decision to leave the public child welfare field.

Table 36: Factors Affecting the decision to Leave the Public Child Welfare Field Following Payback (n=82)

Factor Affecting Decision to Leave Field	n	%
Lack of Support/Respect	26	31%
Management/Supervisor	18	22%
Stress/Drained/Burned Out	16	19%
Caseloads	14	17%
TOTAL	74	89%

* The study does not state why the total percentage does not sum to 100%. It can be assumed that some factors were omitted in the study's reporting.

Source: Morazes, J. L., Benton, A. D., Clark, S. J., & Clark, S. J. (2010). Views of specially-trained Child Welfare Social Workers: a qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work*, 9(2), 227-247.

Both groups of social workers – those that decided to stay in the public child welfare field and those that decided to leave – identified working with children as the factor they liked most about their job. Working with families was the second most appreciated factor among both groups.

Table 37: Aspects of Job that Public Child Welfare Field Professionals Liked the Most (n=386)*

Aspects of Job that Like/Liked the Most	Stayed in Field (n=304)		Left Field (n=82)		TOTAL (n=386)	
	n	%	n	%	n	%
Children	164	54%	55	66%	219	60%
Families	139	46%	37	47%	176	47%
Connecting Resources/Needs	60	20%	21	25%	81	23%
Help	65	22%	11	13%	76	18%

* Because themes were not mutually exclusive, numbers in each category do not equal the number of respondents.

Source: Morazes, J. L., Benton, A. D., Clark, S. J., & Clark, S. J. (2010). Views of specially-trained Child Welfare Social Workers: a qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work*, 9(2), 227-247.

Among those who decided to stay in the field, court, time restraints, and paperwork were the aspects social workers liked least about their job. Among those who decided to leave the field, court and caseload were the aspects social workers liked least.

Table 38: Aspects of Job that Public Child Welfare Field Professionals Liked the Least (n=386)*

Aspects of Job that Like/Liked the Least	Stayed in Field (n=304)		Left Field (n=82)		TOTAL (n=386)	
	n	%	n	%	n	%
Court	84	28%	20	24%	104	27%
Time Constraint/Not Enough Time	88	29%	14	17%	102	26%
Paperwork	83	28%	15	18%	98	25%
Caseload	45	15%	17	21%	62	16%
Bureaucracy	37	12%	10	12%	47	12%

* Because themes were not mutually exclusive, numbers in each category do not equal the number of respondents.

Source: Morazes, J. L., Benton, A. D., Clark, S. J., & Clark, S. J. (2010). Views of specially-trained Child Welfare Social Workers: a qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work*, 9(2), 227-247.

The majority of workers who either stayed or left their field believed their education prepared them for a career in public child welfare (49% and 47% respectively). Respondents were able to leave comments qualifying their responses, and many noted a disconnection between educational content and agency realities, placing responsibility for this disconnect primarily on the agency.

Table 39: Effect of Education on Job Preparedness (n=386)

Did your education prepare you for your job in public child welfare?	Stayed in Job (n=304)		Left Job (n=82)		TOTAL (n=386)	
	n	%	n	%	n	%
Yes	145	49%	39	47%	184	48%
No	29	10%	13	16%	42	11%
Yes with qualifications	68	23%	26	31%	104	27%
No with qualifications	8	3%	2	2%	10	3%
Yes and no	43	14%	4	5%	47	12%
Don't know	1	0%	1	1%	2	1%
TOTAL*	294	100%	85	100%	379	100%

*Due to rounding, total percentages may not add to 100%.

Source: Morazes, J. L., Benton, A. D., Clark, S. J., & Clark, S. J. (2010). Views of specially-trained Child Welfare Social Workers: a qualitative study of their motivations, perceptions, and retention. *Qualitative Social Work*, 9(2), 227-247.

Substance Abuse Counseling

The Substance Abuse services discipline of the mental health profession faces unique challenges compared to other mental health settings. Much of the current Substance Abuse Counseling workforce crisis can be attributed to inadequate compensation, high turnover rates, stigma, and worker shortages.⁴⁶ Additionally, there was a change in regulations in the late 2000s in California – before then, any individual could provide Substance Abuse Counseling; currently, certification is required for individuals to provide Substance Abuse Counseling services.

The compensation for individuals working in Substance Abuse Counseling falls below other mental health disciplines. Compensation is a commonly reported issue of concern for Substance Abuse Counselors, and studies have linked compensation as a cause of high turnover in the industry.⁴⁷ Since national salary standards do not exist within the substance

⁴⁶ Substance Abuse and Mental Health Services Administration. (2013) *Report to Congress on the Nation's Substance Abuse and Mental Health Workforce Issues* [Data File]. Retrieved from: <http://store.samhsa.gov/product/Report-to-Congress-on-the-Nation-s-Substance-Abuse-and-Mental-Health-Workforce-Issues/PEP13-RTC-BHWORK>

⁴⁷ Substance Abuse and Mental Health Services Administration. (2013) *Report to Congress on the Nation's Substance Abuse and Mental Health Workforce Issues* [Data File]. Retrieved from: <http://store.samhsa.gov/product/Report-to-Congress-on-the-Nation-s-Substance-Abuse-and-Mental-Health-Workforce-Issues/PEP13-RTC-BHWORK>

abuse and mental health services discipline, the disparity in Substance Abuse Counseling salaries continues to be detrimental to retaining counselors in the field.

Concern for Rural Communities

Rural areas of the country face large shortages of specialty mental health services (e.g. professionals sufficiently trained in mental health disorders). Because of the lack of mental health services available within rural communities, individuals from rural communities are more likely to see primary care practitioners in order to address their mental health needs.⁴⁸ However, primary care practitioners have limited time to treat difficult cases and to provide counseling and related therapies.⁴⁹

Structures currently in place to encourage pipelines of practitioners into rural health care work settings are predominantly focused on primary care practitioners. Primary care practitioners enter placement programs that match them to rural communities, such as those labeled as Health Professional Shortage Areas (HPSA). HPSA's are defined as areas with a ratio of one primary care practitioner to 3,500 citizens (1:3500). Physician Assistants are often called upon to staff rural clinics in these designated areas; however, graduates of Physician Assistant programs are less likely to be located in rural areas than in the recent past.⁵⁰ Additionally, there is concern with the proficiency with which primary care practitioners can treat mental health patients due to their general lack of expertise in the specialized field of mental health.⁵¹

Nationally, there has been recognition of the need for additional mental health practitioners to enter rural communities. The National Health Service Corps (NHSC) program addresses some of the disparities between primary care and mental health services. As of September 2012, three out of ten NHSC clinicians were either primary care practitioners or substance abuse practitioners.⁵² The HPSA also provides grants to train Psychologists working in underserved areas through its Graduate Psychology Education Program; in 2010-2011, 416 out of 710 participants in this program were located in underserved areas. Recently, the Health Resources and Services Administration (HRSA) Mental and Behavioral Health Education and Training program received funding to enroll more social work and Psychology graduate students and

⁴⁸ Gamm, L., Stone, S., & Pittman, S. (2010). Mental health and mental disorders-a rural challenge: A literature review. *Rural Healthy People 2010*, Retrieved from: <http://srph.tamhsc.edu/centers/rhp2010/08Volume2mentalhealth.pdf>

⁴⁹ Gamm, L., Stone, S., & Pittman, S. (2010). Mental health and mental disorders-a rural challenge: A literature review. *Rural Healthy People 2010*, Retrieved from: <http://srph.tamhsc.edu/centers/rhp2010/08Volume2mentalhealth.pdf>

⁵⁰ Ricketts, T.C. (2005). Workforce issues in rural areas: A focus on polity equity. *American Journal of Public Health*. 95, (1), (42-48). Retrieved from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1449848/>

⁵¹ Ricketts, T.C. (2005). Workforce issues in rural areas: A focus on polity equity. *American Journal of Public Health*. 95, (1), (42-48). Retrieved from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1449848/>

⁵² Substance Abuse and Mental Health Services Administration. (2013) *Report to Congress on the Nation's Substance Abuse and Mental Health Workforce Issues* [Data File]. Retrieved from: <http://store.samhsa.gov/product/Report-to-Congress-on-the-Nation-s-Substance-Abuse-and-Mental-Health-Workforce-Issues/PEP13-RTC-BHWORK>

create more internship and field placement slots.⁵³ The Advanced Education Nursing Traineeship Program funded by Title VIII of the Public Health Service Act graduated 7,744 Nursing students in 2011, 97% of which entered medically underserved communities after graduation.

Key Findings

Key Finding 1: Overall, reports indicated that the supply of new graduates into the mental health workforce increased over the past five years. For example, the Psychiatry discipline has seen steady growth within the past ten years, reflecting the action taken in response to the severe shortage of practitioners in the late 1990s.

Key Finding 2: A majority of undergraduate students interested in Psychology expressed interest in pursuing graduate and post-graduate education. Across the United States, 97.5% of undergraduate students surveyed by the American Psychological Association in 2008 indicated interest in pursuing graduate school in the future; 91% wished to pursue graduate school in Psychology specifically. Additionally, 88% of graduate students indicated an interest in pursuing a doctoral degree in the same year; 74% were already enrolled in a doctoral program. The enrollment of graduate students within doctoral programs indicates higher education aspirations by those individuals interested in the field of Psychology.

Key Finding 3: Among post-graduates in Psychiatry, a majority (79%) are enrolled in general Psychiatry residency and fellowship programs. The second most common program is Child and Adolescent Psychiatry (13%). The American Psychiatric Association Census also indicated that there is an 11% gap between male and female residents, favoring females, and just over 96% of graduates are matched in residency programs using the National Residency Matching Program.

Key Finding 4: Federal Programs supporting Nurses have helped to increase the Nursing supply and help drive portions of the workforce to medically underserved communities. However, Registered Nurses in western states have a more difficult time entering the workforce than in other areas of the United States. The Advanced Education Nursing Traineeship Program funded by Title VIII of the Public Health Service Act graduated 7,744 Nursing students, 97% of which entered medically underserved communities in 2010-2011.

Key Finding 6: Social Workers participating the Title IV-E program in California have a 78.8% retention rate. Social workers, who stayed in the field, as well as those who left the field, noted the value of graduate education in increasing their career goals and aspirations.

Key Finding 7: Rural communities are in need of mental healthcare professionals. Rural communities rely on primary care professionals to treat mental health diagnoses due to the lack of mental health providers in those areas of the country. HPSA programs are acting to address

⁵³ Health Resources and Services Administration. (2014) *Mental Health and Behavioral Health Education and Training*. Retrieved from: <http://bhpr.hrsa.gov/grants/mentalbehavioral/mbhet.html>

this disparity through various grant programs that are aimed at incentivizing mental health professionals to enter the field of public mental health services.

Next Steps & Areas for Further Study

While this literature review sheds light on the graduation to workforce trends of public mental health providers in the United States, it does not specifically address California or its MHSA Regions' supplies of new graduates into the public mental health workforce. Additionally, as the majority of the data was collected prior to 2010, the trends discussed here may not reflect the most current behaviors of recent graduates. Further data collection efforts should be taken to address the gap in information specific to California, and to more thoroughly depict the supply pipeline of the mental health workforce in more recent years. Continued data collection should also assess the new graduates who enter the public mental health workforce in lieu of private or independent practice. Targeting the potential supply of public mental health workforce entrants can help guide future recruitment and retention efforts for those entering the public mental health workforce.

Appendices

Appendix 1: Graduation Distributions

Table 40: Bay Area Graduation Trends by Gender, 1999-2009 (n=44,703)

Year	Male Graduates	% Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	915	n/a	2,882	n/a	3,798	n/a
2000	873	-5%	2,790	-3%	3,663	-4%
2001	850	-3%	2,648	-5%	3,499	-5%
2002	866	2%	2,731	3%	3,598	3%
2003	890	3%	2,830	3%	3,720	3%
2004	972	8%	2,946	4%	3,920	5%
2005	969	0%	3,194	8%	4,164	6%
2006	995	3%	3,398	6%	4,399	5%
2007	1,089	9%	3,611	6%	4,704	6%
2008	1,098	1%	3,489	-3%	4,588	-3%
2009	1,117	2%	3,532	1%	4,650	1%
Total	10,634		34,051		44,703	
10 Year Average		2%		2%		2%

Source: California Post-Secondary Education Commission (CPEC)

Table 41: Bay Area versus Statewide Graduate Distribution by Discipline, 1999-2009 (n=44,703)

Discipline	Graduates	% of Total Graduates in Bay Area	Statewide Proportion	Difference
Clinical Psychology	3,621	8%	8%	1%
Counseling Psychology	4,600	11%	6%	5%
Educational Psychology	390	0%	2%	-1%
Marriage and Family Therapy	623	1%	4%	-2%
Other	356	5%	5%	0%
Psychiatric Technician	983	4%	3%	0%
Psychology	27,052	56%	51%	5%
School Psychology	0	0%	2%	-2%
Social Work	5,543	6%	8%	-3%
Substance Abuse/Addiction Counseling	1,535	9%	12%	-2%
Total	44,703	100%		

Source: California Post-Secondary Education Commission (CPEC)

Table 42: Central Region Graduation Trends by Gender, 1999-2009 (n=15,469)

Year	Male Graduates	% Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	275	n/a	1,029	n/a	1,304	n/a
2000	266	-3%	1,111	7%	1,377	5%
2001	258	-3%	1,066	-4%	1,324	-4%
2002	270	4%	935	-14%	1,205	-10%
2003	222	-22%	927	-1%	1,149	-5%
2004	249	11%	1,042	11%	1,291	11%
2005	286	13%	1,053	1%	1,339	4%
2006	303	6%	1,149	8%	1,453	8%
2007	335	10%	1,226	6%	1,561	7%
2008	391	14%	1,305	6%	1,696	8%
2009	398	2%	1,371	5%	1,770	4%
Total	3,253		12,214		15,469	
10 Year Average		3%		3%		3%

Source: California Post-Secondary Education Commission (CPEC)

Table 43: Central Region versus Statewide Graduate Distribution, by Discipline, 1999-2009 (n=15,469)

