



2023-2024 CACREP Annual Performance Report

Department of Counseling San Francisco State University

Summary

SF State’s Department of Counseling (DoC) provides a 60-unit, CACREP accredited, graduate-level counselor-training program. The DoC has been in existence since 1948 and is vital to supplying our Bay Area counseling workforce pipeline. The mission of the DoC is “to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research.”

The DoC offers three master’s degree programs including (MS in Counseling, MS in Clinical Mental Health Counseling, MS in Marriage, Family and Child Counseling) and offers training in five counseling specialization areas (Career Counseling, Clinical Mental Health Counseling, College Counseling, Marriage, Family & Child Counseling, and School Counseling). Our program positions students to become licensed counselors in California (i.e., License Professional Clinical Counselor [LPCC] and License Marriage and Family Therapist [LMFT]), and to obtain their credential to work in California K-12 public schools (Pupil Personnel Services Credential [PPSC]). Our graduates are also positioned to become Nationally Certified Counselors (NCC) and Certified Rehabilitation Counselors (CRC).

Our students complete two years of fieldwork providing over 45,000 of mostly unpaid counseling services annually to our Bay Area communities in an array of settings including community-based behavioral health organizations, K-12 schools, higher education institutions, community health centers, hospital settings, and community organizations serving particular communities. We have over 200 training partners, a strong Alumni network, and an array of student retention supports including our Counseling Student Association (CSA), our Peer Mentoring Project, our Professional Disposition Assessment, Faculty Advising, and department scholarships and training stipends that provide over \$760,000 in funds to over 60% of our enrolled students annually. In addition, our department provides additional training in Disability, Integrated Behavioral Health, and School-Based Mental Health counseling through our [Equity & Justice-Focused Counselor Training Projects](#). To date, our disability counselor training grants have

trained over 150 students in disability and psychiatric rehabilitation who have/will have at least two years of service commitment that requires them to work with people with disabilities post-graduation. Our Integrated Behavioral Health project has supplied our behavioral health workforce with 87 counselors who have competencies in interprofessional, team-based care of which 56% completed their training in a Health Professional Shortage Area and/or Medically Underserved Community. Our school-based mental health counseling training project has trained 35 students in school-based mental health counseling who have/will have one year of post-graduate service commitment in a high-need public school. We also have a popular and thriving undergraduate counseling minor (18-units) that positions undergraduate students for applying for graduate school in counseling and other allied helping professions. Our minor program serves approximately 140 students annually. We also offer a first-year experience course (COUN 110), *Critically Thinking About Career Choice: Self, Community, Society, and the World* of which 186 students were enrolled in 2023-2024. We partner with [RAMS, Inc.](#), a non-profit mental health organization, to support their agency in providing peer-specialist mental health certificate training through two courses.

Program highlights for 2023-2024 include the following. We hired a new tenure-track faculty member for our school counseling specialization who has a PhD in Counselor Education and Supervision who starts fall 2024. Our new hire is vital to meeting our accreditation standards. In addition, we held our Annual Supervisor Connect meeting in October 2023, our Internship Fair in February 2024, and an Advisory Board meeting for our Integrated Behavioral Health project in August 2024. In addition, 32 students participated in our Peer Mentorship program and 70 students participated in our Counseling Student Association (CSA). We participated in SF State's Graduate Fair in fall 2023, held three information sessions for potential applicants in fall 2023, received 573 applicants in January 2024, and offered a five-module onboarding orientation to our 49 newly admitted students in summer 2024. In 2023, faculty were awarded a \$5.6 million U.S. Department of Education demonstration grant for school-based mental health counselor training. In 2024, our department awarded \$41,000 in scholarships to 19 students, and \$720,000 in federally funded training stipends to 72 students. Our faculty presented at conferences associated with the American Counseling Association, Association of Counselor Education and Supervision, American Psychological Association, Association for Woman in Psychology, California Association for School Counselors, National Career Development Association and Pacific Rim International Conference on Disability and Diversity. Our Faculty published articles on such topic areas as a cultural competency in career services in international students, mental health practice with LGBTQ+ children, adolescents and emerging adults in multiple systems of care, examining the impact of COVID-19 on supervisees experiences in clinical supervision, and disability identity development scale validation. One of our lecture faculty published a book titled, *The Harm Reduction Workbook for Addiction: Motivational Interviewing Skills to Create a Personalized Recovery plan and Make Lasting Change*.

