



## 2024-2025 Annual Performance Report

### 1. Executive Summary

The Department of Counseling (DoC) at San Francisco State University offers a 60-unit, CACREP-accredited graduate counselor education program with a longstanding history of preparing culturally responsive, equity-minded counseling professionals. Established in 1948, the DoC plays a vital role in supporting the Bay Area and California counseling workforce pipeline by training counselors prepared for strengths-based, community-driven, and justice-oriented practice across diverse settings.

Guided by its mission to prepare counselor leaders who understand that the liberation and well-being of all communities are inseparable from intersectional, participatory, and socially responsive counseling practice, the DoC offers three master's degree programs (MS in Counseling, MS in Clinical Mental Health Counseling, and MS in Marriage, Family and Child Counseling) across five accredited specialization areas: Career Counseling, College Counseling, Clinical Mental Health Counseling, Marriage, Family and Child Counseling, and School Counseling. The program prepares graduates for multiple licensure and certification pathways, including LPCC, LMFT, Pupil Personnel Services Credential (PPSC), National Certified Counselor (NCC), and Certified Rehabilitation Counselor (CRC), among others.

During the 2024–2025 academic year, the DoC continued to demonstrate strong enrollment demand, high levels of student retention and graduation, and meaningful community impact. Students completed extensive supervised practicum and internship experiences across more than 90 community partner training sites, collectively providing over 50,000 hours of counseling services annually in K–12 schools, higher education institutions, community-based behavioral health organizations, community health centers, hospitals, and other settings serving historically underserved populations. These applied training experiences remain central to the department's commitment to workforce preparation and community engagement.

The department maintained a robust instructional infrastructure supported by core counselor education faculty and highly qualified affiliate faculty, with student-to-faculty ratios consistent with CACREP standards. Faculty expertise spans career development, clinical mental health

counseling, family systems, school counseling, disability and psychiatric rehabilitation, trauma-informed care, LGBTQ+ affirmative practice, and social justice and advocacy competencies. Faculty continued to contribute to the profession through grant-funded training initiatives, peer-reviewed scholarship, conference presentations, and leadership within national and regional professional organizations.

Student learning and program effectiveness were systematically assessed using multiple measures aligned with CACREP standards, including course-embedded Key Performance Indicators, Supervisor Evaluations, Professional Disposition Assessments, and Student, Graduate, Alumni, and Supervisor surveys. Across assessment measures, the vast majority of students met or exceeded expectations related to counseling knowledge, skills, professional dispositions, and ethical practice. Survey data from graduates, alumni, and fieldwork supervisors further reinforce these findings, with respondents consistently reporting strong preparation for professional practice, high levels of satisfaction with training experiences, and confidence in graduates' readiness to function effectively in applied counseling settings. Degree completion rates, licensure and certification pursuit, and post-graduation employment outcomes reflect timely program completion and successful transitions into the counseling workforce or advanced study.

The department also sustained a comprehensive set of student support and retention initiatives, including faculty advising, the Counseling Student Association, peer mentoring, professional disposition monitoring, and substantial financial support through departmental scholarships and externally funded training stipends. During the reporting period, the department distributed approximately \$720,000 in training stipends and \$42,000 in departmental scholarships, reflecting a significant investment in student access, persistence, and success. Collectively, these supports are designed to promote student well-being, persistence, and success, particularly for students from historically marginalized and underrepresented communities.

Overall, the 2024–2025 academic year reflects the Department of Counseling's continued commitment to academic excellence, equity-centered counselor training, accountability through assessment, and responsiveness to community and workforce needs. The department remains engaged in ongoing reflection and continuous improvement to ensure alignment with CACREP standards, state licensure requirements, and the evolving demands of professional counseling practice.

## **2. Admissions, Enrollment & Graduation Data**

During the 2024–2025 academic year, the Department of Counseling continued to experience strong applicant demand and sustained enrollment across its accredited programs and specialization areas. Admissions decisions are based on a multi-factor, faculty-reviewed process that considers academic preparation alongside lived experience, bilingual ability, professional and volunteer engagement with underserved communities, and demonstrated alignment with the department's mission and values. This holistic approach is designed to promote equitable access while maintaining rigorous professional standards and supporting the preparation of a diverse and socially responsive counseling workforce.

**Admissions and Enrollment.** For the 2024–2025 admissions cycle, the Department of Counseling received a total of 648 completed applications, from which 57 applicants were admitted, reflecting an overall admission rate of approximately 8.8%. Admitted students represented the department's five CACREP-accredited specialization areas as follows: Career Counseling (3 students; 5.3%), Clinical Mental Health Counseling (11 students; 19.3%), College Counseling (9 students; 15.8%), Marriage, Family and Child Counseling (22 students; 38.6%), and School Counseling (11 students; 19.3%). In addition, one admitted student (1.8%) pursued the Pupil Personnel Services Credential pathway. Among newly admitted students, 22 students (38.6%) were also admitted into an emphasis area, including Career Counseling (5 students; 8.8%), Clinical Mental Health Counseling (10 students; 17.5%), College Counseling (3 students; 5.3%), and School Counseling (4 students; 7.0%).

**Graduates and Time to Degree Completion.** During the 2024–2025 academic year, the Department of Counseling awarded degrees to 55 graduates across its accredited programs and specialization areas, including 22 Marriage, Family and Child Counseling graduates, 14 Clinical Mental Health Counseling graduates, 10 School Counseling graduates, 7 College Counseling graduates, and 2 Career Counseling graduates. The average time to degree completion for students graduating during this reporting period was 3.03 years. Time to degree reflects the structure of the department's 60-unit program and accommodates varied enrollment patterns, including part-time attendance, fieldwork sequencing, and students' professional, financial, and personal responsibilities.