Discipline	Graduates	% of Total Graduates in Central	Statewide Proportion	Difference
Clinical Psychology	15	3%	8%	-5%
Counseling Psychology	343	9%	6%	3%
Educational Psychology	66	4%	2%	2%
Marriage and Family Therapy	0	0%	4%	-4%
Other	41	1%	5%	-4%
Psychiatric Technician	134	7%	3%	4%
Psychology	10,475	44%	51%	-7%
School Psychology	32	3%	2%	1%
Social Work	3,281	9%	8%	0%
Substance Abuse/Addiction Counseling	1,082	22%	12%	10%
Total	15,469	100%		

Source: California Post-Secondary Education Commission (CPEC)

Table 44: Los Angeles Graduation Trends by Gender, 1999-2009 (n=57,531)

Year	Male Graduates	% Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	1160	n/a	3,389	n/a	4,549	n/a
2000	1173	1%	3,815	11%	4,988	9%
2001	1085	-8%	3,684	-4%	4,769	-5%
2002	1181	8%	3,798	3%	4,980	4%
2003	1191	1%	3,833	1%	5,025	1%
2004	1202	1%	3,775	-2%	4,977	-1%
2005	1212	1%	4,075	7%	5,287	6%
2006	1296	6%	4,354	6%	5,651	6%
2007	1220	-6%	4,459	2%	5,679	0%
2008	1222	0%	4,483	1%	5,708	1%
2009	1263	3%	4,655	4%	5,918	4%
Total	13205		44,320		57,531	
10 Year Average		1%		3%		3%

Source: California Post-Secondary Education Commission (CPEC)

Table 45: Los Angeles versus Statewide Graduate Distribution, by Discipline, 1999-2009 (n=57,531)

Discipline	Graduates	% of Total Graduates in Los Angeles	Statewide Proportion	Difference
Clinical Psychology	5,750	9%	8%	1%
Counseling Psychology	376	2%	6%	-4%
Educational Psychology	171	2%	2%	1%
Marriage and Family Therapy	1,733	8%	4%	4%
Other	2,129	6%	5%	2%
Psychiatric Technician	544	1%	3%	-2%
Psychology	35,709	50%	51%	-1%
School Psychology	39	1%	2%	0%
Social Work	9,253	9%	8%	0%
Substance Abuse/Addiction Counseling	1,827	11%	12%	-1%
Total	57,531	100%		

Source: California Post-Secondary Education Commission (CPEC)

Table 46: Southern Region Graduation Trends by Gender, 1999-2009 (n=18,272)

Year	Male Graduates	% Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	1347	n/a	3,838	n/a	5,185	n/a
2000	1395	3%	4,215	9%	5,610	8%
2001	1421	2%	4,395	4%	5,825	4%
2002	1530	7%	4,510	3%	6,045	4%
2003	1606	5%	4,696	4%	6,310	4%
2004	1570	-2%	4,793	2%	6,381	1%
2005	1774	11%	5,598	14%	7,383	14%
2006	1789	1%	5,875	5%	7,671	4%
2007	1768	-1%	6,067	3%	7,847	2%
2008	2041	13%	6,356	5%	8,406	7%
2009	2031	0%	6,529	3%	8,571	2%
Total	18272		56,872		75,234	
10 Year Average		4%		5%		5%

Source: California Post-Secondary Education Commission (CPEC)

Table 47: Southern Region versus Statewide Graduate Distribution, by Discipline, 1999-2009 (n=75,234)

Discipline	Graduates	% of Total Graduates in Southern Region	Statewide Proportion	Difference
Clinical Psychology	5,409	8%	8%	0%
Counseling Psychology	3,510	6%	6%	-1%
Educational Psychology	228	2%	2%	0%
Marriage and Family Therapy	2,014	4%	4%	0%
Other	1,404	5%	5%	0%
Psychiatric Technician	2,853	4%	3%	1%
Psychology	48,808	51%	51%	0%
School Psychology	1,004	3%	2%	1%
Social Work	6,454	9%	8%	1%
Substance Abuse/Addiction Counseling	3,550	10%	12%	-2%
Total	75,234	100%		

Source: California Post-Secondary Education Commission (CPEC)

Table 48: Superior Region Graduation Trends by Gender, 1999-2009 (n=5,487)

Year	Male Graduates	% Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	126	n/a	360	n/a	487	n/a
2000	109	-16%	303	-19%	412	-18%
2001	108	-1%	345	12%	453	9%
2002	114	5%	343	-1%	457	1%
2003	125	9%	346	1%	471	3%
2004	118	-6%	413	16%	531	11%
2005	112	-5%	347	-19%	459	-16%
2006	135	17%	411	16%	546	16%
2007	134	-1%	386	-6%	520	-5%
2008	114	-18%	439	12%	553	6%
2009	127	10%	471	7%	598	8%
Total	1,322		4,164		5,487	
10 Year Average		0%		2%		1%

Source: California Post-Secondary Education Commission (CPEC)

Table 49: Superior Region versus Statewide Graduate Distribution, by Discipline, 1999-2009 (n=5,487)

Discipline	Graduates	% of Total Graduates in Superior Region	Statewide Proportion	Difference
Clinical Psychology	0	0%	8%	-8%
Counseling Psychology	0	0%	6%	-6%
Educational Psychology	0	0%	2%	-2%
Marriage and Family Therapy	0	0%	4%	-4%
Other	0	0%	5%	-5%
Psychiatric Technician	0	0%	3%	-3%
Psychology	3,853	40%	51%	-11%
School Psychology	0	0%	2%	-2%
Social Work	1,164	23%	8%	14%
Substance Abuse/Addiction Counseling	470	37%	12%	26%
Total	5,487	100%		

Source: California Post-Secondary Education Commission (CPEC)

Table 50: Asian/Pacific Islander Graduates by Discipline, 1999-2009 (n=24,977)

Discipline	Asian/Pacific Islander Graduates	% of Total Asian/Pacific Islander Graduates	% of Total Discipline Graduates
Clinical Psychology	1,423	6%	10%
Counseling Psychology	541	2%	6%
Educational Psychology	72	0%	8%
Marriage and Family Therapy	376	2%	9%
Other	996	4%	25%
Psychiatric Technician	981	4%	22%
Psychology	17,084	68%	14%
School Psychology	85	0%	8%
Social Work	3,203	13%	12%
Substance Abuse/Addiction Counseling	216	1%	3%
Total	24,977	100%	13%

Source: California Post-Secondary Education Commission (CPEC)

Table 51: Asian/Pacific Islander Male Graduates by Discipline, 1999-2009 (n=7,138)

Discipline	Asian/Pacific Islander Male Graduates	% of Total Asian/Pacific Islander Male Graduates	% of Total Male Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	440	6%	12%	3%
Counseling Psychology	106	1%	6%	1%
Educational Psychology	9	0%	6%	1%
Marriage and Family Therapy	56	1%	8%	1%
Other	368	5%	29%	9%
Psychiatric Technician	431	6%	27%	10%
Psychology	4,982	70%	17%	4%
School Psychology	13	0%	6%	1%
Social Work	641	9%	17%	2%
Substance Abuse/Addiction Counseling	92	1%	3%	1%
Total	7,138	100%	15%	4%

Source: California Post-Secondary Education Commission (CPEC)

Table 52: Asian/Pacific Islander Female Graduates by Discipline, 1999-2009 (n=20,239)

Discipline	Asian/Pacific Islander Female Graduates	% of Total Asian/Pacific Islander Female Graduates	% of Total Female Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	1,054	5%	10%	7%
Counseling Psychology	435	2%	6%	5%
Educational Psychology	63	0%	9%	7%
Marriage and Family Therapy	320	2%	9%	7%
Other	795	4%	30%	20%
Psychiatric Technician	554	3%	19%	12%
Psychology	14,063	69%	15%	11%
School Psychology	73	0%	9%	7%
Social Work	2,755	14%	13%	11%
Substance Abuse/Addiction Counseling	127	1%	2%	2%
Total	20,239	100%	13%	10%

Source: California Post-Secondary Education Commission (CPEC)

Table 53: Black Graduates by Discipline, 1999-2009 (n=14,531)

Discipline	Black Graduates	% of Total Black Graduates	% of Total Discipline Graduates
Clinical Psychology	803	6%	5%
Counseling Psychology	650	4%	7%
Educational Psychology	41	0%	5%
Marriage and Family Therapy	362	2%	8%
Other	192	1%	5%
Psychiatric Technician	724	5%	16%
Psychology	7,209	50%	6%
School Psychology	76	1%	7%
Social Work	2,732	19%	11%
Substance Abuse/Addiction Counseling	1,742	12%	21%
Total	14,531	100%	7%

Source: California Post-Secondary Education Commission (CPEC)

Table 54: Black Male Graduates by Discipline, 1999-2009 (n=3,352)

Discipline	Black Male Graduates	% of Total Black Male Graduates	% of Total Male Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	137	4%	4%	1%
Counseling Psychology	119	4%	7%	1%
Educational Psychology	4	0%	3%	0%
Marriage and Family Therapy	60	2%	8%	1%
Other	42	1%	3%	1%
Psychiatric Technician	225	7%	14%	5%
Psychology	1,599	48%	5%	1%
School Psychology	17	1%	8%	2%
Social Work	386	12%	10%	2%
Substance Abuse/Addiction Counseling	763	23%	23%	9%
Total	3,352	100%	7%	2%

Source: California Post-Secondary Education Commission (CPEC)

Table 55: Black Female Graduates by Discipline, 1999-2009 (n=11,179)

Discipline	Black Female Graduates	% of Total Black Female Graduates	% of Total Female Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	666	6%	6%	5%
Counseling Psychology	531	5%	7%	6%
Educational Psychology	37	0%	5%	4%
Marriage and Family Therapy	302	3%	8%	7%
Other	150	1%	6%	4%
Psychiatric Technician	499	4%	17%	11%
Psychology	5,610	50%	6%	4%
School Psychology	59	1%	7%	5%
Social Work	2,346	21%	11%	9%
Substance Abuse/Addiction Counseling	979	9%	19%	12%
Total	11,179	100%	7%	6%

Source: California Post-Secondary Education Commission (CPEC)

Table 56: Hispanic/Latino Graduates by Discipline, 1999-2009 (n=38,482)

Discipline	Hispanic/Latino Graduates	% of Total Hispanic/Latino Graduates	% of Total Discipline Graduates
Clinical Psychology	1,247	3%	8%
Counseling Psychology	919	2%	10%
Educational Psychology	122	0%	14%
Marriage and Family Therapy	649	2%	15%
Other	399	1%	10%
Psychiatric Technician	977	3%	22%
Psychology	24,617	64%	20%
School Psychology	218	1%	20%
Social Work	7,628	20%	30%
Substance Abuse/Addiction Counseling	1,706	4%	20%
Total	38,482	100%	19%

Source: California Post-Secondary Education Commission (CPEC)

Table 57: Hispanic/Latino Male Graduates by Discipline, 1999-2009 (n=8,738)

Discipline	Hispanic/Latino Male Graduates	% of Total Hispanic/Latino Male Graduates	% of Total Male Discipline Graduates	% Total Graduates All Ethnicities
Clinical Psychology	301	3%	8%	2%
Counseling Psychology	185	2%	11%	2%
Educational Psychology	21	0%	15%	2%
Marriage and Family Therapy	106	1%	15%	2%
Other	122	1%	10%	3%
Psychiatric Technician	319	4%	20%	7%
Psychology	5,731	66%	19%	5%
School Psychology	47	1%	22%	4%
Social Work	1,161	13%	31%	5%
Substance Abuse/Addiction Counseling	745	9%	22%	9%
Total	8,738	100%	19%	4%

Source: California Post-Secondary Education Commission (CPEC)

Table 58: Hispanic/Latino Female Graduates by Discipline, 1999-2009 (n=29,744)

Discipline	Hispanic/Latino Female Graduates	% of Total Hispanic/Latino Female Graduates	% of Total Female Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	946	3%	9%	6%
Counseling Psychology	734	2%	10%	8%
Educational Psychology	101	0%	14%	12%
Marriage and Family Therapy	543	2%	15%	12%
Other	277	1%	10%	7%
Psychiatric Technician	658	2%	23%	15%
Psychology	18,886	63%	20%	15%
School Psychology	171	1%	20%	16%
Social Work	6,467	22%	30%	25%
Substance Abuse/Addiction Counseling	961	3%	19%	11%
Total	29,744	100%	20%	15%

Source: California Post-Secondary Education Commission (CPEC)

Table 59: Native American Graduates by Discipline, 1999-2009 (n=1,936)

Discipline	Native American Graduates	% of Total Native American Graduates	% of Total Discipline Graduates
Clinical Psychology	125	6%	1%
Counseling Psychology	65	3%	1%
Educational Psychology	9	0%	1%
Marriage and Family Therapy	39	2%	1%
Other	20	1%	1%
Psychiatric Technician	46	2%	1%
Psychology	1,057	55%	1%
School Psychology	12	1%	1%
Social Work	297	15%	1%
Substance Abuse/Addiction Counseling	266	14%	3%
Total	1,936	100%	1%

Source: California Post-Secondary Education Commission (CPEC)

Table 60: Native American Male Graduates by Discipline, 1999-2009 (n=493)

Discipline	Native American Male Graduates	% of Total Native American Male Graduates	% of Total Male Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	32	6%	1%	0%
Counseling Psychology	11	2%	1%	0%
Educational	2	0%	1%	0%
Marriage and Family Therapy	7	1%	1%	0%
Other	7	1%	1%	0%
Psychiatric Technician	14	3%	1%	0%
Psychology	259	53%	1%	0%
School Psychology	3	1%	1%	0%
Social Work	49	10%	1%	0%
Substance Abuse/Addiction Counseling	109	22%	3%	1%
Total	493	100%	1%	0%

Source: California Post-Secondary Education Commission (CPEC)

Table 61: Native American Female Graduates by Discipline, 1999-2009 (n=1,443)