Program Objectives and Data

The DoC has four program objectives: a) The DoC will recruit and admit culturally and linguistically diverse students to reflect the approximate demographic composition of the Bay Area Community; b) the DoC will enroll and retain culturally and linguistically diverse students using a fair and professionally relevant admissions process that includes attention to cultural diversity; c) the DoC will work toward graduating 100% of all enrolled students and implement student support interventions when necessary and d) the DoC will solicit input from students,

faculty, alumni and community members regarding the program's objectives and curriculum. Below is progress towards our objectives for 2023-2024.

1. The DoC will recruit and admit culturally and linguistically diverse students to reflect the approximate demographic composition of the Bay Area Community.

Data: For 2023-2024 academic year, the DoC recruited 573 applicants; of these 573 applicants, 55 were admitted and 49 enrolled. Of the 49 enrolled students, 43% (21) students enrolled in our MS in Counseling degree program (3 Career, 9 College, 9 School Counseling specializations), 16% (8) students enrolled in our MS in Clinical Mental Health Counseling degree program, and 41% (20) students enrolled into our MS in Marriage, Family and Child Counseling degree program. Of the 49 newly enrolled students, according to University database, 73% (36) were cis-women, 27% (13) were cis-men, 4% (2) were American Indian or Alaskan Native, 4% (2) were Black or African American, 29% (14) were Asian or Asian American, 33% (16) were Latinx or Hispanic and 31% (15) were White.

2. The DoC will enroll and retain culturally and linguistically diverse students using a fair and professionally relevant admissions process that includes attention to cultural diversity.

Data: Applicants are admitted to the DoC using our *Faculty Review Criteria* which is a weighted multi-factor admissions structure that prioritizes bilingual skills, experiences with culturally and linguistically diverse communities, a self-statement that addresses equity and justice, work/volunteer experiences with underserved communities, and reference letters. Our application review process is grounded in consensus and designed to achieve equitable access. For 2023-2024 academic year, we enrolled 49 new students bringing total enrollment to 148 students. In total, 38% (56) students were enrolled in our MS in Counseling degree program (Career [9], College [24], and School [23]), 26% (38) were enrolled in our MS in Clinical Mental Health Counseling degree program, and 36% (54) were enrolled in our MS in Marriage, Family and Child Counseling degree program. Our Student-to-Faculty Ratio (SFR) was 1 faculty to 10 students (aggregate of fall (11.4), spring (10.7), summer [7.8]), our CORE Faculty* to Affiliate Faculty** ratio was 42% of sections taught by CORE faculty to 58% of sections taught by Affiliate Faculty (aggregate of fall, spring, summer).

Our students and faculty reflect the cultural and linguistic diversity of our communities. Of our 148 enrolled students, according to the 2023-2024 University database, 70% (103) identified as cis-woman, 28% (41) identified as cis-male, 3% (4) identified as non-binary or other, 36% identified as Latinx or Hispanic, 28% as White, 27% as Asian or Asian American, 5% as Black or African American, 3% as American Indian or Alaskan Native, and 1% as Native Hawaiian or Other Pacific Islander. Our faculty also reflect the diverse backgrounds of our students with many coming from environmentally, economically, and educationally disadvantaged backgrounds. For 2023-2024, our instructors included 8 full-time tenure-track faculty and 31 lecturer faculty. Three tenure-track faculty were on sabbatical and one faculty member served as Department Chair. One tenure-track faculty retired end of spring 2024. Our student-faculty ration (SFR) for fall 2023 was 1:13 and the SFR for spring 2024 was 1:12. Student evaluations of faculty reflect excellence in teaching with an average student evaluation score of 1.38 (1=strongest to 5=weakest). Our faculty are trained in counselor education and supervision, counseling psychology, clinical psychology,

and rehabilitation psychology. Our faculty have particular expertise in career development, trauma, disability, LGBTQ+ affirmative counseling and supervision, social justice and advocacy competencies, and play therapy.