### 3. Student Demographic Data

**New Student Demographic Profile.** The demographic composition of admitted students reflects the department's continued commitment to access, equity, and the preparation of counselors who are representative of the communities they serve. Among admitted students, 38 identified as cisgender women (66.7%), 13 as cisgender men (22.8%), 3 as non-binary (5.3%), and 3 declined to state (5.3%). Students reported the following racial identities: Asian (10 students; 17.5%), Black or African American (6 students; 10.5%), Latinx or Hispanic (9 students; 15.8%), Multiracial (13 students; 22.8%), White (17 students; 29.8%), and unknown or not reported (2 students; 3.5%). With respect to ethnicity, 16 students (28.1%) identified as Latinx or Hispanic, while 41 students (71.9%) identified as non-Hispanic or non-Latinx. Consistent with the department's emphasis on culturally and linguistically responsive counseling practice, 34 admitted students (59.6%) identified as bilingual. In addition, two admitted students (3.5%) identified as Veterans. Collectively, these data highlight the department's ongoing efforts to support access, diversity, and linguistic responsiveness within its student body.

**Continuing Student Demographic Profile.** Approximately 66% were cis-women, 18% identified as cis-men, and about 5% identified as nonbinary or transgender. 11% “preferred not to say.” Approximately 35–40% identified as White (either alone or in combination with another identity). Latinx or Hispanic identity was reported by approximately 30–35% of students. Asian or Asian American identity was reported by approximately 25–30%. About 15–20% of students identified as more than one race or multiracial. Smaller proportions of students identified as Black or African American (approximately 8–10%), Middle Eastern or North African (approximately 3–5%), Native Hawaiian or Pacific Islander (approximately 2–3%), or Native American or Alaska Native

(approximately 1–2%). Approximately 30–35% of students identified as a person with a disability or disabled person. Approximately 65–70% students reported being bilingual or multilingual. Approximately 60–65% of respondents identified as first-generation college students.

## 5. Faculty and Instructional Resources

The Department of Counseling supports high-quality counselor preparation through faculty resources that align with CACREP accreditation standards and ensure adequate instructional capacity, curricular continuity, and access to specialized expertise across foundational and specialization coursework.

**Faculty Composition and Capacity.** During the 2024–2025 academic year, the department enrolled approximately 150 graduate students supported by 10.5 full-time tenure-track and tenured faculty, including the Department Chair and one faculty member participating in the Faculty Early Retirement Program. This staffing level resulted in an approximate student-to-faculty ratio of 14:1, supporting close supervision, individualized feedback, and meaningful faculty accessibility. In Fall 2024, 9.5 full-time tenure-track and tenured faculty were actively teaching, including four professors, three associate professors, two assistant professors, and 0.5 faculty participating in the Faculty Early Retirement Program. Faculty collectively bring expertise in counselor education and supervision, counseling psychology, clinical psychology, and rehabilitation psychology, and contribute broadly to teaching, scholarship, supervision, advising, and program leadership.

**Core and Affiliate Faculty Coverage.** Instruction across the curriculum is delivered by a combination of Core counselor education faculty and highly qualified Affiliate faculty. Under CACREP 2024 standards, Core faculty are full-time faculty members appointed within the counselor education program who meet CACREP doctoral preparation and professional identity criteria and hold primary responsibility for curriculum, program leadership, and accreditation. Affiliate faculty include other qualified instructors who teach in the program but do not meet the criteria for Core designation, such as part-time lecturers or faculty appointed outside counselor education. CACREP Standard 1.U requires that, within any continuous 12-month period, the total number of course credit hours taught by Core faculty exceed those taught by Affiliate faculty. To document compliance with this requirement, the department tracks instructional assignments by faculty designation. Across Fall 2024, Spring 2025, and Summer 2025, the department offered a total of 77 course sections. Of these, 33 sections (42.9%) were taught by Core faculty and 44 sections (57.1%) were taught by Affiliate faculty. When examined across the full continuous 12-month reporting period, this instructional distribution reflects a balanced model that meets CACREP requirements while ensuring access to specialized clinical and professional expertise through Affiliate faculty.

**Faculty Diversity and Representation.** The department's tenure-track and tenured faculty reflect a range of professional and social identities that enrich the learning environment. Among the 10.5 full-time faculty, eight identify as cisgender women and 2.5 as cisgender men. Faculty racial identities include Asian (3.5), Black or African American (2), Latinx (1), and White (5). In addition, 1.5 faculty members identify as bilingual, supporting the department's commitment to linguistically responsive counselor education.

**Teaching Effectiveness.** Student evaluations of teaching indicate consistently high levels of instructional effectiveness across academic terms. The average student evaluation score for department instructors was 1.40 in Fall 2024, 1.50 in Spring 2025, and 1.30 in Summer 2025, using a scale in which 1 represents the strongest rating and 5 the weakest. These results reflect strong instructional quality and effective teaching across terms and course modalities.

## 6. Student Learning Outcomes & Assessment

The Department of Counseling uses a comprehensive, multi-method assessment system to evaluate student learning outcomes and overall program effectiveness. This system is intentionally designed to assess students' academic performance, counseling knowledge and skills, professional dispositions, and applied clinical competence across coursework and fieldwork experiences. Assessment data are reviewed regularly by faculty and used to inform continuous program improvement and ongoing alignment with CACREP standards. Student learning outcomes are evaluated using four primary sources of evidence: Key Performance Indicators (KPIs), the Professional Disposition Assessment (PDA), academic performance as measured by grade point average (GPA), and Supervisor Evaluations completed during practicum and internship. Together, these measures provide both formative and summative information regarding student development, readiness for professional counseling practice, and program effectiveness. Detailed course-level and domain-level assessment tables supporting the findings summarized below are provided in Appendices A–D.

**Key Performance Indicators (KPIs).** KPIs are course-embedded assessments aligned with CACREP standards and program learning outcomes. They are used to evaluate students' mastery of foundational counseling knowledge and skills, as well as specialization-specific competencies. Each KPI is assessed through designated assignments in required courses and evaluated using standardized rubrics. Student performance is summarized as the percentage of students who met or exceeded expectations on each KPI.

For Fall 2024 courses, 97.3% of students met or exceeded expectations on KPI-aligned assignments, reflecting strong attainment of counseling knowledge and skills across both foundational and specialization coursework. Specifically, 97.5% of students met or exceeded expectations on foundational KPIs, and 96.5% met or exceeded expectations on specialization KPIs. Course-level KPI results by course and specialization for Fall 2024 are provided in Appendix A.