Discipline	Native American Female Graduates	% of Total Native American Female Graduates	% Total Female Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	93	6%	1%	1%
Counseling Psychology	54	4%	1%	1%
Educational Psychology	7	0%	1%	1%
Marriage and Family Therapy	32	2%	1%	1%
Other	13	1%	0%	0%
Psychiatric Technician	32	2%	1%	1%
Psychology	798	55%	1%	1%
School Psychology	9	1%	1%	1%
Social Work	248	17%	1%	1%
Substance Abuse/Addiction Counseling	157	11%	3%	2%
Total	1,443	100%	1%	1%

Source: California Post-Secondary Education Commission (CPEC)

Table 62: Other Ethnicity Graduates by Discipline, 1999-2009 (n=24,478)

Discipline	Other Ethnicity Graduates	% of Total Other Ethnicity Graduates	% of Total Discipline Graduates
Clinical Psychology	1,888	8%	13%
Counseling Psychology	1,494	6%	17%
Educational Psychology	137	1%	16%
Marriage and Family Therapy	597	2%	14%
Other	531	2%	14%
Psychiatric Technician	191	1%	4%
Psychology	15,988	65%	13%
School Psychology	140	1%	13%
Social Work	3,046	12%	12%
Substance Abuse	466	2%	6%
Total	24,478	100%	12%

Source: California Post-Secondary Education Commission (CPEC)

Table 63: Other Ethnicity Male Graduates by Discipline, 1999-2009 (n=5,617)

Discipline	Other Ethnicity Male Graduates	% of Total Other Ethnicity Male Graduates	% of Total Male Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	457	8%	12%	3%
Counseling Psychology	272	5%	16%	3%
Educational Psychology	32	1%	23%	4%
Marriage and Family Therapy	92	2%	13%	2%
Other	166	3%	13%	4%
Psychiatric Technician	76	1%	5%	2%
Psychology	3,862	69%	13%	3%
School Psychology	21	0%	10%	2%
Social Work	459	8%	12%	2%
Substance Abuse	180	3%	5%	2%
Total	5,617	100%	12%	3%

Source: California Post-Secondary Education Commission (CPEC)

Table 64: Other Ethnicity Female Graduates by Discipline, 1999-2009 (n=18,768)

Discipline	Other Ethnicity Female Graduates	% of Total Other Ethnicity Female Graduates	% of Total Female Discipline Graduates	% of Total Graduates All Ethnicities
Clinical Psychology	1,429	8%	13%	10%
Counseling Psychology	1,222	5%	17%	14%
Educational Psychology	105	1%	15%	12%
Marriage and Family Therapy	505	2%	14%	12%
Other	363	3%	14%	9%
Psychiatric Technician	110	1%	4%	2%
Psychology	12,047	69%	13%	10%
School Psychology	119	0%	14%	11%
Social Work	2,587	8%	12%	10%
Substance Abuse	281	3%	6%	3%
Total	18,768	100%	12%	9%

Source: California Post-Secondary Education Commission (CPEC)

Table 65: White Graduates by Discipline, 1999-2009 (n=91,447)

Discipline	White Graduates	% of Total White Graduates	% of Total Discipline Graduates
Clinical Psychology	9,400	10%	64%
Counseling Psychology	5,143	6%	58%
Educational Psychology	482	1%	56%
Marriage and Family Therapy	2,440	3%	56%
Other	1,847	2%	47%
Psychiatric Technician	1,474	2%	33%
Psychology	56,759	62%	45%
School Psychology	555	1%	52%
Social Work	9,292	10%	36%
Substance Abuse/Addiction Counseling	4,055	4%	48%
Total	91,447	100%	46%

Source: California Post-Secondary Education Commission (CPEC)

Table 66: White Male Graduates by Discipline, 1999-2009 (n=21,309)

Discipline	Male Graduates	% of Total White Male Graduates	% of Total Male Discipline Graduates	% Total Graduates
Clinical Psychology	2,418	11%	65%	16%
Counseling Psychology	1,017	5%	59%	12%
Educational Psychology	76	0%	54%	9%
Marriage and Family Therapy	417	2%	59%	10%
Other	600	3%	48%	15%
Psychiatric Technician	482	2%	30%	11%
Psychology	13,441	63%	45%	11%
School Psychology	119	1%	55%	11%
Social Work	1,285	6%	34%	5%
Substance Abuse/Addiction Counseling	1,454	7%	44%	17%
Grand Total	21,309	100%	46%	11%

Source: California Post-Secondary Education Commission (CPEC)

Table 67: White Female Graduates by Discipline, 1999-2009 (n=70,138)

Discipline	Female Graduates	% of Total Female White Graduates	% of Total Female Discipline Graduates	% Total Graduates
Clinical Psychology	6,982	10%	63%	47%
Counseling Psychology	4,126	6%	58%	47%
Educational Psychology	406	1%	57%	47%
Marriage and Family Therapy	2,023	3%	55%	46%
Other	1,247	2%	47%	32%
Psychiatric Technician	992	1%	34%	22%
Psychology	43,318	62%	45%	34%
School Psychology	436	1%	51%	41%
Social Work	8,007	11%	37%	31%
Substance Abuse/Addiction Counseling	2,601	4%	51%	31%
Total	70,138	100%	46%	35%

Source: California Post-Secondary Education Commission (CPEC)

Table 68: Psychology Graduates and Annual Change by Gender, 1999-2009 (n=125,897)

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	2,707	n/a	7,463	n/a	10,171	n/a
2000	2,604	-4%	8,002	7%	10,606	4%
2001	2,455	-6%	7,785	-3%	10,247	-4%
2002	2,433	-1%	7,746	-1%	10,184	-1%
2003	2,477	2%	7,896	2%	10,377	2%
2004	2,467	0%	8,197	4%	10,676	3%
2005	2,638	6%	8,764	6%	11,413	6%
2006	2,983	12%	9,598	9%	12,594	9%
2007	3,003	1%	9,908	3%	12,927	3%
2008	3,197	6%	10,072	2%	13,278	3%
2009	3,214	1%	10,198	1%	13,424	1%
Total	30,178		95,629		125,897	
10-Year Average		2%		3%		3%

Source: California Post-Secondary Education Commission (CPEC)

Table 69: Clinical Psychology Graduates and Annual Change by Gender, 1999-2009
(n=14,795)

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	261	n/a	793	n/a	1,054	n/a
2000	261	0%	802	1%	1,063	1%
2001	323	19%	1,135	29%	1,458	27%
2002	422	23%	897	-27%	1,319	-11%
2003	416	-1%	908	1%	1,324	0%
2004	416	0%	982	8%	1,399	5%
2005	412	-1%	1,083	9%	1,495	6%
2006	298	-38%	1,068	-1%	1,366	-9%
2007	282	-6%	1,153	7%	1,435	5%
2008	323	13%	1,091	-6%	1,414	-1%
2009	327	1%	1,141	4%	1,468	4%
Total	3,741		11,053		14,795	
10-Year Average		1%		3%		3%

Source: California Post-Secondary Education Commission (CPEC)

**Table 70: Counseling Psychology Graduates and Annual Change by Gender, 1999-2009
 (n=7,116)**

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	130	n/a	507	n/a	637	n/a
2000	153	15%	555	9%	708	10%
2001	138	-11%	514	-8%	652	-9%
2002	130	-6%	494	-4%	624	-4%
2003	122	-7%	562	12%	684	9%
2004	131	7%	498	-13%	629	-9%
2005	170	23%	693	28%	863	27%
2006	173	2%	811	15%	984	12%
2007	182	5%	789	-3%	971	-1%
2008	170	-7%	763	-3%	933	-4%
2009	214	21%	930	18%	1,144	18%
Total	8,829		1,713		7,116	
10-Year Average		5%		4%		5%

Source: California Post-Secondary Education Commission (CPEC)

**Table 71: Education Psychology Graduates and Annual Change by Gender, 1999-2009
(n=855)**

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	25	n/a	109	n/a	134	n/a
2000	26	4%	130	16%	156	14%
2001	26	0%	114	-14%	140	-11%
2002	19	-37%	120	5%	139	-1%
2003	15	-27%	39	-208%	54	-157%
2004	6	-150%	37	-5%	43	-26%
2005	9	33%	39	5%	48	10%
2006	5	-80%	47	17%	52	8%
2007	6	17%	36	-31%	42	-24%
2008	3	-100%	16	-125%	19	-121%
2009	2	-50%	26	38%	28	32%
Total	142		713		855	
10-Year Average		-39%		-30%		-28%

Source: California Post-Secondary Education Commission (CPEC)

Table 72: School Psychology Graduates and Annual Rates of Change, by Gender, 1999-2009⁵⁴ (n=1,075)

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
2003	22	n/a	50	n/a	72	n/a
2004	14	-57%	59	15%	73	1%
2005	21	33%	106	44%	127	43%
2006	27	22%	103	-3%	130	2%
2007	44	39%	150	31%	194	33%
2008	40	-10%	157	4%	197	2%
2009	50	20%	232	32%	282	30%
Total	218		857		1,075	
10-Year Average		8%		21%		18%

Source: California Post-Secondary Education Commission (CPEC)

Table 73: Social Work Graduates and Annual Change by Gender, 1999-2009 (n=25,695)

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	352	n/a	1,901	n/a	2,253	n/a
2000	359	2%	1,942	2%	2,301	2%
2001	323	-11%	1,709	-14%	2,032	-13%
2002	353	8%	1,959	13%	2,312	12%
2003	291	-21%	1,819	-8%	2,110	-10%
2004	324	10%	1,796	-1%	2,120	0%
2005	333	3%	2,008	11%	2,341	9%
2006	375	11%	2,028	1%	2,403	3%
2007	369	-2%	2,070	2%	2,439	1%
2008	361	-2%	2,267	9%	2,628	7%
2009	343	-5%	2,413	6%	2,756	5%
Total	3,783		21,912		25,695	
10-Year Average		-1%		2%		2%

Source: California Post-Secondary Education Commission (CPEC)

⁵⁴ No CPEC School Psychology graduate data available for prior to 2003.

Table 74: Marriage and Family Therapy Graduates and Annual Change by Gender, 1999-2009 (n=4,370)

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	25	n/a	152	n/a	177	n/a
2000	41	39%	179	15%	220	20%
2001	33	-24%	152	-18%	185	-19%
2002	34	3%	143	-6%	177	-5%
2003	36	6%	234	39%	270	34%
2004	65	45%	297	21%	362	25%
2005	73	11%	389	24%	462	22%
2006	72	-1%	373	-4%	445	-4%
2007	111	35%	562	34%	673	34%
2008	119	7%	630	11%	749	10%
2009	100	-19%	550	-15%	650	-15%
Total	709		3,661		4,370	
10-Year Average		10%		10%		10%

Source: California Post-Secondary Education Commission (CPEC)

**Table 75: Psychiatric Technician Graduates and Annual Change by Gender, 1999-2009
 (n=4,514)**

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	90	n/a	218	n/a	308	n/a
2000	112	20%	192	-14%	304	-1%
2001	135	17%	243	21%	379	20%
2002	127	-6%	252	4%	380	0%
2003	168	24%	270	7%	440	14%
2004	140	-20%	213	-27%	354	-24%
2005	169	17%	306	30%	476	26%
2006	176	4%	327	6%	504	6%
2007	134	-31%	238	-37%	372	-35%
2008	148	9%	285	16%	433	14%
2009	207	29%	356	20%	564	23%
Total	1,606		2,900		4,514	
10-Year Average		6%		3%		4%

Source: California Post-Secondary Education Commission (CPEC)

Table 76: Substance Abuse Counseling Graduates and Annual Change by Gender, 1999-2009 (n=5,107)

Year	Male Graduates	Male % Change from Previous Year	Female Graduates	Female % Change from Previous Year	Total Graduates	Total % Change from Previous Year
1999	478	n/a	196	n/a	281	n/a
2000	564	15%	215	9%	349	19%
2001	650	13%	248	13%	400	13%
2002	706	8%	293	15%	412	3%
2003	892	21%	350	16%	539	24%
2004	998	11%	401	13%	592	9%
2005	902	-11%	386	-4%	516	-15%
2006	830	-9%	284	-36%	545	5%
2007	808	-3%	279	-2%	529	-3%
2008	869	7%	360	23%	506	-5%
2009	767	-13%	329	-9%	438	-16%
Total	8,464		3,341		5,107	
10-Year Average		4%		4%		4%

Source: California Post-Secondary Education Commission (CPEC)

Appendix 2: Classification of Instructional Programs (CIP) Codes Pertinent to Mental Health-Related Occupations

The following table lists the CIP codes that RDA selected as pertinent to mental health-related occupations. The full list of CIP codes used by the IPEDS system can be found online.⁵⁵ Table 76 also notes which programs had graduates in the 2012 IPEDS data.

Table 77: CIP Codes of Mental Health-Related Programs

CIP Code	Program Description	Graduates in 2012
34.0104	Addiction Prevention and Treatment	
42.2801	Clinical Psychology	X
42.2802	Community Psychology	
42.2803	Counseling Psychology	X
42.2805	School Psychology	X
42.2807	Clinical Child Psychology	
42.2809	Geropsychology	
42.2810	Health/Medical Psychology	X
42.2811	Family Psychology	
42.2813	Applied Psychology	X
42.2899	Clinical, Counseling and Applied Psychology, Other	X
44.0701	Social Work	X
44.0702	Youth Services/Administration	
44.0799	Social Work, Other	
51.0912	Physician Assistant	X
51.1201	Medicine	X
51.1501	Substance Abuse/Addiction Counseling	X
51.1502	Psychiatric/Mental Health Services Technician	X
51.1503	Clinical/Medical Social Work	X
51.1504	Community Health Services/Liaison/Counseling	
51.1505	Marriage and Family Therapy/Counseling	X
51.1507	Psychoanalysis and Psychotherapy	
51.1508	Mental Health Counseling/Counselor	X
51.1599	Mental and Social Health Services and Allied Professionals, Other	X
51.2306	Occupational Therapy/Therapist	X
51.3801	Registered Nursing/Registered Nurse	X
51.3803	Adult Health Nurse/Nursing	X

⁵⁵ <http://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

CIP Code	Program Description	Graduates in 2012
51.3805	Family Practice Nurse/Nursing	X
51.3806	Maternal/Child Health and Neonatal Nurse/Nursing	
51.3809	Pediatric Nurse/Nursing	X
51.3810	Psychiatric/Mental Health Nurse/Nursing	X
51.3811	Public Health/Community Nurse/Nursing	X
51.3813	Clinical Nurse Specialist	X
51.3815	Occupational and Environmental Health Nursing	
51.3819	Palliative Care Nursing	
51.3820	Clinical Nurse Leader	X
51.3821	Geriatric Nurse/Nursing	
51.3822	Women's Health Nurse/Nursing	
51.3899	Registered Nursing, Nursing Administration, Nursing Outreach and Clinical Nursing, Other	X
51.3901	Licensed Practical/Vocational Nurse Training	X
60.0428	Psychiatry Residency Program	
60.0501	Addiction Psychiatry Residency Program	
60.0507	Child and Adolescent Psychiatry Residency Program	
60.0521	Geriatric Psychiatry Residency Program	

Appendix 3: Categories of Educational Programs

In this report’s analyses of the geographic distributions of graduates from various mental health-related programs, certain educational programs were grouped together to allow for simpler presentations. In Table 77 are the programs (by CIP designated names; see Appendix 5) grouped into each overall educational program category used above in this report.