*Faculty considered by CACREP to be “counselor educators.”

**Qualified faculty who teach in our program who are not considered by CACREP to be “counselor educators.”

3. The DoC will work toward graduating 100% of all enrolled students and implement student support interventions when necessary.

Graduation Data: Of our 148 enrolled students, 37% (55) students graduated from our program in May 2024. One student dropped the program to return to a career in technology. On average, students completed our program in 2.9 years (range 2 – 7 years). **Retention data:** 48% (70) of our students participated in our Counseling Student Association; 13% (19) received department scholarships; 49% (72) received a \$10,000 training stipend; 100% (148) received faculty advising; and 33% (16/49 1st year students) received Peer Mentorship. **Student performance data:** Students had an average GPA 3.9 for AY 2023-2024; 98.5% of students completing their practicum or internship met or exceeded training expectations (as measured by our *Supervisor Evaluation*); 92.7% of students met or exceeded professional disposition expectations related to a) Ethical and Legal Conduct, b) Social and Emotional Maturity, c) Accountability & Reliability and d) Cultural & Disability Competency (as measured by our *Professional Disposition Assessment*) (see Appendix); For *Student Learning Outcomes*, 99% met or exceed expectations (B- or above) for our 12 Foundational and 8 Specialization Knowledge Performance Indicators (KPIs) aligned with CACREP’s 2016 standards (see Appendix).

4. The DoC will solicit input from students, faculty, alumni and community members regarding the program’s objectives and curriculum.

Student survey data (N=24) indicates that 43% of enrolled students reported their student experience (as measured by Student Experience Survey) to be excellent, 29% as good, 16% as average, and 10% as poor. Specifically, 68% describe their *overall course experience* as good or excellent; 62% report their *practicum/internship experience* as good or excellent; 72% report their *advising experience* as good or excellent; 63% report *department communication* as good or excellent; 68% report the *department climate and sense of community* as good or excellent; 68% report *physical and attitudinal access as good or excellent*; and 91% report their *peer support* as good or excellent (see Appendix).

Graduate survey data (N=22): Respondents for this survey include students who graduated in May 2024 (completed the survey in fall 2024). Of the 22 respondents, 59% cis-female, 36% cis-male, and 4% non-binary; 77% were students of color. 86% of respondents were employed, of which 100% were employed within six months of graduation. 31% were employed in K-12 public schools; 31% in higher education settings; 21% in community based behavioral health organizations; and 4% in a school-based mental health settings. Respondent job titles were Adjunct Career Counselor, Adjunct Counselors, Associate Therapist, College Counselor (2), Elementary School Counselor, Bilingual Therapist, EOPS Counselor/Instructor, Case Manager, Mental Health Clinician, Professor, School Counselor (5). Average reported salary was \$84,000 (range \$70K-\$105K). 15% were pursuing their LPCC license and 15% were pursuing their MFT license. Respondent data regarding their *perceived preparedness for professional counseling* found that

75% of students felt the DoC prepared or very prepared them for becoming a professional counselor; on average, 81% reported that the DoC provided *adequate or more than adequate coursework CACREP required knowledge areas*; 90% reported that the DoC provided adequate or more than adequate coursework and training in specialization areas (i.e., career, college, clinical mental health, MFT, school); 75% reported that the DoC provided adequate or more than adequate *advising and other retention supports*; and 85% reported that the DoC aligns or very well aligns with the DoC Mission statement (See Appendix).