For Spring 2025 courses, 98.8% of students met or exceeded expectations on KPI-aligned assignments, indicating continued strong performance across foundational and advanced coursework. In Spring 2025, 99.2% of students met or exceeded expectations on foundational KPIs, and 96.8% met or exceeded expectations on specialization KPIs. Course-level KPI results by course and specialization for Spring 2025 are provided in Appendix A.

**Professional Disposition Assessment (PDA).** The Department of Counseling uses the Professional Disposition Assessment to evaluate students' professional readiness across 28 disposition indicators, including ethical and legal conduct, social and emotional maturity,

accountability and reliability, and cultural and disability competence. PDA data are reviewed by faculty each semester in practicum and internship courses and are used to support student development, advising, and continuous program improvement.

For Fall 2024 assessments, faculty evaluations across the 28 PDA indicators demonstrated a strong pattern of professional readiness. In Fall 2024, 67.4% of students met or exceeded expectations across all PDA indicators, while 32.6% were rated as approaching expectations on one or more indicators. No students were rated as not meeting expectations.

For Spring 2025 assessments, faculty evaluations continued to reflect strong professional development. In Spring 2025, 87.7% of students met or exceeded expectations across all PDA indicators, while 12.3% were rated as approaching expectations on one or more indicators. As in Fall 2024, no students were rated as not meeting expectations.

*Qualitative PDA feedback.* Qualitative feedback reflected strong ethical grounding, professional engagement, and development consistent with the developmental nature of counselor training. Faculty consistently noted students' adherence to ethical standards, including confidentiality, informed consent, professional boundaries, and mandated reporting responsibilities. Feedback related to social and emotional maturity highlighted increasing confidence, emotional regulation, and responsiveness to feedback over time. When areas for growth were identified, they most often reflected typical developmental needs, such as workload management or pacing, and were addressed through supportive faculty guidance. Faculty also emphasized students' commitment to equity, inclusion, and culturally and disability-responsive counseling practice, with continued growth observed in integrating these principles into applied clinical work. PDA domain-level frequency data for approaching expectations are provided in Appendix B.

**Academic Performance (GPA).** Academic performance is monitored through students' semester grade point averages across required coursework. GPA data provide an overall indicator of academic achievement and progression. Average GPAs were 3.84 in Fall 2024 and 3.86 in Spring 2025, with an overall average GPA of 3.85 across all enrolled students during the academic year.

**Supervisor Evaluations.** Students' applied counseling skills and professional readiness are evaluated each semester through Supervisor Evaluations completed by practicum and internship site supervisors. Supervisors assess students' clinical skills, professionalism, ethical practice, and overall performance in field settings. Outcomes are summarized as the percentage of students who met or exceeded expectations on the overall performance measure, which reflects students' professional, personal, counseling, and specialization-related competencies.

For Fall 2024 evaluations, 96.7% of students met or exceeded expectations on the overall supervisor performance measure, while 3.3% were rated as approaching expectations. No students required remediation.

*Qualitative supervisor feedback* consistently described students as valued, capable, and professionally engaged members of their training sites. Supervisors highlighted strong relational skills, professionalism, openness to supervision, and early professional growth.

When areas for growth were noted, they were framed as typical developmental needs rather than concerns related to ethics or client safety.

For Spring 2025 evaluations, 99.0% of students met or exceeded expectations, and 1.0% were rated as approaching expectations, with no students requiring remediation.

*Qualitative supervisor feedback* reflected continued growth and consolidation of counseling competencies, with increased emphasis on students' independence, effectiveness, and professional maturity. Many supervisors explicitly noted students' readiness for professional practice and post-graduate employment.

## 7. Fieldwork & Community Engagement

During the 2024–2025 academic year, the Department of Counseling sustained a robust and diverse fieldwork program that provided students with extensive applied training while contributing meaningful services to schools, agencies, and community organizations throughout the region. A total of 112 students completed field placements during the academic year, de-duplicated across Fall 2024 and Spring 2025. Consistent with the department's year-long fieldwork model, students remained in either practicum (first year) or internship (second year) placements for the full academic year. Based on annual enrollment patterns, approximately 41 students completed practicum placements and approximately 61 students completed internship placements. These figures reflect unduplicated students rather than semester-based counts, providing a more accurate representation of student engagement in fieldwork across the academic year.

**Field Placement Sites.** Students were placed at 92 distinct field placement sites, with site counts based on unique organizations or physical locations and carefully de-duplicated across semesters to account for naming variations. Field placement settings represented a broad network of community partners, including 45 K–12 school settings, 12 colleges and universities, 18 behavioral health agencies, 7 hospitals or health centers, and 10 community-based nonprofit or population-specific organizations. This breadth of placements supports all counseling specializations and reflects the department's mission-driven commitment to equity, access, and community-responsive practice.

**Student Fieldwork Hours.** Across the academic year, students spent an average of 17.1 hours per week at their field placement sites. Using a 30-week academic-year estimate, this corresponds to approximately 513 field hours per student. Collectively, counseling students contributed an estimated 57,500 total hours of mostly unpaid field-based service during the 2024–2025 academic year, representing a substantial contribution to community mental health, educational, and social service systems.

**Community Engagement and Partnerships.** In addition to supporting a broad network of field placement sites, the Department of Counseling maintains ongoing, reciprocal partnerships with site supervisors and community agencies. The department hosts an annual Supervisor Connect meeting that brings supervisors together for professional connection, training workshops, and continuing education opportunities, while strengthening collaboration with faculty liaisons. Each August, the department offers a Supervisor Orientation for all site supervisors to review program

expectations, CACREP-aligned supervision requirements, and student learning outcomes. The department also hosts an Annual Internship Fair each February, providing structured opportunities for students and site supervisors to connect as students begin the process of securing practicum and internship placements. As part of its continuous improvement efforts, the department administers annual Supervisor Evaluations of the program and uses this feedback to inform program development, strengthen site partnerships, and enhance the quality of fieldwork experiences.

## **8. Student Retention Support**

The Department of Counseling prioritizes a supportive, inclusive, and relational learning environment that promotes student retention, professional identity development, and overall well-being. A range of student-centered structures and initiatives are intentionally designed to foster connection, belonging, and access to academic, professional, and peer support.