Table 78: Grouped Categories of Educational Programs

Psychology	Nursing	Social Work	Substance Abuse Counseling	Marriage and Family Therapy	Physician Assistant
<ul style="list-style-type: none"> • Clinical Psychology • Counseling Psychology • School Psychology • Health/Medical Psychology • Applied Psychology • Clinical, Counseling and Applied Psychology, Other 	<ul style="list-style-type: none"> • Registered Nursing/Registered Nurse • Adult Health Nurse/Nursing • Family Practice Nurse/Nursing • Pediatric Nurse/Nursing • Psychiatric/Mental Health Nurse/Nursing • Public Health/Community Nurse/Nursing • Clinical Nurse Specialist • Clinical Nurse Leader • Registered Nursing, Administration, Nursing Research and Clinical Nursing, Other • Licensed Practical/Vocational Nurse Training 	<ul style="list-style-type: none"> • Social Work 	<ul style="list-style-type: none"> • Substance Abuse / Addiction Counseling 	<ul style="list-style-type: none"> • Marriage and Family Therapy / Counseling 	<ul style="list-style-type: none"> • Physician Assistant

Appendix 4: Postsecondary Educational Institutions with Mental Health-Related Programs

The following tables list all of the California postsecondary educational institutions that have mental health-related programs. These institutions were found in the IPEDS 2012 dataset used to develop findings for this report. The following tables also include the numbers of programs and graduates from each educational institution, across all disciplines and for each particular discipline.

Table 79: Educational Institutions with Mental Health-Related Programs

Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Advanced College	13180 Paramount Blvd.	South Gate	California	90280	Los Angeles County	1	73
Allan Hancock College	800 South College Drive	Santa Maria	California	93454-6399	Santa Barbara County	5	82
Alliant International University	10455 Pomerado Road	San Diego	California	92131-1799	San Diego County	6	481
American River College	4700 College Oak Dr	Sacramento	California	95841-4286	Sacramento County	3	107
American University of Health Sciences	1600 East Hill St	Signal Hill	California	90755-3612	Los Angeles County	1	27
Angeles College	3440 Wilshire Blvd Ste 310	Los Angeles	California	90010	Los Angeles County	1	62
Angeles Institute	11688 SOUTH STREET, SUITE 205	ARTESIA	California	90701-6610	Los Angeles County	1	82
Antelope Valley College	3041 West Ave K	Lancaster	California	93536-5426	Los Angeles County	2	113
Antioch University-Los Angeles	400 Corporate Pointe	Culver City	California	90230-7615	Los Angeles County	1	11
Antioch University-Santa Barbara	602 Anacapa Street	Santa Barbara	California	93101	Santa Barbara County	1	63
Argosy University-Inland Empire	3401 Centre Lake Drive, Suite 200	Ontario	California	91761	San Bernardino County	5	81
Argosy University-Los Angeles	5230 Pacific Concourse, Suite 200	Los Angeles	California	90045	Los Angeles County	5	76
Argosy University-Orange County	601 South Lewis Street	Orange	California	92868	Orange County	6	110
Argosy University-San Diego	1615 Murray Canyon Road, Suite 100	San Diego	California	92108	San Diego County	5	0
Argosy	1005 Atlantic	Alameda	California	94501	Alameda	6	135

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
University-San Francisco Bay Area	Avenue				County		
Azusa Pacific Online University	511 W Citrus Edge St	Glendora	California	91740	Los Angeles County	1	0
Azusa Pacific University	901 E Alostia	Azusa	California	91702-7000	Los Angeles County	9	421
Bakersfield College	1801 Panorama Dr	Bakersfield	California	93305-1299	Kern County	2	154
Beaumont Adult School	1575 Cherry Ave	Beaumont	California	92223	Riverside County	1	42
Biola University	13800 Biola Ave	La Mirada	California	90639-0001	Los Angeles County	3	82
Blake Austin College	611 Orange Dr Ste K	Vacaville	California	95687	Solano County	1	36
Brandman University	16355 Laguna Canyon Road	Irvine	California	92618	Orange County	6	303
Butte College	3536 Butte Campus Drive	Oroville	California	95965-8399	Butte County	5	139
Cabrillo College	6500 Soquel Dr	Aptos	California	95003	Santa Cruz County	1	56
California Baptist University	8432 Magnolia Ave	Riverside	California	92504-3297	Riverside County	2	142
California Career College	7003 Owensmouth Avenue	Canoga Park	California	91303-2006	Los Angeles County	1	37
California College-San Diego	2820 Camino Del Rio South, Suite 300	San Diego	California	92108-3824	San Diego County	1	0
California Institute of Integral Studies	1453 Mission Street	San Francisco	California	94103	San Francisco County	2	184
California Lutheran University	60 W Olsen Rd	Thousand Oaks	California	91360-2787	Ventura County	2	77
California Nurses Educational Institute	5200 E. Ramon Rd. Suite I-1	Palm Springs	California	92264	Riverside County	2	43
California State University-Bakersfield	9001 Stockdale Hwy	Bakersfield	California	93311-1099	Kern County	4	182
California State University-Channel Islands	One University Dr	Camarillo	California	93012	Ventura County	1	49
California State University-Chico	First and Normal Sts	Chico	California	95929-0150	Butte County	5	251
California State University-Dominguez Hills	1000 E Victoria St	Carson	California	90747-0005	Los Angeles County	5	543

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
California State University-East Bay	25800 Carlos Bee Blvd	Hayward	California	94542	Alameda County	4	285
California State University-Fresno	5241 N Maple Ave	Fresno	California	93740	Fresno County	5	426
California State University-Fullerton	800 N State College Blvd	Fullerton	California	92831-3599	Orange County	3	306
California State University-Long Beach	1250 Bellflower Blvd	Long Beach	California	90840-0115	Los Angeles County	6	506
California State University-Los Angeles	5151 State University Dr	Los Angeles	California	90032	Los Angeles County	6	436
California State University-Northridge	18111 Nordhoff St	Northridge	California	91330	Los Angeles County	2	160
California State University-Sacramento	6000 J St	Sacramento	California	95819-2694	Sacramento County	6	416
California State University-San Bernardino	5500 University Pky	San Bernardino	California	92407-2397	San Bernardino County	4	262
California State University-San Marcos	333 S Twin Oaks Valley Rd	San Marcos	California	92096-0001	San Diego County	1	136
California State University-Stanislaus	One University Circle	Turlock	California	95382-0299	Stanislaus County	3	159
Career Care Institute	43770 Fifteenth St W Ste 115	Lancaster	California	93534	Los Angeles County	1	275
Career Colleges of America	5612 E Imperial Hwy	South Gate	California	90280	Los Angeles County	2	66
Career Development Institute	1830 S Robertson Blvd	Los Angeles	California	90035	Los Angeles County	1	2
Career Networks Institute	702 W Town and Country Rd	Orange	California	92868-4710	Orange County	3	111
Carrington College California-Antioch	2157 Country Hills Drive	Antioch	California	94509	Contra Costa County	1	46
Carrington College California-Sacramento	8909 Folsom Blvd	Sacramento	California	95826	Sacramento County	4	134
Carrington College California-San Jose	6201 San Ignacio Ave.	San Jose	California	95119	Santa Clara County	2	71
Carrington College California-San Leandro	15555 E. 14th Street, Suite 500	San Leandro	California	94578-1977	Alameda County	2	47

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Casa Loma College-Van Nuys	6725 Kester Ave	Van Nuys	California	91405	Los Angeles County	1	219
CBD College	3699 Wilshire Blvd., Fourth Floor	Los Angeles	California	90010	Los Angeles County	2	47
Central Nursing College	3550 Wilshire Blvd Ste 830	Los Angeles	California	90010	Los Angeles County	1	57
Cerritos College	11110 Alondra Blvd	Norwalk	California	90650-6298	Los Angeles County	1	105
Cerro Coso Community College	3000 College Heights Blvd	Ridgecrest	California	93555-9571	Kern County	2	17
CES College	401 S. Glenoaks Blvd. Suite 211	Burbank	California	91502-2750	Los Angeles County	1	16
Chabot College	25555 Hesperian Blvd	Hayward	California	94545	Alameda County	1	50
Chaffey College	5885 Haven Ave	Rancho Cucamonga	California	91737-3002	San Bernardino County	3	119
Chapman University	One University Dr.	Orange	California	92866	Orange County	4	63
Charles A. Jones Career and Education Center	5451 Lemon Hill Ave	Sacramento	California	95824-1529	Sacramento County	1	84
Charles R Drew University of Medicine and Science	1731 E 120th St	Los Angeles	California	90059	Los Angeles County	3	50
Charter College-Canyon Country	27125 Sierra Hwy Ste 329	Canyon Country	California	91351	Los Angeles County	1	63
Citrus College	1000 W Foothill Blvd	Glendora	California	91741-1899	Los Angeles County	3	90
City College of San Francisco	50 Phelan Ave	San Francisco	California	94112-1898	San Francisco County	3	187
Clovis Adult Education	1452 David E Cook Way	Clovis	California	93611	Fresno County	1	82
College of Marin	835 College Ave	Kentfield	California	94904-2590	Marin County	1	40
College of San Mateo	1700 W Hillsdale Blvd	San Mateo	California	94402-3784	San Mateo County	4	72
College of the Canyons	26455 Rockwell Canyon Rd	Santa Clarita	California	91355-1899	Los Angeles County	1	108
College of the Desert	43-500 Monterey Ave	Palm Desert	California	92260	Riverside County	3	116
College of the Redwoods	7351 Tompkins Hill Rd	Eureka	California	95501-9300	Humboldt County	4	85

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
College of the Sequoias	915 S Mooney Blvd	Visalia	California	93277-2214	Tulare County	1	136
College of the Siskiyous	800 College Ave	Weed	California	96094-2899	Siskiyou County	3	89
Colton-Redlands-Yucaipa Regional Occupational Program	1214 Indiana Ct	Redlands	California	92374	San Bernardino County	1	0
Concorde Career College-San Bernardino	201 East Airport Drive, Suite A	San Bernardino	California	92408-3403	San Bernardino County	1	111
Concordia University-Irvine	1530 Concordia West	Irvine	California	92612-3203	Orange County	1	49
Contra Costa College	2600 Mission Bell Dr	San Pablo	California	94806-3195	Contra Costa County	1	54
Copper Mountain Community College	6162 Rotary Way	Joshua Tree	California	92252	San Bernardino County	3	57
Cuesta College	Highway 1	San Luis Obispo	California	93403-8106	San Luis Obispo County	5	192
Cypress College	9200 Valley View	Cypress	California	90630-5897	Orange County	4	168
De Anza College	21250 Stevens Creek Blvd.	Cupertino	California	95014	Santa Clara County	1	59
Diablo Valley College	321 Golf Club Rd	Pleasant Hill	California	94523	Contra Costa County	3	45
Dominican University of California	50 Acacia Ave	San Rafael	California	94901-2298	Marin County	4	172
Downey Adult School	12340 Woodruff Ave	Downey	California	90241	Los Angeles County	1	57
East Los Angeles College	1301 Avenida Cesar Chavez	Monterey Park	California	91754-6099	Los Angeles County	4	224
El Camino College-Compton Center	1111 East Artesia Blvd.	Compton	California	90221-5393	Los Angeles County	1	45
El Camino Community College District	16007 Crenshaw Blvd	Torrance	California	90506	Los Angeles County	1	63
Evergreen Valley College	3095 Yerba Buena Rd	San Jose	California	95135-1598	Santa Clara County	1	68
Feather River Community College District	570 Golden Eagle Ave	Quincy	California	95971-9124	Plumas County	2	4
Fielding Graduate University	2112 Santa Barbara St	Santa Barbara	California	93105-3538	Santa Barbara County	6	129