Alumni Survey (N=70): Respondents for this survey included DoC Alumni who graduated between 2019-2023 (completed survey in fall 2024). Of the 70 respondents, 63% were cis-female, 27% were cis-male, 7% were non-binary and 2% preferred not to say; 42% were persons of color; 21% were disabled. Average years in program was 2.9 years. 98% of alumni were employed and held an average of two jobs since graduation (range 1-5). 45% have been promoted at least one time. Average salary was \$86,000. 23% work in community-based organization, 30% in higher education; 20% in K-12 school setting, 3% in hospital, 16% in private practice, 7% in state or county funded programs, and 2% in public VR. Alumni job titles included: Academic counselors, academic advisor, veterans counselor, adjunct counselor, MH clinician, Associate Mental Health Professional, Behavioral Health Clinician, Career Counselor, Clinical Case Manager, Clinician and Care Manager, Complaint Resolution Officer, Counselor, Director of Health and Wellness, District Counselor, EOPS Counselor, General Counselor, Graduate Advisor, Licensed Bilingual MH clinician, MH clinician, MH Counselor, MH Therapist I, MH Clinical Specialist, Owner/Therapist/Clinical Supervisor, Part-time counselor, Psychotherapist, School Counselor, Senior Behavioral Health Clinician, Senior VR Counselor, Social Worker, Staff Therapist & Supervisor, Therapist, Wellness Counselor. 43% reported they might consider a doctorate in the future; 31% are either an AMFT or LMFT and 23% are either APCCs or LPCCs; 5% have the PPSC school counseling credential; 16% have another counseling-related certification (i.e., CRC, NCC, CCC). Respondent data regarding their *perceived preparedness for professional counseling* found that 87% of students felt the DoC prepared or very prepared them for becoming a professional counselor; on average, 86% reported that the DoC provided *adequate or more than adequate coursework for CACREP required knowledge areas*; 87% reported that the DoC provided adequate or more than adequate coursework and training in specialization areas (i.e., career, college, clinical mental health, MFT, school); 83% reported that the DoC provided adequate or more than adequate *advising and other retention supports*; 42% reported receiving a department scholarship or training stipend; and 83% reported that the DoC aligns or very well aligns with the DoC Mission statement (See Appendix).

Appendix

Retention support Data

Retention Support	% of Students Participating
Counseling Student Association	48% (70/148)
Department Scholarships	13% (19/148)
Faculty Advising	100% (148/148)
Peer Mentorship Project	33% (16/49 1 st year students)
Training Stipends (10K)	49% (72/148)

Student Performance Data:

GPA (Average Cumulative GPA)

Fall 2023	Spring 2024
3.91/4.0	3.92/4.0

Supervisor Evaluation of Student (% of students who passed their evaluation)

Fall 2023	Spring 2024
99% (109/110)	98% (108/110)

Professional Disposition Assessment (PDA): The PDA assesses student disposition on the following domains: a) Ethical and Legal Conduct, b) Social and Emotional Maturity, c) Accountability & Reliability and d) Cultural & Disability Competency using the following scale: a) needs remediation, b) approaching expectations, c) meets expectations, d) exceeds expectations, e) unable to assess. Students are assessed on these domains at two time periods (during their fall and spring 1st and 2nd year practicum/internship instructors). PDA Data for 2023-2024 students enrolled in practicum or internship is below (N=110 unduplicated students).

Domain	Fall 2023 % Met or Exceeded Expectations	Spring 2024 % Met or Exceeded Expectations
Ethical & Legal Conduct (11 items)	87%	97%
Social & Emotional Maturity (8 items)	90%	95%
Accountability & Reliability (5 items)	88%	98%
Cultural & Disability Competency (4 items)	88%	99%

Student Learning Outcome Data: % of students who met or exceeded expectations for 12 Foundational and 8 Specialization Knowledge Performance Indicators (KPIs) aligned with CACREP's 2016 standards. Met or exceeded = B- or above on assignment used to measure the KPI.