**Counseling Student Association (CSA).** The department supports an CSA with more than 75 members, which plays a central role in student engagement and peer connection. The CSA organizes events, social gatherings, and resource-sharing opportunities throughout the academic year and serves as an important source of mutual support. In addition, student leaders develop leadership, collaboration, and advocacy skills through their involvement and are responsible for organizing the department's annual graduation celebration.

**Peer Mentoring Project.** Students also benefit from a student-driven Peer Mentoring Project that pairs newly admitted students with currently enrolled students to support academic adjustment, program navigation, and community building. During the 2024–2025 academic year, the Peer Mentoring Project included more than 32 participants across mentors and mentees and provided structured, ongoing peer support throughout the year. Additional affinity and support groups further contribute to a sense of belonging, including a Spanish-speaking student support group facilitated by Spanish-speaking faculty.

**Listening Sessions.** Faculty offer Listening Sessions at least twice each semester to provide space for collective processing, reflection, and support in response to current sociopolitical stressors affecting students and the broader community. All students are assigned a faculty advisor and have access to advising as needed throughout the year. The department also holds a formal Advising Week each semester, during which students and advisors meet to review academic progress, plan coursework for upcoming terms, discuss field placement decisions, and address career and licensure preparation, particularly for students approaching graduation.

**Financial Supports.** The department provides substantial financial and training support to promote student retention and equitable access to professional development opportunities. During the 2024–2025 academic year, the department distributed \$720,000 in federally funded training stipends, awarding 72 stipends of \$10,000 each to students pursuing specialized training in integrated behavioral health, school-based mental health, or disability counseling competencies. In addition, the department awarded 22 departmental scholarships to 24 students, totaling \$43,000, further supporting students' academic persistence and success.

## 9. Student, Graduate, Alumni & Supervisor Survey Data

The Department of Counseling uses multiple survey instruments to assess program effectiveness, student learning, professional preparation, and workforce outcomes across key stakeholder groups. The Student Experience Survey, Graduate Survey, Alumni Survey, and Fieldwork Supervisor Survey together provide a comprehensive, multi-perspective view of students' experiences during the program, early post-graduation outcomes, longer-term alumni trajectories, and external evaluations of student preparedness and fieldwork quality. Survey findings are reviewed annually by faculty and used to inform continuous program improvement.

### **Student Experience Survey Results**

Student perceptions of instructional quality, program effectiveness, and the overall learning environment are assessed annually through the Student Experience Survey, administered each May. Survey items assess multiple domains, including overall course experience, fieldwork, advising, departmental communication, climate and sense of community, access, peer support, student support structures, and alignment with the department's mission.

**Student Sample.** The Student Experience Survey was completed by 80 currently enrolled students across the Department of Counseling, representing a broad cross-section of program progression, specialization areas, and emphasis pathways. Respondents reflected students at multiple stages of training, ensuring that survey findings capture perspectives from early coursework through advanced practicum and internship experiences. With respect to year in the program, respondents were evenly distributed across early and mid-program stages. Thirty percent of respondents ( $n = 24$ ) identified as first-year students, and an additional 30% ( $n = 24$ ) identified as third-year students. Second-year students comprised 27.5% of the sample ( $n = 22$ ). Smaller proportions of respondents were in later stages of enrollment, including fourth-year students (7.5%;  $n = 6$ ), fifth-year students (2.5%;  $n = 2$ ), and sixth-year students (2.5%;  $n = 2$ ). This distribution reflects the department's flexible enrollment patterns and extended time-to-degree options, including part-time enrollment and sequencing of fieldwork. Respondents represented all five counseling specializations offered by the department. The largest proportion of respondents were enrolled in the Marriage, Family and Child Counseling specialization (40.0%;  $n = 32$ ), followed by Clinical Mental Health Counseling (32.5%;  $n = 26$ ). College Counseling and School Counseling students each comprised 11.2% of respondents ( $n = 9$  each), while Career Counseling students represented 5.0% of the sample ( $n = 4$ ). This distribution closely mirrors overall program enrollment patterns.

**Student Demographics.** The respondent group was predominantly cisgender women. Approximately 66% of respondents identified as cis-women, 18% identified as cis-men, and about 5% identified as nonbinary or transgender. An additional 11% selected "prefer not to say" or used another descriptor. This distribution reflects both the gender composition of the counseling profession and the presence of gender diversity within the program. Approximately 35–40% identified as White (either alone or in combination with another identity). Latinx or Hispanic identity was reported by approximately 30–35% of respondents. Asian or Asian American identity was reported by approximately 25–30%. About 15–20% of respondents identified as more than one race or multiracial. Smaller proportions identified as Black or African American (approximately 8–10%), Middle Eastern or North African (approximately 3–5%), Native Hawaiian or Pacific Islander (approximately 2–3%), or Native American or Alaska Native

(approximately 1–2%). Approximately 30–35% of respondents identified as a person with a disability or disabled person. A majority of respondents identified as bilingual or multilingual. Approximately 65–70% reported being bilingual or multilingual. Approximately 60–65% of respondents identified as first-generation college students.

**Quantitative Results.** Data from the Student Experience Survey (N = 80; 53% response rate) indicate generally positive experiences across instructional, relational, and structural dimensions of the program. Across survey items, the majority of respondents rated their experiences as Good or Excellent, with particularly strong ratings in faculty advising, peer support, physical and attitudinal access, and fieldwork experiences. Ratings of Poor were minimal across all domains. Items related to departmental communication and climate or sense of community showed a higher proportion of Average ratings relative to other areas, indicating opportunities for continued growth rather than areas of concern. Perceptions of departmental supports were especially strong, with all respondents indicating that supports were adequate or more than adequate. Alignment with the department's mission was also rated positively, with over 80% of respondents indicating that the program was aligned or very well aligned with its stated mission. Detailed item-level results are provided in the Appendix. Please see Appendix C for Table.