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Foothill College	12345 El Monte Rd	Los Altos Hills	California	94022	Santa Clara County	1	41
Four-D College	1020 East Washington Street	Colton	California	92324	San Bernardino County	1	222
Franklin Career College	1274 Slater Cir	Ontario	California	91761	San Bernardino County	1	54
Fresno City College	1101 E. University Ave	Fresno	California	93741	Fresno County	3	254
Fresno Pacific University	1717 S Chestnut Ave	Fresno	California	93702-4709	Fresno County	5	44
Fuller Theological Seminary in California	135 N Oakland Ave	Pasadena	California	91182	Los Angeles County	4	135
Gavilan College	5055 Santa Teresa Blvd	Gilroy	California	95020	Santa Clara County	4	67
Glendale Community College	1500 N Verdugo Rd	Glendale	California	91208-2894	Los Angeles County	3	100
Golden Gate University-San Francisco	536 Mission Street	San Francisco	California	94105-2968	San Francisco County	1	5
Golden West College	15744 Goldenwest St.	Huntington Beach	California	92647-2710	Orange County	3	174
Grossmont College	8800 Grossmont College Dr	El Cajon	California	92020-1799	San Diego County	1	85
Gurnick Academy of Medical Arts	2121 S El Camino Real Bldg C 200	San Mateo	California	94403	San Mateo County	2	356
Hacienda La Puente Adult Education	14101 E. Nelson Ave	La Puente	California	91746-0002	Los Angeles County	2	127
Hartnell College	411 Central Avenue	Salinas	California	93901	Monterey County	4	73
Holy Names University	3500 Mountain Blvd	Oakland	California	94619-1699	Alameda County	7	52
Homestead Schools	23800 Hawthorne Blvd.	Torrance	California	90505	Los Angeles County	1	133
Hope International University	2500 E Nutwood Ave	Fullerton	California	92831-3199	Orange County	1	28
Humboldt State University	1 Harpst Street	Arcata	California	95521-8299	Humboldt County	3	110
ICDC College	5422 Sunset Blvd.	Los Angeles	California	90027	Los Angeles County	2	546
Imperial Valley College	380 E. Aten Road	Imperial	California	92251-0158	Imperial County	5	66
InfoTech Career College	8527 Alondra Blvd, #174	Paramount	California	90723-5258	Los Angeles County	1	0
Institute of	564 W	Clovis	California	93612	Fresno	1	58

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Technology Inc	Herndon				County		
InterCoast Colleges-Burbank	175 East Olive Avenue, 3rd Floor	Burbank	California	91502	Los Angeles County	2	36
InterCoast Colleges-Carson	One Civic Plaza-Ste 110	Carson	California	90745	Los Angeles County	2	63
InterCoast Colleges-Elk Grove	9355 E. Stockton	Elk Grove	California	95624	Sacramento County	2	57
InterCoast Colleges-Orange	3745 W. Chapman Avenue #100	Orange	California	92868	Orange County	2	80
InterCoast Colleges-Riverside	1989 Atlanta Ave	Riverside	California	92507	Riverside County	2	152
InterCoast Colleges-Roseville	1200 Melody Ln Ste 120	Roseville	California	92678	Placer County	1	61
InterCoast Colleges-West Covina	1400 W. West Covina Pkwy-2nd Floor	West Covina	California	91790	Los Angeles County	2	93
ITT Technical Institute-Rancho Cordova	10863 Gold Center Dr	Rancho Cordova	California	95670-6034	Sacramento County	1	0
John F Kennedy University	100 Ellinwood Way	Pleasant Hill	California	94523-4817	Contra Costa County	5	164
Kaplan College-North Hollywood	6180 Laurel Cyn Blvd Ste 101	North Hollywood	California	91606-3231	Los Angeles County	1	54
Kaplan College-Sacramento	4330 Watt Ave., Suite 400	Sacramento	California	95821	Sacramento County	1	48
Kaplan College-San Diego	9055 Balboa Avenue	San Diego	California	92123	San Diego County	3	444
Kaplan College-Stockton	722 W. March Ln	Stockton	California	95207	San Joaquin County	1	55
Kaplan College-Vista	2022 University Dr	Vista	California	92083-7736	San Diego County	2	155
La Sierra University	4500 Riverwalk Parkway	Riverside	California	92515-8247	Riverside County	1	10
Lake Tahoe Community College	One College Drive	South Lake Tahoe	California	96150	El Dorado County	2	5
Lassen Community College	Hwy 139	Susanville	California	96130	Lassen County	3	22
Loma Linda University	11139 Anderson Street	Loma Linda	California	92350	San Bernardino County	29	569
Long Beach	4901 E.	Long Beach	California	90808-	Los Angeles	7	346

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
City College	Carson St.			1706	County		
Los Angeles City College	855 N Vermont Ave	Los Angeles	California	90029	Los Angeles County	3	51
Los Angeles County College of Nursing and Allied Health	1237 N. Mission Rd.	Los Angeles	California	90033-1084	Los Angeles County	1	70
Los Angeles Harbor College	1111 Figueroa Place	Wilmington	California	90744-2397	Los Angeles County	1	76
Los Angeles Pierce College	6201 Winnetka Ave	Woodland Hills	California	91371-0002	Los Angeles County	3	77
Los Angeles Southwest College	1600 W Imperial Hwy.	Los Angeles	California	90047-4899	Los Angeles County	2	45
Los Angeles Trade Technical College	400 W Washington Blvd	Los Angeles	California	90015-4181	Los Angeles County	1	45
Los Angeles Valley College	5800 Fulton Avenue	Valley Glen	California	91401-4096	Los Angeles County	1	81
Los Medanos College	2700 East Leland Road	Pittsburg	California	94565	Contra Costa County	2	57
Loyola Marymount University	One Lmu Drive	Los Angeles	California	90045-2659	Los Angeles County	3	38
Marian Health Careers Center	3325 Wilshire Blvd Ste 1010	Los Angeles	California	90010	Los Angeles County	1	77
Marian Health Careers Center-Van Nuys Campus	5900 Sepulveda Blvd Ste 101	Van Nuys	California	91411	Los Angeles County	1	40
Mendocino College	1000 Hensley Creek Road	Ukiah	California	95482	Mendocino County	3	23
Merced College	3600 M St	Merced	California	95348-2898	Merced County	4	68
Merritt College	12500 Campus Dr	Oakland	California	94619-3196	Alameda County	4	48
MiraCosta College	One Barnard Drive	Oceanside	California	92056-3899	San Diego County	3	46
Mission College	3000 Mission College Blvd	Santa Clara	California	95054-1897	Santa Clara County	5	155
Modesto Junior College	435 College Ave	Modesto	California	95350-5800	Stanislaus County	2	150
Monterey Peninsula College	980 Fremont St	Monterey	California	93940-4799	Monterey County	1	24
Moorpark College	7075 Campus Rd	Moorpark	California	93021-1695	Ventura County	1	61
Moreno Valley College	16130 Lasselle St	Moreno Valley	California	92551	Riverside County	2	36
Mount St. Mary's College	12001 Chalon Rd	Los Angeles	California	90049-1599	Los Angeles County	8	297
Mt. San Antonio	1100 N Grand Ave	Walnut	California	91789-1399	Los Angeles County	5	213

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
College							
Mt. San Jacinto Community College District	1499 N. State St.	San Jacinto	California	92583-2399	Riverside County	5	129
Mueller College	123 Camino de la Reina, #100 North	San Diego	California	92108-3002	San Diego County	1	17
Napa Valley College	2277 Napa-Vallejo Hwy	Napa	California	94558-6236	Napa County	4	144
National University	11255 North Torrey Pines Road	La Jolla	California	92037-1011	San Diego County	5	578
NCP College of Nursing	21615 Hesperian Boulevard	Hayward	California	94541-7026	Alameda County	1	94
NCP College of Nursing	257 Longford Drive, Rm 5	South San Francisco	California	94080-1005	San Mateo County	1	33
North-West College-Glendale	221 North Brand	Glendale	California	91203	Los Angeles County	1	0
North-West College-Pasadena	530 E Union	Pasadena	California	91101	Los Angeles County	1	24
North-West College-Pomona	170 W Holt Ave	Pomona	California	91768	Los Angeles County	1	22
North-West College-Riverside	4550 La Sierra Ave	Riverside	California	92503	Riverside County	1	64
North-West College-West Covina	2121 W Garvey Ave	West Covina	California	91790	Los Angeles County	1	68
Notre Dame de Namur University	1500 Ralston Ave	Belmont	California	94002-1908	San Mateo County	2	37
Ohlone Community College	43600 Mission Blvd	Fremont	California	94539-0390	Alameda County	1	29
Oxnard College	4000 S Rose Ave	Oxnard	California	93033-6699	Ventura County	2	54
Pacific College	3160 Red Hill Ave	Costa Mesa	California	92626	Orange County	3	138
Pacific Oaks College	55 Eureka Street	Pasadena	California	91103	Los Angeles County	1	18
Pacific Union College	One Angwin Ave	Angwin	California	94508-9707	Napa County	3	122
Pacifica Graduate Institute	249 Lambert Rd	Carpinteria	California	93013	Santa Barbara County	2	154
Palladium Technical Academy	10503 Valley Blvd	El Monte	California	91731	Los Angeles County	1	0
Palo Alto University	1791 Arastradero Rd	Palo Alto	California	94304-1337	Santa Clara County	3	144
Palo Verde College	One College Drive	Blythe	California	92225	Riverside County	2	82

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Palomar College	1140 W. Mission	San Marcos	California	92069-1487	San Diego County	3	78
Pasadena City College	1570 E Colorado Blvd.	Pasadena	California	91106-2003	Los Angeles County	2	136
Pepperdine University	24255 Pacific Coast Hwy	Malibu	California	90263	Los Angeles County	2	230
Phillips Graduate Institute	19900 Plummer Street	Chatsworth	California	91311	Los Angeles County	4	110
Pitzer College	1050 North Mills Avenue	Claremont	California	91711-6101	Los Angeles County	2	1
Point Loma Nazarene University	3900 Lomaland Dr	San Diego	California	92106-2899	San Diego County	4	65
Porterville College	100 E College Ave	Porterville	California	93257	Tulare County	3	75
Preferred College of Nursing-Los Angeles	3424 Wilshire Blvd Ste 1100	Los Angeles	California	90010	Los Angeles County	1	69
Reedley College	995 N Reed Ave	Reedley	California	93654	Fresno County	3	13
Rio Hondo College	3600 Workman Mill Rd	Whittier	California	90601-1616	Los Angeles County	4	119
Riverside City College	4800 Magnolia Avenue	Riverside	California	92506	Riverside County	3	232
Sacramento City College	3835 Freeport Blvd	Sacramento	California	95822-1386	Sacramento County	3	163
Saddleback College	28000 Marguerite Pky	Mission Viejo	California	92692-3635	Orange County	5	213
Saint Marys College of California	1928 Saint Marys Road	Moraga	California	94556	Contra Costa County	3	7
Samuel Merritt University	3100 Telegraph Avenue	Oakland	California	94609	Alameda County	5	535
San Bernardino Valley College	701 South Mount Vernon Avenue	San Bernardino	California	92410-2798	San Bernardino County	4	157
San Diego City College	1313 Park Boulevard	San Diego	California	92101-4787	San Diego County	4	144
San Diego State University	5500 Campanile Dr	San Diego	California	92182	San Diego County	6	423
San Diego State University-Imperial Valley Campus	720 Heber Ave	Calexico	California	92231	Imperial County	2	17
San Francisco State University	1600 Holloway Ave	San Francisco	California	94132	San Francisco County	4	252
San Joaquin	5151 Pacific	Stockton	California	95207	San Joaquin	6	266

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Delta College	Ave				County		
San Joaquin Valley College-Visalia	8400 W Mineral King Ave	Visalia	California	93291-9283	Tulare County	4	111
San Jose City College	2100 Moorpark Ave	San Jose	California	95128-2798	Santa Clara County	3	16
San Jose State University	1 Washington Sq	San Jose	California	95192-0001	Santa Clara County	7	502
Santa Ana College	1530 W. 17th Street	Santa Ana	California	92706-3398	Orange County	1	108
Santa Barbara Business College-Bakersfield	5300 California Avenue	Bakersfield	California	93309	Kern County	1	115
Santa Barbara Business College-Santa Maria	303 E Plaza Dr Ste 1	Santa Maria	California	93454	Santa Barbara County	1	13
Santa Barbara City College	721 Cliff Drive	Santa Barbara	California	93109-2394	Santa Barbara County	4	73
Santa Clara University	500 El Camino Real	Santa Clara	California	95053	Santa Clara County	1	63
Santa Monica College	1900 Pico Blvd	Santa Monica	California	90405-1628	Los Angeles County	1	64
Santa Rosa Junior College	1501 Mendocino Avenue	Santa Rosa	California	95401-4395	Sonoma County	5	158
Shasta College	11555 Old Oregon Trail	Redding	California	96003	Shasta County	2	72
Sierra College	5000 Rocklin Road	Rocklin	California	95677-3397	Placer County	1	27
Simpson University	2211 College View Drive	Redding	California	96003-8606	Shasta County	3	45
Sofia University	1069 East Meadow Cr	Palo Alto	California	94303	Santa Clara County	2	18
Solano Community College	4000 Suisun Valley Rd	Fairfield	California	94534-3197	Solano County	1	27
Sonoma State University	1801 E Cotati Ave	Rohnert Park	California	94928-3609	Sonoma County	2	118
Southern California Seminary	2075 E. Madison Avenue	El Cajon	California	92019-1108	San Diego County	2	12
Southwestern College	900 Otay Lakes Rd	Chula Vista	California	91910-7299	San Diego County	3	85
St Francis Career College	3680 E. Imperial Highway, 5th Floor	Lynwood	California	90262	Los Angeles County	1	89
Stanbridge College	2041 Business Ctr Dr Ste 107	Irvine	California	92612	Orange County	2	250
Stanford University		Stanford	California	94305	Santa Clara County	1	75
Summit	851 S.	Colton	California	92324	San	1	366

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
College	Cooley Dr				Bernardino County		
The Chicago School of Professional Psychology at Irvine	4199 Campus Dr	Irvine	California	92612	Orange County	3	20
The Chicago School of Professional Psychology at Los Angeles	617 W 7th St	Los Angeles	California	90017	Los Angeles County	4	58
The Chicago School of Professional Psychology at Westwood	1145 Gayley Ave Ste 322	Los Angeles	California	90024	Los Angeles County	4	23
The Wright Institute	2728 Durant Ave	Berkeley	California	94704-1796	Alameda County	3	141
Touro University California	1310 Club Drive	Vallejo	California	94592	Solano County	1	39
Touro University Worldwide	10601 Calle Lee #179	Los Alamitos	California	90720	Orange County	1	0
Twin Rivers Adult School	3222 Winona Way	North Highlands	California	95660-5523	Sacramento County	1	9
United States University	830 Bay Boulevard	Chula Vista	California	91911	San Diego County	3	112
Unitek College	4670 Auto Mall Pkwy	Fremont	California	94538	Alameda County	2	306
University of Antelope Valley	44055 Sierra Highway	Lancaster	California	93534	Los Angeles County	2	56
University of California-Berkeley	200 California Hall	Berkeley	California	94720	Alameda County	5	232
University of California-Davis	One Shields Avenue	Davis	California	95616-8678	Yolo County	3	200
University of California-Irvine	501 Aldrich Hall	Irvine	California	92697	Orange County	1	102
University of California-Los Angeles	405 Hilgard Ave	Los Angeles	California	90095-1405	Los Angeles County	6	453
University of California-San Diego	9500 Gilman Dr	La Jolla	California	92093	San Diego County	2	135
University of California-San Francisco	500 Parnassus Ave	San Francisco	California	94143-0244	San Francisco County	3	400
University of La Verne	1950 Third St	La Verne	California	91750-4401	Los Angeles County	2	36
University of Phoenix-Bay Area Campus	3590 N First St	San Jose	California	95134-1805	Santa Clara County	2	37
University of Phoenix-	45 Riverpark Place West	Fresno	California	93720-1552	Fresno County	2	58