	Foundational KPIs	2016 CACREP Standard	Course/time period/% met	Course/time period/% met

KPI#1	Students will be able to conceptualize client issues from a lifespan theories perspective and learn strategies that promote optimal development and wellness	3. Human Growth & Development	COUN 702 fall 2023 100% (50/50)	COUN 891 spring 2024 98% (51/52)
KPI#2	Students will learn strategies for promoting resilience and understand the factors that contribute to optimal human development	3. Human Growth & Development	COUN 702 fall 2023 100% (50/50)	COUN 891 spring 2024 98% (51/52)
KPI#3	Students will gain knowledge of essential interviewing, counseling, and case conceptualization skills in addition to designing developmentally appropriate counseling treatment or intervention plans	5. Counseling & Helping Relationships	COUN 706 Fall 2023 99% (57/58)	COUN 736 spring 2024 99% (57/58)
KPI#4	Students will learn appropriate use of environmental assessments and systematic behavioral observations	7. Assessment & Testing	COUN 890 Fall 2023 100% (52/52)	COUN 715 spring 2024 100% (55/55)
KPI#5	Students will gain knowledge and skills in processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	4. Career Development	COUN 720 fall 2023 95% (43/45)	COUN 715 spring 2024 100% (55/55)
KPI#6	Students will gain knowledge and be able to apply the theories and models of career development, counseling, and decision making	4. Career Development	COUN 720 fall 2023 95% (43/45)	COUN 715 spring 2024 100% (55/55)
KPI#7	Students will gain knowledge of the importance of research in advancing the counseling profession, including ethical and culturally responsive strategies for designing, interpreting, critiquing, and disseminating research	8. Research & Program Evaluation	COUN 794 fall 2023 100% (20/20)	COUN 892 spring 2024 98% (52/53)
KPI#8	Students will gain knowledge of approaches to group formation, considerations for various populations and settings, and group dynamics and process from a leader and a group member perspective	6. Group Counseling & Group Work	COUN 811 fall 2023 100% (42/42)	COUN 891 spring 2024 98% (51/52)
KPI#9	Students will gain knowledge of their own heritage, attitudes, beliefs, understandings, and acculturative experiences	2. Social & Cultural Diversity	COUN 833 fall 2023 100% 52/52	COUN 892 spring 2024 98% (51/52)
KPI#10	Students will have the skills to apply the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy across various scenarios	2. Social & Cultural Diversity	COUN 833 fall 2023 100% (52/52)	COUN 892 spring 2024 98% (51/52)
KPI#11	Students will know how to apply the ethical standards of professional counseling organizations with their clients in professional counseling settings	1. Professional Counseling Orientation &	COUN 857 Fall 2023 100% (36/36)	COUN 891 spring 2024 98% (51/52)