**Qualitative Findings.** Open-ended responses reinforced quantitative findings and provided insight into students' lived experiences. Students most frequently emphasized relational strengths, faculty support, and professional preparation. Faculty advising emerged as a particularly strong theme, with students describing faculty as accessible, responsive, and invested in student success. Students also reported a strong sense of belonging and psychological safety, highlighting peer support and cohort connection as sustaining elements of their experience. Feedback related to coursework and preparation emphasized readiness for practicum and internship, skill development, and reflective practice. Consistent with quantitative results, qualitative comments most often identified departmental communication and logistical clarity as areas for continued improvement, including requests for clearer timelines, more centralized communication, and easier navigation of fieldwork processes. Overall, student feedback reflects a strong foundation of support and preparation alongside clear, actionable opportunities for enhancement.

### **Graduate Survey Results**

In Fall 2024, the Department of Counseling administered a Graduate Survey to students who completed degree requirements in Spring 2024 to assess early post-graduation outcomes, employment, licensure pathways, and perceptions of preparation. A total of 29 graduates responded (51% response rate), approximately 4–6 months after graduation.

**Employment Outcomes.** Employment outcomes were strong at the time of survey completion. Approximately 76% of respondents reported securing counseling-related employment by October or November 2024. Among those employed, more than half obtained positions within three months of graduation, and over 80% secured employment within five months. Employment settings included higher education, community mental health agencies, K–12 schools, healthcare contexts, and nonprofit and public-sector organizations, reflecting alignment between program training and workforce opportunities.

**Licensure outcomes.** Licensure intentions among Spring 2024 graduates varied by specialization in ways that were fully consistent with licensure eligibility and expected early-career pathways. Among the three Marriage, Family and Child Counseling respondents, all reported that they are pursuing the MFT licensure pathway, and none reported pursuing LPCC licensure. This reflects complete alignment between specialization, licensure eligibility, and professional intent among MFCC graduates at the time of the survey. Among Clinical Mental Health Counseling respondents ( $n = 7$ ), licensure pursuit was relatively high. Four respondents (approximately 57%) reported that they are actively pursuing LPCC licensure, two respondents (approximately 29%) reported that they are not pursuing LPCC licensure at this time, and one respondent (approximately 14%) did not respond to the item. This suggests that a majority of CMHC graduates are entering the LPCC licensure pipeline within the first several months after graduation. Licensure intentions among other LPCC-eligible specializations reflected more varied professional pathways. Among Career Counseling respondents ( $n = 3$ ), one respondent (approximately 33%) reported pursuing LPCC licensure, while two respondents (approximately 67%) reported that they are not pursuing licensure at this time. Among College Counseling respondents ( $n = 5$ ), one respondent (approximately 20%) indicated that they may pursue LPCC licensure in the future, while the remaining four respondents (approximately 80%) reported that they are not currently pursuing licensure. Among School Counseling respondents ( $n = 9$ ), four respondents (approximately 44%) indicated that they may pursue LPCC licensure in the future, while five respondents (approximately 56%) reported that they are not pursuing LPCC licensure at this time. These patterns align with the prevalence of higher education, career development, and PPS-aligned K–12 roles in which LPCC licensure is not immediately required. Overall, licensure intention data from the Graduate Survey demonstrate strong alignment between program specialization, licensure eligibility, and graduates' early professional positioning approximately 4–6 months post-graduation, while also reflecting the diverse career pathways supported by the program.

**Advanced education outcomes.** Responses indicate that most Spring 2024 graduates are prioritizing entry into professional practice and licensure rather than pursuing additional academic degrees at this stage. Approximately 85% of respondents reported that they are not pursuing an advanced (doctoral) degree, while 15% indicated that they are currently enrolled in or planning to pursue doctoral study. This distribution is consistent with the program's practice-oriented mission and reflects the early-career timing of the survey, administered approximately 4–6 months after graduation.

**Salary outcomes.** Salary information was reported by 17 respondents to the Spring 2024 Graduate Survey, completed approximately 4–6 months post-graduation. Among these respondents, the average annual salary was \$80,849, with a median salary of \$80,000, and a reported range from \$30,000 to \$105,000. Variation in salary reflects differences in employment setting, full-time versus part-time status, and early-career positioning at the time of survey completion. Consistent with regional and national counseling workforce trends, graduates employed in medical or healthcare settings, private practice, and county or state-funded behavioral health programs tended to report higher salaries, representing the upper end of the observed range. In contrast, graduates working in community mental health agencies, nonprofit organizations, and entry-level direct service roles reported comparatively lower salaries, reflecting the funding structures and compensation norms typical of these settings. When interpreted in the context of the high cost of living in the San Francisco Bay Area, these salary outcomes underscore both strengths and ongoing

challenges. While a median salary of approximately \$80,000 represents a solid early-career wage for counseling professionals and is consistent with statewide norms, it remains below typical Bay Area living-wage thresholds, particularly for individuals supporting themselves independently or with dependents.

**Financial support.** Responses indicate that a substantial majority of Spring 2024 graduates received some form of financial support during their enrollment. Among the 23 respondents who answered this item, 87% (n = 20) reported receiving either a stipend, a departmental scholarship, or both. Specifically, 56.5% (n = 13) reported receiving one or more stipends, 21.7% (n = 5) reported receiving a departmental scholarship, and 8.7% (n = 2) reported receiving both a stipend and a departmental scholarship. In contrast, 13% (n = 3) indicated that they did not receive either stipend or scholarship support.

**Preparedness.** 18 items assessed graduates' perceived preparation across core counseling competencies, including foundational counseling skills, ethical and professional practice, culturally responsive counseling, assessment and diagnosis, crisis and trauma-informed practice, group counseling, career development, documentation, and work with marginalized communities. Response rates for these items were strong, with 23–25 respondents per item. Across these domains, results indicate consistently high levels of perceived preparation. For the large majority of items, approximately 80–90% of respondents rated their preparation as either "adequate" or "more than adequate." In several domains—particularly foundational counseling skills, ethical practice, culturally responsive counseling, and professional identity development—the proportion of respondents rating their preparation as adequate or more than adequate approached or exceeded the upper end of this range. Lower ratings (e.g., "less than adequate") were infrequent and tended to cluster around more advanced applied competencies, such as the application of specific interventions to DSM diagnoses, trauma-informed practice, and clinical documentation. These patterns are consistent with the early post-graduation timing of the survey and with qualitative feedback expressing a desire for additional applied practice, observation, and feedback beyond practicum.