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Central Valley Campus							
University of Phoenix-Sacramento Valley Campus	2860 Gateway Oaks Drive	Sacramento	California	95833-4334	Sacramento County	4	108
University of Phoenix-San Diego Campus	9645 Granite Ridge Dive	San Diego	California	92123-2658	San Diego County	2	93
University of Phoenix-Southern California Campus	3100 Bristol Street	Costa Mesa	California	92626-3099	Orange County	4	508
University of San Diego	5998 Alcalá Park	San Diego	California	92110-2492	San Diego County	7	108
University of San Francisco	2130 Fulton St	San Francisco	California	94117-1080	San Francisco County	8	442
University of Southern California	University Park	Los Angeles	California	90089	Los Angeles County	9	991
University of the Pacific	3601 Pacific Ave	Stockton	California	95211-0197	San Joaquin County	2	3
Valley College of Medical Careers	8399 Topanga Canyon Blvd Ste 200	West Hills	California	91304	Los Angeles County	1	38
Vanguard University of Southern California	55 Fair Dr	Costa Mesa	California	92626	Orange County	2	46
Ventura College	4667 Telegraph Rd	Ventura	California	93003-3872	Ventura County	1	84
Victor Valley College	18422 Bear Valley Rd	Victorville	California	92395-5850	San Bernardino County	2	124
West Coast University-Los Angeles	12215 Victory Boulevard	North Hollywood	California	91606	Los Angeles County	3	188
West Coast University-Ontario	2855 E. Guasti Rd	Ontario	California	91761	San Bernardino County	2	150
West Coast University-Orange County	1477 S Manchester Ave	Anaheim	California	92802	Orange County	2	225
West Hills College Coalinga	300 Cherry Lane	Coalinga	California	93210	Fresno County	2	109
West Hills College Lemoore	555 College Avenue	Lemoore	California	93245	Kings County	1	35
West Los Angeles College	9000 Overland Avenue	Culver City	California	90230-3519	Los Angeles County	2	6
Western University of Health	309 E 2nd St	Pomona	California	91766-1854	Los Angeles County	3	165

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Programs	Number of Graduates
Sciences							
WestMed College	3031 Tisch Way, 1st Floor, Ste 8PW	San Jose	California	95128-2541	Santa Clara County	1	198
Whittier College	13406 E Philadelphia Street	Whittier	California	90601	Los Angeles County	1	10
William Jessup University	333 Sunset Blvd.	Rocklin	California	95765-3707	Placer County	4	40
Woodland Community College	2300 E Gibson Rd	Woodland	California	95776	Yolo County	2	15
Yuba College	2088 N Beale Rd	Marysville	California	95901	Yuba County	5	28

Table 80: Educational Institutions with Psychology Programs

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Alliant International University	10455 Pomerado Road	San Diego	California	92131-1799	San Diego County	364
Antioch University-Los Angeles	400 Corporate Pointe	Culver City	California	90230-7615	Los Angeles County	11
Antioch University-Santa Barbara	602 Anacapa Street	Santa Barbara	California	93101	Santa Barbara County	63
Argosy University-Inland Empire	3401 Centre Lake Drive, Suite 200	Ontario	California	91761	San Bernardino County	81
Argosy University-Los Angeles	5230 Pacific Concourse, Suite 200	Los Angeles	California	90045	Los Angeles County	76
Argosy University-Orange County	601 South Lewis Street	Orange	California	92868	Orange County	110
Argosy University-San Diego	1615 Murray Canyon Road, Suite 100	San Diego	California	92108	San Diego County	0
Argosy University-San Francisco Bay Area	1005 Atlantic Avenue	Alameda	California	94501	Alameda County	135
Azusa Pacific Online University	511 W Citrus Edge St	Glendora	California	91740	Los Angeles County	0
Biola University	13800 Biola Ave	La Mirada	California	90639-0001	Los Angeles County	45
Brandman University	16355 Laguna Canyon Road	Irvine	California	92618	Orange County	56
California Baptist University	8432 Magnolia Ave	Riverside	California	92504-3297	Riverside County	77
California Institute of Integral Studies	1453 Mission Street	San Francisco	California	94103	San Francisco County	184
California Lutheran University	60 W Olsen Rd	Thousand Oaks	California	91360-2787	Ventura County	29
California State	9001 Stockdale	Bakersfield	California	93311-1099	Kern County	9

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
University-Bakersfield	Hwy					
California State University-Fresno	5241 N Maple Ave	Fresno	California	93740	Fresno County	10
Chapman University	One University Dr.	Orange	California	92866	Orange County	27
Dominican University of California	50 Acacia Ave	San Rafael	California	94901-2298	Marin County	30
Fielding Graduate University	2112 Santa Barbara St	Santa Barbara	California	93105-3538	Santa Barbara County	129
Fuller Theological Seminary in California	135 N Oakland Ave	Pasadena	California	91182	Los Angeles County	84
Golden Gate University-San Francisco	536 Mission Street	San Francisco	California	94105-2968	San Francisco County	5
Holy Names University	3500 Mountain Blvd	Oakland	California	94619-1699	Alameda County	12
Hope International University	2500 E Nutwood Ave	Fullerton	California	92831-3199	Orange County	28
John F Kennedy University	100 Ellinwood Way	Pleasant Hill	California	94523-4817	Contra Costa County	82
Loma Linda University	11139 Anderson Street	Loma Linda	California	92350	San Bernardino County	10
Loyola Marymount University	One Lmu Drive	Los Angeles	California	90045-2659	Los Angeles County	16
Mount St. Mary's College	12001 Chalon Rd	Los Angeles	California	90049-1599	Los Angeles County	27
National University	11255 North Torrey Pines Road	La Jolla	California	92037-1011	San Diego County	293
Notre Dame de Namur University	1500 Ralston Ave	Belmont	California	94002-1908	San Mateo County	15
Pacifica Graduate Institute	249 Lambert Rd	Carpinteria	California	93013	Santa Barbara County	154
Palo Alto University	1791 Arastradero Rd	Palo Alto	California	94304-1337	Santa Clara County	144
Pepperdine University	24255 Pacific	Malibu	California	90263	Los Angeles	230

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
	Coast Hwy				County	
Phillips Graduate Institute	19900 Plummer Street	Chatsworth	California	91311	Los Angeles County	110
Pitzer College	1050 North Mills Avenue	Claremont	California	91711-6101	Los Angeles County	1
Saint Marys College of California	1928 Saint Marys Road	Moraga	California	94556	Contra Costa County	7
San Diego State University	5500 Campanile Dr	San Diego	California	92182	San Diego County	10
Santa Clara University	500 El Camino Real	Santa Clara	California	95053	Santa Clara County	63
Simpson University	2211 College View Drive	Redding	California	96003-8606	Shasta County	24
Sofia University	1069 East Meadow Cr	Palo Alto	California	94303	Santa Clara County	18
Southern California Seminary	2075 E. Madison Avenue	El Cajon	California	92019-1108	San Diego County	12
The Chicago School of Professional Psychology at Irvine	4199 Campus Dr	Irvine	California	92612	Orange County	16
The Chicago School of Professional Psychology at Los Angeles	617 W 7th St	Los Angeles	California	90017	Los Angeles County	58
The Chicago School of Professional Psychology at Westwood	1145 Gayley Ave Ste 322	Los Angeles	California	90024	Los Angeles County	20
The Wright Institute	2728 Durant Ave	Berkeley	California	94704-1796	Alameda County	141
Touro University Worldwide	10601 Calle Lee #179	Los Alamitos	California	90720	Orange County	0
University of California-San Diego	9500 Gilman Dr	La Jolla	California	92093	San Diego County	10
University of La Verne	1950 Third St	La Verne	California	91750-4401	Los Angeles County	14
University of	2130	San	California	94117-	San	148



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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
San Francisco	Fulton St	Francisco		1080	Francisco County	
University of the Pacific	3601 Pacific Ave	Stockton	California	95211-0197	San Joaquin County	3
Vanguard University of Southern California	55 Fair Dr	Costa Mesa	California	92626	Orange County	20
William Jessup University	333 Sunset Blvd.	Rocklin	California	95765-3707	Placer County	26

Table 81: Educational Institutions with Social Work Programs

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Azusa Pacific University	901 E Alostia	Azusa	California	91702-7000	Los Angeles County	95
Brandman University	16355 Laguna Canyon Road	Irvine	California	92618	Orange County	15
California State University-Bakersfield	9001 Stockdale Hwy	Bakersfield	California	93311-1099	Kern County	76
California State University-Chico	First and Normal Sts	Chico	California	95929-0150	Butte County	129
California State University-Dominguez Hills	1000 E Victoria St	Carson	California	90747-0005	Los Angeles County	45
California State University-East Bay	25800 Carlos Bee Blvd	Hayward	California	94542	Alameda County	99
California State University-Fresno	5241 N Maple Ave	Fresno	California	93740	Fresno County	203
California State University-Fullerton	800 N State College Blvd	Fullerton	California	92831-3599	Orange County	43
California State University-Long Beach	1250 Bellflower Blvd	Long Beach	California	90840-0115	Los Angeles County	216
California State University-Los Angeles	5151 State University Dr	Los Angeles	California	90032	Los Angeles County	195
California State University-Northridge	18111 Nordhoff St	Northridge	California	91330	Los Angeles County	96
California State University-Sacramento	6000 J St	Sacramento	California	95819-2694	Sacramento County	209
California State University-San Bernardino	5500 University Pky	San Bernardino	California	92407-2397	San Bernardino County	114
California State University-	One University Circle	Turlock	California	95382-0299	Stanislaus County	68

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Stanislaus						
Chapman University	One University Dr.	Orange	California	92866	Orange County	6
Fresno Pacific University	1717 S Chestnut Ave	Fresno	California	93702-4709	Fresno County	12
Humboldt State University	1 Harpst Street	Arcata	California	95521-8299	Humboldt County	53
La Sierra University	4500 Riverwalk Parkway	Riverside	California	92515-8247	Riverside County	10
Loma Linda University	11139 Anderson Street	Loma Linda	California	92350	San Bernardino County	40
Mount St. Mary's College	12001 Chalon Rd	Los Angeles	California	90049-1599	Los Angeles County	16
Pacific Union College	One Angwin Ave	Angwin	California	94508-9707	Napa County	7
Point Loma Nazarene University	3900 Lomaland Dr	San Diego	California	92106-2899	San Diego County	10
San Diego State University	5500 Campanile Dr	San Diego	California	92182	San Diego County	158
San Diego State University-Imperial Valley Campus	720 Heber Ave	Calexico	California	92231	Imperial County	4
San Francisco State University	1600 Holloway Ave	San Francisco	California	94132	San Francisco County	74
San Jose State University	1 Washington Sq	San Jose	California	95192-0001	Santa Clara County	194
University of California-Berkeley	200 California Hall	Berkeley	California	94720	Alameda County	232
University of California-Los Angeles	405 Hilgard Ave	Los Angeles	California	90095-1405	Los Angeles County	100
University of Southern California	University Park	Los Angeles	California	90089	Los Angeles County	549
Whittier College	13406 E Philadelphia Street	Whittier	California	90601	Los Angeles County	10

Table 82: Educational Institutions with Physician Assistant Programs

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Charles R Drew University of Medicine and Science	1731 E 120th St	Los Angeles	California	90059	Los Angeles County	48
Foothill College	12345 El Monte Rd	Los Altos Hills	California	94022	Santa Clara County	41
Loma Linda University	11139 Anderson Street	Loma Linda	California	92350	San Bernardino County	24
Moreno Valley College	16130 Lasselle St	Moreno Valley	California	92551	Riverside County	36
Samuel Merritt University	3100 Telegraph Avenue	Oakland	California	94609	Alameda County	33
San Joaquin Valley College-Visalia	8400 W Mineral King Ave	Visalia	California	93291-9283	Tulare County	19
Touro University California	1310 Club Drive	Vallejo	California	94592	Solano County	39
University of Southern California	University Park	Los Angeles	California	90089	Los Angeles County	45
Western University of Health Sciences	309 E 2nd St	Pomona	California	91766-1854	Los Angeles County	93

Table 83: Educational Institutions with Substance Use Counseling Programs

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Allan Hancock College	800 South College Drive	Santa Maria	California	93454-6399	Santa Barbara County	18
American River College	4700 College Oak Dr	Sacramento	California	95841-4286	Sacramento County	30
Butte College	3536 Butte Campus Drive	Oroville	California	95965-8399	Butte County	23
Career Colleges of America	5612 E Imperial Hwy	South Gate	California	90280	Los Angeles County	12
Charles R Drew University of Medicine and Science	1731 E 120th St	Los Angeles	California	90059	Los Angeles County	2
City College of San Francisco	50 Phelan Ave	San Francisco	California	94112-1898	San Francisco County	25
College of San Mateo	1700 W Hillsdale Blvd	San Mateo	California	94402-3784	San Mateo County	15
College of the Desert	43-500 Monterey Ave	Palm Desert	California	92260	Riverside County	19
College of the Redwoods	7351 Tompkins Hill Rd	Eureka	California	95501-9300	Humboldt County	13
Cypress College	9200 Valley View	Cypress	California	90630-5897	Orange County	31
Diablo Valley College	321 Golf Club Rd	Pleasant Hill	California	94523	Contra Costa County	45
East Los Angeles College	1301 Avenida Cesar Chavez	Monterey Park	California	91754-6099	Los Angeles County	41
Fresno City College	1101 E. University Ave	Fresno	California	93741	Fresno County	44
Glendale Community College	1500 N Verdugo Rd	Glendale	California	91208-2894	Los Angeles County	12
Hartnell College	411 Central Avenue	Salinas	California	93901	Monterey County	5
ICDC College	5422 Sunset Blvd.	Los Angeles	California	90027	Los Angeles County	546
Imperial Valley College	380 E. Aten Road	Imperial	California	92251-0158	Imperial County	8