		Ethical Practice		
KPI#12	Students will gain skills in using symptom checklists and personality and psychological testing	7.Assessment & Testing	COUN 890 Fall 2023 100% (52/52)	COUN 715 spring 2024 100% (55/55)
	Specialization KPIs	2016 CACREP Standard	Course/time period/% met	Course/time period/% met
KPI#13 Career	Students will learn and apply strategies to help clients develop skills needed to make life-work role transitions by acquiring a set of employability, job search, and job creation skills	Career Specialization	COUN 721 fall 2023 100% (11/11)	COUN 727 spring 2024 100% (7/7)
KPI#14 Career	Students will know how to design a career development program for the unique needs and characteristics of multicultural and diverse populations and advocate for the importance of career counseling and workforce planning to policymakers and the general public	Career Specialization	COUN 721 fall 2023 100% (11/11)	COUN 727 spring 2024 100% (7/7)
KPI#15 CMHC	Students will be able to conceptualize case from a biopsychosocial perspective and formulate interventions that promote optimal functioning	CMHC Specialization	COUN 704 fall 2023 100% (40/40)	COUN 891 spring 2024 100% (11/11)
KPI#16 CMHC	Students will apply the mental health recovery model from case conceptualization to intervention, understand clinical case management from a psychiatric rehabilitation perspective, and formulate a responsive wellness plan for mental health consumers	CMHC Specialization	COUN 890 fall 2023 100% (11/11)	COUN 870 spring 2024 100% (25/25)
KPI#17 College	Students will gain knowledge of student development and leadership theories relevant in higher education settings	College Specialization	COUN 792 fall 2023 100% (13//13)	COUN 793 spring 2024 100% (8/8)
KPI#18 College	Students will gain knowledge of the collaborative practices and skills needed in higher educational settings for developing programs and interventions that promote the academic, social, and career success of diverse individuals	College Specialization	COUN 792 fall 2023 100% (13//13)	COUN 793 spring 2024 100% (8/8)
KPI#19 MFCC	Students will understand, reflect on, and apply family and couple counseling theories and methods to assess and analyze therapeutic scenarios	MFCC Specialization	COUN 858 fall 2023 100% (20/20)	COUN 860 spring 2024 90% (18/20)
KPI#20 School	Students will understand, reflect on, and apply family and couple counseling theories and methods to assess and analyze therapeutic scenarios	School Specialization	COUN 717 fall 2023 100% (10/10)	COUN 718 spring 2024 100% (12/12)

Student Experience Survey Data (N=24)

Domain	Poor	Average	Good	Excellent
Overall Course Experience	14%	14%	41%	27%
Practicum/Internship Experience	--	18%	14%	48%

Faculty Advising Experience	5%	14%	32%	50%
Department Communication Experience	14%	23%	27%	36%
Department Climate & Sense of Community Experience	18%	18%	36%	32%
Physical & Attitudinal Access Experience	14%	23%	27%	41%
Peer Support Experience	5%	5%	27%	64%
Total	10%	16%	29%	43%

Graduate Survey Data (N=20)

Items	Scale			
Please rate the degree to which the Department of Counseling prepared you for becoming a professional counselor.	Very Prepared 4 (20%)	Prepared 11 (55%)	Somewhat Prepared 5 (25%)	Unprepared 0
Please rate the degree to which the Department of Counseling provided adequate coursework on the history, roles and functions of professional counselors (including that of your specialization).	More Than Adequate Coursework 3 (15%)	Adequate Coursework 14 (70%)	Less than Adequate Coursework 3 (15%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in cultural competency & humility, social justice and advocacy.	More Than Adequate Coursework 10 (50%)	Adequate Coursework 10 (50%)	Less than Adequate Coursework 0	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in the biological, systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	More Than Adequate Coursework 5 (25%)	Adequate Coursework 13 (65%)	Less than Adequate Coursework 2 (10%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in assessment and diagnosis.	More Than Adequate Coursework 2 (10%)	Adequate Coursework 13 (65%)	Less than Adequate Coursework 4 (20%)	Inadequate Coursework 1 (5%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in career development and career counseling.	More Than Adequate Coursework 2 (10%)	Adequate Coursework 13 (65%)	Less than Adequate Coursework 5 (25%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in the counseling relationship including Microskills, strategies, interventions and techniques used to facilitate the client change process	More Than Adequate Coursework 9 (45%)	Adequate Coursework 10 (50%)	Less than Adequate Coursework 1 (5%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training crisis intervention, trauma-informed, community-based, and disaster mental health strategies	More Than Adequate Coursework 3 (15%)	Adequate Coursework 9 (45%)	Less than Adequate Coursework 7 (35%)	Inadequate Coursework 1 (5%)