**Alignment with Mission.** Responses indicate strong perceived alignment between the program and its stated mission and values. Among the 23 respondents who answered this item, 91.3% (n = 21) reported that the program was either Aligned or Very well aligned with its mission. Specifically, 52.2% (n = 12) indicated that the program was Aligned, while 39.1% (n = 9) reported that it was Very well aligned. A small proportion of respondents, 8.7% (n = 2), selected Somewhat Aligned. No respondents indicated misalignment. These findings suggest a high degree of coherence between the program's stated mission and graduates' lived experiences in the program. The overwhelmingly positive alignment ratings indicate that curricular content, training experiences, and program practices are largely consistent with the department's articulated commitments, including equity, social justice, and community-responsive counseling preparation.

**Qualitative data.** Qualitative comments largely reinforce the quantitative findings from the alignment with mission findings, offering concrete examples of how graduates experienced the program's mission and values in practice. Alumni frequently described the program as values-driven and aligned with commitments to equity, social justice, disability and rehabilitation

perspectives, and community-responsive counseling. Several respondents noted that this alignment became even more evident after graduation, as they entered professional roles and recognized the distinctiveness of their training relative to peers from other programs. At the same time, qualitative feedback added nuance to the alignment ratings by identifying areas where mission-consistent intentions were not always experienced consistently across courses or instructional contexts. Some respondents noted variability in how core values—particularly those related to applied clinical skills, trauma-informed practice, and systemic or culturally responsive approaches—were enacted across faculty or courses. Others highlighted gaps in advising, communication, or institutional support during specific periods, which occasionally detracted from an otherwise strong sense of mission alignment. Overall, the qualitative responses suggest that graduates largely experienced the program as authentic to its stated mission, while also pointing to opportunities for greater consistency, applied integration, and student support to further strengthen alignment between program values and day-to-day student experiences.

### **Alumni Survey Results (Fall 2024)**

The Department of Counseling administered an alumni survey to examine post-graduation outcomes, professional preparation, and perceptions of program effectiveness from alumni who graduated from our program between 2018 and 2023. A total of 70 alumni responded to the survey. Graduation-year data indicate that respondents represented a broad range of program specializations, identities, and lived experiences. With respect to specialization, the largest proportion of respondents were graduates of the Marriage, Family, and Child Counseling specialization (35.7%), followed by College Counseling (20.0%), Clinical Mental Health Counseling (18.6%), and School Counseling (17.1%). Smaller proportions of respondents graduated from our Career Counseling (2.9%) program, reflecting the distribution of enrollments across program specializations. In terms of gender identity, 62.9% of respondents identified as cis-female, 27.1% as cis-male, and 5.7% as non-binary. An additional 2.9% preferred not to disclose their gender identity, and 1.4% identified in another way. This distribution reflects both the gender composition of the counseling profession and the presence of gender diversity among program graduates. Race and ethnicity data indicate substantial diversity within the respondent group. Approximately 46% of respondents identified as White, either alone or in combination with another racial or ethnic identity. Latinx or Hispanic identity was reported by approximately 31% of respondents, and Asian or Asian American identity by approximately 27%. Many respondents identified as multiracial or of mixed background (approximately 23%). Black or African American identity was reported by approximately 13% of respondents, and Indigenous or Native American identity by approximately 6%, either alone or in combination with other identities. Because respondents could select multiple racial and ethnic identities, totals exceed 100%. With respect to disability status, 21.4% of respondents identified as having a disability, 70.0% reported no disability, and 8.6% preferred not to disclose.

**Employment outcomes.** Employment outcomes among survey respondents were exceptionally strong. Nearly all respondents (98.6%) reported being employed, with graduates working across a wide range of counseling-related settings. The most frequently reported employment contexts included higher education (community colleges and universities), community-based mental health agencies, K–12 school settings, and private practice, with additional representation in county and state-funded programs, hospitals and medical settings, and nonprofit organizations.

serving specific populations. This breadth of employment settings reflects strong alignment between program specializations and workforce opportunities.

**Licensure outcomes.** Licensure status varied by specialization in ways that were consistent with licensure eligibility and common professional pathways. Among Marriage, Family and Child Counseling alumni, approximately 60% reported that they are either licensed as LMFTs or registered as AMFTs, indicating active engagement in the LMFT licensure process, while approximately 40% reported that they are not currently pursuing licensure. No MFCC respondents reported pursuing or holding LPCC licensure. Clinical Mental Health Counseling alumni primarily reported LPCC-aligned pathways, with approximately 45–50% registered as APCCs or fully licensed LPCCs and about half not currently pursuing licensure, reflecting both early-career timing and the diversity of professional roles available to graduates. Patterns among College, Career, and School Counseling alumni similarly reflected expected professional trajectories. Approximately 40–45% of College Counseling alumni and 35–40% of Career Counseling alumni reported being registered as APCCs or licensed LPCCs, while a majority (approximately 55–65%) indicated that they are not currently pursuing licensure. School Counseling alumni showed the lowest rates of LPCC pursuit, with approximately 30–35% reporting LPCC-aligned licensure status and approximately 60–70% not currently pursuing LPCC licensure, consistent with the prevalence of PPS-aligned roles in K–12 settings. Overall, licensure patterns across specializations demonstrate appropriate alignment between program design, licensure eligibility, and graduates' professional pathways.

**Advanced education outcomes.** With respect to advanced education, 85% of respondents reported that they are not pursuing a doctoral degree, while 15% indicated current doctoral study, suggesting that most graduates are focused on professional practice rather than academic or research pathways.