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
InterCoast Colleges-Burbank	175 East Olive Avenue, 3rd Floor	Burbank	California	91502	Los Angeles County	33
InterCoast Colleges-Carson	One Civic Plaza-Ste 110	Carson	California	90745	Los Angeles County	46
InterCoast Colleges-Elk Grove	9355 E. Stockton	Elk Grove	California	95624	Sacramento County	52
InterCoast Colleges-Orange	3745 W. Chapman Avenue #100	Orange	California	92868	Orange County	63
InterCoast Colleges-Riverside	1989 Atlanta Ave	Riverside	California	92507	Riverside County	134
InterCoast Colleges-Roseville	1200 Melody Ln Ste 120	Roseville	California	92678	Placer County	61
InterCoast Colleges-West Covina	1400 W. West Covina Pkwy-2nd Floor	West Covina	California	91790	Los Angeles County	55
Lake Tahoe Community College	One College Drive	South Lake Tahoe	California	96150	El Dorado County	5
Lassen Community College	Hwy 139	Susanville	California	96130	Lassen County	1
Loma Linda University	11139 Anderson Street	Loma Linda	California	92350	San Bernardino County	6
Long Beach City College	4901 E. Carson St.	Long Beach	California	90808-1706	Los Angeles County	65
Los Angeles City College	855 N Vermont Ave	Los Angeles	California	90029	Los Angeles County	5
Los Angeles Pierce College	6201 Winnetka Ave	Woodland Hills	California	91371-0002	Los Angeles County	22
Los Angeles Southwest College	1600 W Imperial Hwy.	Los Angeles	California	90047-4899	Los Angeles County	8
Mendocino College	1000 Hensley Creek Road	Ukiah	California	95482	Mendocino County	4
Merced College	3600 M St	Merced	California	95348-2898	Merced County	6
Merritt College	12500 Campus Dr	Oakland	California	94619-3196	Alameda County	22
Mt. San Antonio	1100 N Grand Ave	Walnut	California	91789-1399	Los Angeles	40

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
College					County	
Mt. San Jacinto Community College District	1499 N. State St.	San Jacinto	California	92583-2399	Riverside County	39
Mueller College	123 Camino de la Reina, #100 North	San Diego	California	92108-3002	San Diego County	17
Oxnard College	4000 S Rose Ave	Oxnard	California	93033-6699	Ventura County	54
Palo Verde College	One College Drive	Blythe	California	92225	Riverside County	68
Palomar College	1140 W. Mission	San Marcos	California	92069-1487	San Diego County	28
Porterville College	100 E College Ave	Porterville	California	93257	Tulare County	10
Rio Hondo College	3600 Workman Mill Rd	Whittier	California	90601-1616	Los Angeles County	19
Saddleback College	28000 Marguerite Pky	Mission Viejo	California	92692-3635	Orange County	31
San Bernardino Valley College	701 South Mount Vernon Avenue	San Bernardino	California	92410-2798	San Bernardino County	25
San Diego City College	1313 Park Boulevard	San Diego	California	92101-4787	San Diego County	79
San Joaquin Delta College	5151 Pacific Ave	Stockton	California	95207	San Joaquin County	7
San Jose City College	2100 Moorpark Ave	San Jose	California	95128-2798	Santa Clara County	16
Santa Barbara City College	721 Cliff Drive	Santa Barbara	California	93109-2394	Santa Barbara County	26
Santa Rosa Junior College	1501 Mendocino Avenue	Santa Rosa	California	95401-4395	Sonoma County	20
West Los Angeles College	9000 Overland Avenue	Culver City	California	90230-3519	Los Angeles County	6
William Jessup University	333 Sunset Blvd.	Rocklin	California	95765-3707	Placer County	14
Woodland Community College	2300 E Gibson Rd	Woodland	California	95776	Yolo County	15
Yuba College	2088 N Beale Rd	Marysville	California	95901	Yuba County	35

Table 84: Educational Institutions with Marriage & Family Therapy Programs

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Alliant International University	10455 Pomerado Road	San Diego	California	92131-1799	San Diego County	117
Brandman University	16355 Laguna Canyon Road	Irvine	California	92618	Orange County	228
California Lutheran University	60 W Olsen Rd	Thousand Oaks	California	91360-2787	Ventura County	48
California State University-Dominguez Hills	1000 E Victoria St	Carson	California	90747-0005	Los Angeles County	49
Chapman University	One University Dr.	Orange	California	92866	Orange County	30
Fresno Pacific University	1717 S Chestnut Ave	Fresno	California	93702-4709	Fresno County	18
Fuller Theological Seminary in California	135 N Oakland Ave	Pasadena	California	91182	Los Angeles County	51
John F Kennedy University	100 Ellinwood Way	Pleasant Hill	California	94523-4817	Contra Costa County	82
Loma Linda University	11139 Anderson Street	Loma Linda	California	92350	San Bernardino County	38
Loyola Marymount University	One Lmu Drive	Los Angeles	California	90045-2659	Los Angeles County	22
Notre Dame de Namur University	1500 Ralston Ave	Belmont	California	94002-1908	San Mateo County	22
Pacific Oaks College	55 Eureka Street	Pasadena	California	91103	Los Angeles County	18
The Chicago School of Professional Psychology at Irvine	4199 Campus Dr	Irvine	California	92612	Orange County	4
The Chicago School of Professional Psychology at Los Angeles	617 W 7th St	Los Angeles	California	90017	Los Angeles County	0
The Chicago School of Professional Psychology at Westwood	1145 Gayley Ave Ste 322	Los Angeles	California	90024	Los Angeles County	3

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
University of La Verne	1950 Third St	La Verne	California	91750-4401	Los Angeles County	22
University of Phoenix-Bay Area Campus	3590 N First St	San Jose	California	95134-1805	Santa Clara County	24
University of Phoenix-Central Valley Campus	45 Riverpark Place West	Fresno	California	93720-1552	Fresno County	39
University of Phoenix-Sacramento Valley Campus	2860 Gateway Oaks Drive	Sacramento	California	95833-4334	Sacramento County	26
University of Phoenix-San Diego Campus	9645 Granite Ridge Drive	San Diego	California	92123-2658	San Diego County	46
University of Phoenix-Southern California Campus	3100 Bristol Street	Costa Mesa	California	92626-3099	Orange County	169
University of San Diego	5998 Alcalá Park	San Diego	California	92110-2492	San Diego County	32
University of Southern California	University Park	Los Angeles	California	90089	Los Angeles County	46

Table 85: Educational Institutions with Nursing Programs

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Advanced College	13180 Paramount Blvd.	South Gate	California	90280	Los Angeles County	73
Allan Hancock College	800 South College Drive	Santa Maria	California	93454-6399	Santa Barbara County	64
American River College	4700 College Oak Dr	Sacramento	California	95841-4286	Sacramento County	77
American University of Health Sciences	1600 East Hill St	Signal Hill	California	90755-3612	Los Angeles County	27
Angeles College	3440 Wilshire Blvd Ste 310	Los Angeles	California	90010	Los Angeles County	62
Angeles Institute	11688 SOUTH STREET, SUITE 205	ARTESIA	California	90701-6610	Los Angeles County	82
Antelope Valley College	3041 West Ave K	Lancaster	California	93536-5426	Los Angeles County	113
Azusa Pacific University	901 E Alostia	Azusa	California	91702-7000	Los Angeles County	326
Bakersfield College	1801 Panorama Dr	Bakersfield	California	93305-1299	Kern County	154
Beaumont Adult School	1575 Cherry Ave	Beaumont	California	92223	Riverside County	42
Biola University	13800 Biola Ave	La Mirada	California	90639-0001	Los Angeles County	37
Blake Austin College	611 Orange Dr Ste K	Vacaville	California	95687	Solano County	36
Brandman University	16355 Laguna Canyon Road	Irvine	California	92618	Orange County	4
Butte College	3536 Butte Campus Drive	Oroville	California	95965-8399	Butte County	116
Cabrillo College	6500 Soquel Dr	Aptos	California	95003	Santa Cruz County	56
California Baptist University	8432 Magnolia Ave	Riverside	California	92504-3297	Riverside County	65
California Career College	7003 Owensmouth Avenue	Canoga Park	California	91303-2006	Los Angeles County	37
California College-San Diego	2820 Camino Del Rio South, Suite 300	San Diego	California	92108-3824	San Diego County	0

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
California Nurses Educational Institute	5200 E. Ramon Rd. Suite I-1	Palm Springs	California	92264	Riverside County	43
California State University-Bakersfield	9001 Stockdale Hwy	Bakersfield	California	93311-1099	Kern County	97
California State University-Channel Islands	One University Dr	Camarillo	California	93012	Ventura County	49
California State University-Chico	First and Normal Sts	Chico	California	95929-0150	Butte County	122
California State University-Dominguez Hills	1000 E Victoria St	Carson	California	90747-0005	Los Angeles County	386
California State University-East Bay	25800 Carlos Bee Blvd	Hayward	California	94542	Alameda County	186
California State University-Fresno	5241 N Maple Ave	Fresno	California	93740	Fresno County	213
California State University-Fullerton	800 N State College Blvd	Fullerton	California	92831-3599	Orange County	263
California State University-Long Beach	1250 Bellflower Blvd	Long Beach	California	90840-0115	Los Angeles County	290
California State University-Los Angeles	5151 State University Dr	Los Angeles	California	90032	Los Angeles County	241
California State University-Northridge	18111 Nordhoff St	Northridge	California	91330	Los Angeles County	64
California State University-Sacramento	6000 J St	Sacramento	California	95819-2694	Sacramento County	207
California State University-San Bernardino	5500 University Pky	San Bernardino	California	92407-2397	San Bernardino County	148
California State University-Oaks Valley	333 S Twin Oaks Valley	San Marcos	California	92096-0001	San Diego County	136

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
University-San Marcos	Rd					
California State University-Stanislaus	One University Circle	Turlock	California	95382-0299	Stanislaus County	91
Career Care Institute	43770 Fifteenth St W Ste 115	Lancaster	California	93534	Los Angeles County	275
Career Colleges of America	5612 E Imperial Hwy	South Gate	California	90280	Los Angeles County	54
Career Development Institute	1830 S Robertson Blvd	Los Angeles	California	90035	Los Angeles County	2
Career Networks Institute	702 W Town and Country Rd	Orange	California	92868-4710	Orange County	111
Carrington College California-Antioch	2157 Country Hills Drive	Antioch	California	94509	Contra Costa County	46
Carrington College California-Sacramento	8909 Folsom Blvd	Sacramento	California	95826	Sacramento County	134
Carrington College California-San Jose	6201 San Ignacio Ave.	San Jose	California	95119	Santa Clara County	71
Carrington College California-San Leandro	15555 E. 14th Street, Suite 500	San Leandro	California	94578-1977	Alameda County	47
Casa Loma College-Van Nuys	6725 Kester Ave	Van Nuys	California	91405	Los Angeles County	219
CBD College	3699 Wilshire Blvd., Fourth Floor	Los Angeles	California	90010	Los Angeles County	47
Central Nursing College	3550 Wilshire Blvd Ste 830	Los Angeles	California	90010	Los Angeles County	57
Cerritos College	11110 Alondra Blvd	Norwalk	California	90650-6298	Los Angeles County	105
Cerro Coso Community College	3000 College Heights Blvd	Ridgecrest	California	93555-9571	Kern County	17
CES College	401 S. Glenoaks Blvd. Suite 211	Burbank	California	91502-2750	Los Angeles County	16
Chabot College	25555 Hesperian Blvd	Hayward	California	94545	Alameda County	50

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Chaffey College	5885 Haven Ave	Rancho Cucamonga	California	91737-3002	San Bernardino County	119
Charles A. Jones Career and Education Center	5451 Lemon Hill Ave	Sacramento	California	95824-1529	Sacramento County	84
Charter College-Canyon Country	27125 Sierra Hwy Ste 329	Canyon Country	California	91351	Los Angeles County	63
Citrus College	1000 W Foothill Blvd	Glendora	California	91741-1899	Los Angeles County	90
City College of San Francisco	50 Phelan Ave	San Francisco	California	94112-1898	San Francisco County	162
Clovis Adult Education	1452 David E Cook Way	Clovis	California	93611	Fresno County	82
College of Marin	835 College Ave	Kentfield	California	94904-2590	Marin County	40
College of San Mateo	1700 W Hillsdale Blvd	San Mateo	California	94402-3784	San Mateo County	57
College of the Canyons	26455 Rockwell Canyon Rd	Santa Clarita	California	91355-1899	Los Angeles County	108
College of the Desert	43-500 Monterey Ave	Palm Desert	California	92260	Riverside County	97
College of the Redwoods	7351 Tompkins Hill Rd	Eureka	California	95501-9300	Humboldt County	72
College of the Sequoias	915 S Mooney Blvd	Visalia	California	93277-2214	Tulare County	136
College of the Siskiyous	800 College Ave	Weed	California	96094-2899	Siskiyou County	89
Colton-Redlands-Yucaipa Regional Occupational Program	1214 Indiana Ct	Redlands	California	92374	San Bernardino County	0
Concorde Career College-San Bernardino	201 East Airport Drive, Suite A	San Bernardino	California	92408-3403	San Bernardino County	111
Concordia University-Irvine	1530 Concordia West	Irvine	California	92612-3203	Orange County	49
Contra Costa College	2600 Mission Bell Dr	San Pablo	California	94806-3195	Contra Costa County	54
Copper Mountain Community	6162 Rotary Way	Joshua Tree	California	92252	San Bernardino County	57