Please rate the degree to which the Department of Counseling provided adequate coursework and training in case conceptualization and treatment planning.	More Than Adequate Coursework 4 (20%)	Adequate Coursework 11 (55%)	Less than Adequate Coursework 5 (25%)	Inadequate Coursework
Please rate the degree to which the Department of Counseling provided adequate coursework and training in ethical and legal considerations in professional counseling.	More Than Adequate Coursework 5 (25%)	Adequate Coursework 14 (70%)	Less than Adequate Coursework 1 (5%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in group work and group counseling.	More Than Adequate Coursework 4 (20%)	Adequate Coursework 15 (75%)	Less than Adequate Coursework 1 (5%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in social determinants of mental health (e.g., oppression, poverty, trauma, violence, stigma)	More Than Adequate Coursework 8 (40%)	Adequate Coursework 10 (50%)	Less than Adequate Coursework 2 (10%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	More Than Adequate Coursework 3 (15%)	Adequate Coursework 5 (25%)	Less than Adequate Coursework 11 (55%)	Inadequate Coursework 1 (5%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in under-served and historically marginalized communities (e.g., BIPOC, LGBTQIA+, disabled and immigrant communities).	More Than Adequate Coursework 5 (28%)	Adequate Coursework 9 (50%)	Less than Adequate Coursework 4 (22%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided a curriculum that adequately centers anti-oppression, critical consciousness, and intersectionality.	More Than Adequate Coursework 8 (44%)	Adequate Coursework 9 (50%)	Less than Adequate Coursework 1 (6%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in your specialization area (i.e., career, college, clinical mental health, MFT, school)	More Than Adequate Coursework 2 (11%)	Adequate Coursework 16 (84%)	Less than Adequate Coursework	Inadequate Coursework 1 (5%)
Please rate the degree to which the Department of Counseling provided adequate advising and other retention supports throughout your experience in the program.	More Than Adequate 6 (32%)	Adequate 9 (47%)	Less than Adequate 4 (21%)	Inadequate 0
Did you receive any financial support from the department during your program? (i.e., stipends, or department scholarships?) (Choose all that apply).	No, I did not receive either stipend or	Yes, I received a department	Yes, I received a stipend(s) 11 (61%)	Yes, I received a stipend; Yes, I received a

	scholarship 1 (5%)	scholarship 4 (22%)		scholarship 2 (11%)
Please rate the degree to which the Department of Counseling aligns with (or lives up to) our mission: "The mission of the Department of Counseling at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research."	Very Well Aligned 6 (33%)	Aligned 11 (61%)	Somewhat Aligned 1 (5%)	Not Aligned 0

Alumni Survey Data (N=60)

Items	Scale			
Please rate the degree to which the Department of Counseling prepared you for becoming a professional counselor.	Very Prepared 26 (43%)	Prepared 26 (43%)	Somewhat Prepared 8 (13%)	Unprepared 0
Please rate the degree to which the Department of Counseling provided adequate coursework on the history, roles and functions of professional counselors (including that of your specialization).	More Than Adequate Coursework 19 (32%)	Adequate Coursework 39 (65%)	Less than Adequate Coursework 2 (3%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in cultural competency & humility, social justice and advocacy.	More Than Adequate Coursework 24 (40%)	Adequate Coursework 32 (53%)	Less than Adequate Coursework 2 (3%)	Inadequate Coursework 2 (3%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in the biological, systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness.	More Than Adequate Coursework 24 (40%)	Adequate Coursework 29 (48%)	Less than Adequate Coursework 5 (8%)	Inadequate Coursework 2 (3%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in assessment and diagnosis.	More Than Adequate Coursework 11 (18%)	Adequate Coursework 38 (63%)	Less than Adequate Coursework 10 (17%)	Inadequate Coursework 1 (2%)