**Salary outcomes.** Salary information was reported by a subset of alumni respondents (N = 63). Among those who provided salary data, the average annual salary was \$88,640, with a median salary of \$90,000 and a reported range of \$24,000 to \$178,000. Variation in salary reflects differences in employment setting, licensure status, years since graduation, and full-time versus part-time employment, as well as progression along the licensure pathway. Consistent with regional and national counseling workforce trends, alumni working in hospital or medical settings, private practice, and county or state-funded behavioral health programs reported the highest salary ranges, while alumni employed in community mental health agencies and nonprofit or population-specific organizations reported lower salary ranges. These patterns reflect structural differences in funding models and compensation across counseling settings, as well as typical early- to mid-career earnings trajectories in the profession. When interpreted within the context of the high cost of living in the San Francisco Bay Area, these salary outcomes suggest meaningful professional advancement over time relative to early-career graduate earnings, while also underscoring ongoing economic pressures faced by counseling professionals in the region. Although median alumni earnings of approximately \$90,000 exceed early-career graduate salary levels, they may still fall below living-wage thresholds for fully independent living in the Bay Area, particularly for individuals with dependents. Taken together, the alumni salary data reflect positive longitudinal career progression following graduation, while also highlighting the structural realities of counseling compensation within a high-cost regional labor market.

**Financial support.** Alumni reported meaningful access to financial support during their enrollment. Half of respondents indicated that they received federally funded training stipends, departmental scholarships, or both, underscoring the department's commitment to supporting student access, persistence, and specialized training pathways.

**Preparedness.** Alumni perceptions of program preparation and effectiveness were consistently positive across all 18 preparedness items. Across items assessing preparation for professional practice; clinical, ethical, and culturally responsive counseling skills; assessment and diagnosis; crisis and trauma-informed practice; career development; group counseling; and work with marginalized communities, the large majority of respondents rated their preparation as "adequate" or "more than adequate." Ratings of overall program supports similarly reflected strong satisfaction, with over 80% indicating that supports were adequate or more than adequate.

**Alignment with Mission.** Alumni also reported strong alignment between the program and the Department of Counseling's mission. More than 80% of respondents indicated that the program was aligned or very well aligned with its stated mission and values, suggesting coherence between curricular content, training experiences, and the department's commitment to equity, social justice, and community-responsive counseling practice.

**Qualitative data.** Alumni feedback reflects strong overall satisfaction with the program and a shared perception that the SFSU counseling program provided rigorous, values-driven preparation that often exceeded that of peer programs, particularly in practicum and internship experiences, systems-level thinking, disability and rehabilitation perspectives, and professional identity development. Many graduates reported greater appreciation for the program after entering the field, noting that their training translated well to professional practice. At the same time, alumni identified areas for continued growth, including a desire for more applied clinical skill development (e.g., evidence-based interventions, trauma-informed care, application of DSM diagnoses), increased opportunities for observation and feedback beyond practicum, stronger preparation for clinical documentation, and more consistent advising, instructional quality, and community-building supports. Overall, the feedback highlights a strong foundation with clear opportunities for targeted enhancement of applied training and student support. While overall findings reflect strong alumni outcomes and high levels of satisfaction, a small subset of respondents indicated areas where program supports and preparation could be further strengthened. In particular, responses suggest opportunities to continue enhancing clarity and consistency around professional preparation, licensure pathways, and support structures as students transition from graduate training into early career roles. These findings will inform ongoing program evaluation and continuous improvement efforts.

### **Supervisor Survey**

During the 2024–2025 academic year, the Department of Counseling administered a Fieldwork Supervisor Survey to assess supervisors' experiences working with counseling students and their perceptions of the department's field placement program. A total of 47 fieldwork supervisors completed the survey, representing a wide range of counseling, educational, healthcare, and community-based practice settings.

**Supervisor Background.** Supervisors were affiliated with placements across K–12 public school districts, community colleges and universities, community mental health agencies, nonprofit and county behavioral health organizations, hospital and healthcare systems, and private practice settings. Approximately 40–45% of respondents were affiliated with K–12 or school-based settings, while 55–60% were affiliated with community mental health, higher education, healthcare, or nonprofit organizations, reflecting the breadth of the department’s field placement network. Respondents held a range of professional roles, including school counselors, clinical supervisors, licensed clinicians, academic counselors, program directors, and behavioral health administrators. Credential data indicate that the vast majority of supervisors were licensed or credentialed professionals, with approximately 65–70% holding a clinical license, most commonly as Licensed Marriage and Family Therapists or Licensed Clinical Social Workers, and a smaller number identifying as licensed psychologists. Among school-based supervisors, Pupil Personnel Services credentials were highly prevalent; approximately 40% of all respondents reported holding a PPSC credential, often in combination with a master’s degree in counseling. Nearly all respondents reported holding at least a master’s degree in counseling, social work, psychology, or a closely related field, with a small number reporting doctoral-level training.

**Supervisor Demographics.** Approximately 85% provided race or ethnicity information, with supervisors identifying as White or of European descent (approximately 45–50%), Latina/x or Chicana/o (approximately 30–35%), and Asian or Asian American (approximately 20–25%), with smaller proportions identifying as Black, African American, Caribbean American, or mixed or multiethnic. Approximately 75–80% of respondents identified as women, 15–20% as men, and approximately 5% as non-binary or genderqueer. Disability identity was reported by approximately 22–24% of respondents, indicating substantial representation of supervisors who identify as persons with disabilities.

**Supervisor Perception of Trainee Preparedness.** Supervisors reported exceptionally strong satisfaction with students’ preparation, professionalism, and performance in field placements. Across items assessing counseling skills, ethical conduct, professionalism, responsiveness to supervision, and readiness for applied practice, 100% of supervisors selected Agree or Strongly Agree. Nearly all supervisors (97.8%) also agreed or strongly agreed that students demonstrated appropriate professional growth over the course of their placement, and 100% agreed that students met expectations for engagement and learning in their field settings.

**Supervisor Perception of Field Placement Program.** Supervisors also evaluated their experiences with the department’s field placement processes and supports. Ratings were particularly strong for items related to overall satisfaction with the field placement experience, perceived support from the department, and willingness to supervise future students, with between 93.3% and 100% of supervisors agreeing or strongly agreeing across these items. These findings indicate strong supervisor confidence in the department’s field placement model and a high likelihood of continued partnership. Lower agreement rates were observed on a small number of items related to communication and administrative processes, with approximately 28.9% to 33.3% of supervisors agreeing or strongly agreeing. While these items represent a minority of survey content, they provide valuable direction for continuous improvement, particularly in clarifying communication pathways and streamlining administrative coordination with field sites.