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
College						
Cuesta College	Highway 1	San Luis Obispo	California	93403-8106	San Luis Obispo County	116
Cypress College	9200 Valley View	Cypress	California	90630-5897	Orange County	69
De Anza College	21250 Stevens Creek Blvd.	Cupertino	California	95014	Santa Clara County	59
Dominican University of California	50 Acacia Ave	San Rafael	California	94901-2298	Marin County	115
Downey Adult School	12340 Woodruff Ave	Downey	California	90241	Los Angeles County	57
East Los Angeles College	1301 Avenida Cesar Chavez	Monterey Park	California	91754-6099	Los Angeles County	183
El Camino College-Compton Center	1111 East Artesia Blvd.	Compton	California	90221-5393	Los Angeles County	45
El Camino Community College District	16007 Crenshaw Blvd	Torrance	California	90506	Los Angeles County	63
Evergreen Valley College	3095 Yerba Buena Rd	San Jose	California	95135-1598	Santa Clara County	68
Feather River Community College District	570 Golden Eagle Ave	Quincy	California	95971-9124	Plumas County	4
Four-D College	1020 East Washington Street	Colton	California	92324	San Bernardino County	222
Franklin Career College	1274 Slater Cir	Ontario	California	91761	San Bernardino County	54
Fresno City College	1101 E. University Ave	Fresno	California	93741	Fresno County	210
Fresno Pacific University	1717 S Chestnut Ave	Fresno	California	93702-4709	Fresno County	14
Gavilan College	5055 Santa Teresa Blvd	Gilroy	California	95020	Santa Clara County	67
Glendale Community College	1500 N Verdugo Rd	Glendale	California	91208-2894	Los Angeles County	88
Golden West College	15744 Goldenwest St.	Huntington Beach	California	92647-2710	Orange County	174
Grossmont College	8800 Grossmont College Dr	El Cajon	California	92020-1799	San Diego County	85

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Gurnick Academy of Medical Arts	2121 S El Camino Real Bldg C 200	San Mateo	California	94403	San Mateo County	350
Hacienda La Puente Adult Education	14101 E. Nelson Ave	La Puente	California	91746-0002	Los Angeles County	78
Hartnell College	411 Central Avenue	Salinas	California	93901	Monterey County	68
Holy Names University	3500 Mountain Blvd	Oakland	California	94619-1699	Alameda County	40
Homestead Schools	23800 Hawthorne Blvd.	Torrance	California	90505	Los Angeles County	133
Humboldt State University	1 Harpst Street	Arcata	California	95521-8299	Humboldt County	57
Imperial Valley College	380 E. Aten Road	Imperial	California	92251-0158	Imperial County	58
InfoTech Career College	8527 Alondra Blvd, #174	Paramount	California	90723-5258	Los Angeles County	0
Institute of Technology Inc	564 W Herndon	Clovis	California	93612	Fresno County	58
ITT Technical Institute-Rancho Cordova	10863 Gold Center Dr	Rancho Cordova	California	95670-6034	Sacramento County	0
Kaplan College-North Hollywood	6180 Laurel Cyn Blvd Ste 101	North Hollywood	California	91606-3231	Los Angeles County	54
Kaplan College-Sacramento	4330 Watt Ave., Suite 400	Sacramento	California	95821	Sacramento County	48
Kaplan College-San Diego	9055 Balboa Avenue	San Diego	California	92123	San Diego County	444
Kaplan College-Stockton	722 W. March Ln	Stockton	California	95207	San Joaquin County	55
Kaplan College-Vista	2022 University Dr	Vista	California	92083-7736	San Diego County	155
Lassen Community College	Hwy 139	Susanville	California	96130	Lassen County	21
Loma Linda University	11139 Anderson Street	Loma Linda	California	92350	San Bernardino County	244
Long Beach City College	4901 E. Carson St.	Long Beach	California	90808-1706	Los Angeles County	281
Los Angeles City College	855 N Vermont Ave	Los Angeles	California	90029	Los Angeles County	46

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Los Angeles County College of Nursing and Allied Health	1237 N. Mission Rd.	Los Angeles	California	90033-1084	Los Angeles County	70
Los Angeles Harbor College	1111 Figueroa Place	Wilmington	California	90744-2397	Los Angeles County	76
Los Angeles Pierce College	6201 Winnetka Ave	Woodland Hills	California	91371-0002	Los Angeles County	55
Los Angeles Southwest College	1600 W Imperial Hwy.	Los Angeles	California	90047-4899	Los Angeles County	37
Los Angeles Trade Technical College	400 W Washington Blvd	Los Angeles	California	90015-4181	Los Angeles County	45
Los Angeles Valley College	5800 Fulton Avenue	Valley Glen	California	91401-4096	Los Angeles County	81
Los Medanos College	2700 East Leland Road	Pittsburg	California	94565	Contra Costa County	57
Marian Health Careers Center	3325 Wilshire Blvd Ste 1010	Los Angeles	California	90010	Los Angeles County	77
Marian Health Careers Center-Van Nuys Campus	5900 Sepulveda Blvd Ste 101	Van Nuys	California	91411	Los Angeles County	40
Mendocino College	1000 Hensley Creek Road	Ukiah	California	95482	Mendocino County	19
Merced College	3600 M St	Merced	California	95348-2898	Merced County	62
Merritt College	12500 Campus Dr	Oakland	California	94619-3196	Alameda County	26
MiraCosta College	One Barnard Drive	Oceanside	California	92056-3899	San Diego County	46
Mission College	3000 Mission College Blvd	Santa Clara	California	95054-1897	Santa Clara County	117
Modesto Junior College	435 College Ave	Modesto	California	95350-5800	Stanislaus County	150
Monterey Peninsula College	980 Fremont St	Monterey	California	93940-4799	Monterey County	24
Moorpark College	7075 Campus Rd	Moorpark	California	93021-1695	Ventura County	61
Mount St. Mary's College	12001 Chalon Rd	Los Angeles	California	90049-1599	Los Angeles County	254
Mt. San	1100 N	Walnut	California	91789-	Los	100

Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Antonio College	Grand Ave			1399	Angeles County	
Mt. San Jacinto Community College District	1499 N. State St.	San Jacinto	California	92583-2399	Riverside County	90
Napa Valley College	2277 Napa-Vallejo Hwy	Napa	California	94558-6236	Napa County	82
National University	11255 North Torrey Pines Road	La Jolla	California	92037-1011	San Diego County	285
NCP College of Nursing	21615 Hesperian Boulevard	Hayward	California	94541-7026	Alameda County	94
NCP College of Nursing	257 Longford Drive, Rm 5	South San Francisco	California	94080-1005	San Mateo County	33
North-West College-Glendale	221 North Brand	Glendale	California	91203	Los Angeles County	0
North-West College-Pasadena	530 E Union	Pasadena	California	91101	Los Angeles County	24
North-West College-Pomona	170 W Holt Ave	Pomona	California	91768	Los Angeles County	22
North-West College-Riverside	4550 La Sierra Ave	Riverside	California	92503	Riverside County	64
North-West College-West Covina	2121 W Garvey Ave	West Covina	California	91790	Los Angeles County	68
Ohlone Community College	43600 Mission Blvd	Fremont	California	94539-0390	Alameda County	29
Pacific College	3160 Red Hill Ave	Costa Mesa	California	92626	Orange County	138
Pacific Union College	One Angwin Ave	Angwin	California	94508-9707	Napa County	115
Palladium Technical Academy	10503 Valley Blvd	El Monte	California	91731	Los Angeles County	0
Palo Verde College	One College Drive	Blythe	California	92225	Riverside County	14
Palomar College	1140 W. Mission	San Marcos	California	92069-1487	San Diego County	50
Pasadena City College	1570 E Colorado Blvd.	Pasadena	California	91106-2003	Los Angeles County	136
Point Loma Nazarene University	3900 Lomaland Dr	San Diego	California	92106-2899	San Diego County	55
Porterville College	100 E College Ave	Porterville	California	93257	Tulare County	18
Preferred College of Nursing-Los	3424 Wilshire Blvd Ste 1100	Los Angeles	California	90010	Los Angeles County	69

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Angeles						
Reedley College	995 N Reed Ave	Reedley	California	93654	Fresno County	13
Rio Hondo College	3600 Workman Mill Rd	Whittier	California	90601-1616	Los Angeles County	100
Riverside City College	4800 Magnolia Avenue	Riverside	California	92506	Riverside County	232
Sacramento City College	3835 Freeport Blvd	Sacramento	California	95822-1386	Sacramento County	163
Saddleback College	28000 Marguerite Pky	Mission Viejo	California	92692-3635	Orange County	182
Samuel Merritt University	3100 Telegraph Avenue	Oakland	California	94609	Alameda County	471
San Bernardino Valley College	701 South Mount Vernon Avenue	San Bernardino	California	92410-2798	San Bernardino County	87
San Diego City College	1313 Park Boulevard	San Diego	California	92101-4787	San Diego County	65
San Diego State University	5500 Campanile Dr	San Diego	California	92182	San Diego County	255
San Diego State University-Imperial Valley Campus	720 Heber Ave	Calexico	California	92231	Imperial County	13
San Francisco State University	1600 Holloway Ave	San Francisco	California	94132	San Francisco County	178
San Joaquin Delta College	5151 Pacific Ave	Stockton	California	95207	San Joaquin County	222
San Joaquin Valley College-Visalia	8400 W Mineral King Ave	Visalia	California	93291-9283	Tulare County	92
San Jose State University	1 Washington Sq	San Jose	California	95192-0001	Santa Clara County	186
Santa Ana College	1530 W. 17th Street	Santa Ana	California	92706-3398	Orange County	108
Santa Barbara Business College-Bakersfield	5300 California Avenue	Bakersfield	California	93309	Kern County	115
Santa Barbara Business	303 E Plaza Dr Ste 1	Santa Maria	California	93454	Santa Barbara County	13

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
College-Santa Maria						
Santa Barbara City College	721 Cliff Drive	Santa Barbara	California	93109-2394	Santa Barbara County	47
Santa Monica College	1900 Pico Blvd	Santa Monica	California	90405-1628	Los Angeles County	64
Santa Rosa Junior College	1501 Mendocino Avenue	Santa Rosa	California	95401-4395	Sonoma County	138
Shasta College	11555 Old Oregon Trail	Redding	California	96003	Shasta County	72
Sierra College	5000 Rocklin Road	Rocklin	California	95677-3397	Placer County	27
Simpson University	2211 College View Drive	Redding	California	96003-8606	Shasta County	21
Solano Community College	4000 Suisun Valley Rd	Fairfield	California	94534-3197	Solano County	27
Sonoma State University	1801 E Cotati Ave	Rohnert Park	California	94928-3609	Sonoma County	118
Southwestern College	900 Otay Lakes Rd	Chula Vista	California	91910-7299	San Diego County	85
St Francis Career College	3680 E. Imperial Highway, 5th Floor	Lynwood	California	90262	Los Angeles County	89
Stanbridge College	2041 Business Ctr Dr Ste 107	Irvine	California	92612	Orange County	250
Summit College	851 S. Cooley Dr	Colton	California	92324	San Bernardino County	366
Twin Rivers Adult School	3222 Winona Way	North Highlands	California	95660-5523	Sacramento County	9
United States University	830 Bay Boulevard	Chula Vista	California	91911	San Diego County	112
Unitek College	4670 Auto Mall Pkwy	Fremont	California	94538	Alameda County	306
University of Antelope Valley	44055 Sierra Highway	Lancaster	California	93534	Los Angeles County	56
University of California-Davis	One Shields Avenue	Davis	California	95616-8678	Yolo County	94
University of California-Los Angeles	405 Hilgard Ave	Los Angeles	California	90095-1405	Los Angeles County	180
University of California-San Francisco	500 Parnassus Ave	San Francisco	California	94143-0244	San Francisco County	230
University of Phoenix-Bay	3590 N First St	San Jose	California	95134-1805	Santa Clara County	13

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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
Area Campus						
University of Phoenix-Central Valley Campus	45 Riverpark Place West	Fresno	California	93720-1552	Fresno County	19
University of Phoenix-Sacramento Valley Campus	2860 Gateway Oaks Drive	Sacramento	California	95833-4334	Sacramento County	82
University of Phoenix-San Diego Campus	9645 Granite Ridge Dive	San Diego	California	92123-2658	San Diego County	47
University of Phoenix-Southern California Campus	3100 Bristol Street	Costa Mesa	California	92626-3099	Orange County	339
University of San Diego	5998 Alcalá Park	San Diego	California	92110-2492	San Diego County	76
University of San Francisco	2130 Fulton St	San Francisco	California	94117-1080	San Francisco County	294
Valley College of Medical Careers	8399 Topanga Canyon Blvd Ste 200	West Hills	California	91304	Los Angeles County	38
Vanguard University of Southern California	55 Fair Dr	Costa Mesa	California	92626	Orange County	26
Ventura College	4667 Telegraph Rd	Ventura	California	93003-3872	Ventura County	84
Victor Valley College	18422 Bear Valley Rd	Victorville	California	92395-5850	San Bernardino County	124
West Coast University-Los Angeles	12215 Victory Boulevard	North Hollywood	California	91606	Los Angeles County	188
West Coast University-Ontario	2855 E. Guasti Rd	Ontario	California	91761	San Bernardino County	150
West Coast University-Orange County	1477 S Manchester Ave	Anaheim	California	92802	Orange County	225
West Hills College Lemoore	555 College Avenue	Lemoore	California	93245	Kings County	35
Western University of Health Sciences	309 E 2nd St	Pomona	California	91766-1854	Los Angeles County	72
WestMed	3031 Tisch	San Jose	California	95128-	Santa Clara	198



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Institution Name	Street Address	City	State	ZIP Code	County	Number of Graduates
College	Way, 1st Floor, Ste 8PW			2541	County	
Yuba College	2088 N Beale Rd	Marysville	California	95901	Yuba County	41