Please rate the degree to which the Department of Counseling provided adequate coursework and training in career development and career counseling.	More Than Adequate Coursework 12 (20%)	Adequate Coursework 38 (63%)	Less than Adequate Coursework 10 (17%)	Inadequate Coursework
Please rate the degree to which the Department of Counseling provided adequate coursework and training in the counseling relationship including Microskills, strategies, interventions and techniques used to facilitate the client change process	More Than Adequate Coursework 28 (47%)	Adequate Coursework 23 (39%)	Less than Adequate Coursework 9 (15%)	Inadequate Coursework
Please rate the degree to which the Department of Counseling provided adequate coursework and training crisis intervention, trauma-informed, community-based, and disaster mental health strategies	More Than Adequate Coursework 17 (28%)	Adequate Coursework 31 (52%)	Less than Adequate Coursework 11 (18%)	Inadequate Coursework 1 (2%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in case conceptualization and treatment planning.	More Than Adequate Coursework 17 (28%)	Adequate Coursework 35 (58%)	Less than Adequate Coursework 7 (12%)	Inadequate Coursework 1
Please rate the degree to which the Department of Counseling provided adequate coursework and training in ethical and legal considerations in professional counseling.	More Than Adequate Coursework 29 (48%)	Adequate Coursework 29 (48%)	Less than Adequate Coursework 2 (3%)	Inadequate Coursework 0
Please rate the degree to which the Department of Counseling provided adequate coursework and training in group work and group counseling.	More Than Adequate Coursework 11 (18%)	Adequate Coursework 38 (63%)	Less than Adequate Coursework 10 (17%)	Inadequate Coursework 1 (2%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in social determinants of mental health (e.g., oppression, poverty, trauma, violence, stigma)	More Than Adequate Coursework 25 (42%)	Adequate Coursework 27 (45%)	Less than Adequate Coursework 7 (12%)	Inadequate Coursework 1 (2%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	More Than Adequate Coursework 12 (20%)	Adequate Coursework 31 (52%)	Less than Adequate Coursework 14 (23%)	Inadequate Coursework 3 (5%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in under-served and historically marginalized communities (e.g., BIPOC, LGBTQIA+, disabled and immigrant communities).	More Than Adequate Coursework 22 (37%)	Adequate Coursework 28 (47%)	Less than Adequate Coursework 7 (12%)	Inadequate Coursework 3 (5%)

Please rate the degree to which the Department of Counseling provided a curriculum that adequately centers anti-oppression, critical consciousness, and intersectionality.	More Than Adequate Coursework 19 (32%)	Adequate Coursework 33 (55%)	Less than Adequate Coursework 7 (12%)	Inadequate Coursework 1 (2%)
Please rate the degree to which the Department of Counseling provided adequate coursework and training in your specialization area (i.e., career, college, clinical mental health, MFT, school)	More Than Adequate Coursework 23 (38%)	Adequate Coursework 29 (48%)	Less than Adequate Coursework 7 (12%)	Inadequate Coursework 1 (2%)
Please rate the degree to which the Department of Counseling provided adequate advising and other retention supports throughout your experience in the program.	More Than Adequate 14 (23%)	Adequate 36 (60%)	Less than Adequate 8 (13%)	Inadequate 2 (3%)
Did you receive any financial support from the department during your program? (i.e., stipends, or department scholarships?) (Choose all that apply).	No, I did not receive either stipend or scholarship 30 (50%)	Yes, I received a department scholarship 6 (10%)	Yes, I received a stipend(s) 19 (32%)	Yes, I received a stipend; Yes, I received a scholarship 5 (8%)
Please rate the degree to which the Department of Counseling aligns with (or lives up to) our mission: "The mission of the Department of Counseling at San Francisco State University is to train the next generation of counselor leaders who recognize that the liberation of all communities is only possible when an intersectional, participatory, community-driven approach to counseling is practiced. Our training program is grounded in the belief that counseling, as a field of practice, affords professionals the knowledge and skills needed to carry out social justice work via strengths-based healing and wellness, advocacy, critical consciousness development, and action-oriented scholarship and research."	Very Well Aligned 25 (42%)	Aligned 25 (42%)	Somewhat Aligned 9 (15%)	Not Aligned 1 (2%)