## Final Summary

The 2024–2025 Annual Performance Report demonstrates that the Department of Counseling at San Francisco State University remains a strong, mission-driven, and highly effective counselor education program that continues to meet the needs of students, communities, and the evolving counseling workforce. Across enrollment, instruction, fieldwork, assessment, and post-graduation outcomes, the department shows clear evidence of academic quality, equity-centered practice, and meaningful community impact.

Admissions and enrollment data reflect sustained high demand and a selective admissions process that prioritizes academic preparation, lived experience, bilingual capacity, and alignment with the department's social justice mission. Student demographic data indicate that the program continues to serve a diverse student body that closely reflects the communities graduates will serve, including high proportions of students who identify as bilingual, first-generation college students, and persons with disabilities. Graduation data and time-to-degree patterns reflect strong student persistence and completion within a flexible 60-unit program structure that accommodates part-time enrollment, fieldwork sequencing, and students' professional and personal responsibilities.

Faculty and instructional resources remain robust and aligned with CACREP standards. The department maintains a strong student-to-faculty ratio, stable tenure-track leadership, and a balanced instructional model that integrates core counselor education faculty with highly qualified affiliate faculty. Student evaluations of teaching consistently reflect high instructional effectiveness across terms, supporting the quality and coherence of the curriculum.

Student learning outcomes and assessment data provide compelling evidence of program effectiveness. Across multiple measures—including Key Performance Indicators, Professional Disposition Assessments, GPA, and Supervisor Evaluations—students overwhelmingly met or exceeded expectations in counseling knowledge, skills, professional dispositions, and ethical practice. Assessment data demonstrate not only high levels of competence but also appropriate developmental growth over time, particularly in advanced integrative skills such as cultural and disability responsiveness.

Fieldwork and community engagement remain central strengths of the program. Students completed placements across more than 90 community partner sites and contributed an estimated 57,500 hours of largely unpaid counseling services during the academic year. Supervisor evaluations and survey data consistently affirm students' readiness for applied practice, professionalism, and responsiveness to supervision. Supervisors also reported high satisfaction with the department's field placement model and strong willingness to continue partnering, reinforcing the sustainability and quality of the department's community-based training network.

Survey data from students, graduates, alumni, and supervisors provide a comprehensive, multi-perspective view of program outcomes. Students report strong satisfaction with advising, peer support, access, fieldwork experiences, and mission alignment, while also identifying communication and logistical clarity as areas for continued improvement. Graduate and alumni survey data demonstrate strong employment outcomes, appropriate licensure alignment by specialization, positive salary progression over time, and high levels of perceived preparedness for

professional practice. Supervisor survey findings further validate these outcomes, with near-universal agreement regarding student competence, professionalism, and readiness for the field.

The department's investment in student retention and equity is reflected in extensive support structures and significant financial aid. During the reporting year, the department distributed approximately \$720,000 in federally funded training stipends and \$43,000 in departmental scholarships, directly supporting access, persistence, and specialized workforce preparation. These investments, alongside advising, peer mentoring, affinity spaces, and relational supports, contribute to strong retention, completion, and post-graduation success.

Taken together, the findings in this report indicate that the Department of Counseling continues to fulfill its mission of preparing culturally responsive, equity-minded counselors who are well equipped to serve diverse communities across educational, clinical, and community settings. The department demonstrates strong accountability through systematic assessment, responsiveness to stakeholder feedback, and a clear commitment to continuous improvement. As the counseling profession and workforce demands continue to evolve, the Department of Counseling is well positioned to sustain its leadership in counselor education while refining communication, applied skill integration, and structural supports to further enhance student and community outcomes

## Appendix A: KPI Tables

**Table 1: Fall 2024 Foundational Courses KPI Data**

Course	Students Meeting or Exceeding KPI	Total Students	% Met or Exceeded
COUN 702	51	52	98.1%
COUN 706	48	48	100%
COUN 720	47	48	97.9%
COUN 738	15	17	88.2%
COUN 794	15	16	93.8%
COUN 811	31	32	96.9%
COUN 833	48	49	98.0%
COUN 857	44	46	95.7%
COUN 890	59	59	100%

**Table 2: Fall 2024 Specialization Courses KPI Data**

Course	Students Meeting or Exceeding KPI	Total Students	% Met or Exceeded
COUN 704	13	13	100%
COUN 716	12	12	100%
COUN 718	10	10	100%
COUN 721	12	13	92.3%
COUN 737	31	31	100%
COUN 792	12	12	100%
COUN 858	19	22	86.4%

**Table 3: Spring 2025 Foundational Courses KPI Data**

Course	Students Meeting or Exceeding KPI	Total Students	% Met or Exceeded
COUN 700	51	51	100%
COUN 703	47	47	100%
COUN 715	57	57	100%
COUN 736	45	45	100%
COUN 738	31	33	93.9%
COUN 794	16	16	100%
COUN 857	10	10	100%
COUN 891	59	59	100%
COUN 892	57	58	98.3%

**Table 4: Spring 2025 Specialization Courses KPI Data**

Course	Students Meeting or Exceeding KPI	Total Students	% Met or Exceeded
COUN 717	10	10	100%
COUN 727	13	13	100%
COUN 793	13	13	100%
COUN 827	17	19	89.5%
COUN 860	23	23	100%
COUN 861	16	17	94.1%

## Appendix B: Professional Disposition Table

### Frequency of “Approaching Expectations” by Domain

PDA Domain	Relative Frequency of “Approaching Expectations”	Commonly Observed Areas	Developmental Interpretation
Ethical and Legal Conduct	Low	Confidentiality, informed consent, documentation, mandated reporting	Indicates cautious or limited exposure rather than ethical concern; reflects strong foundational ethics across students
Accountability and Reliability	Low to Moderate	Meeting deadlines, managing workload, navigating expectations	Reflects adjustment to graduate-level and practicum demands; students generally respond well to feedback and structure
Social and Emotional Maturity	Moderate	Emotional regulation, managing anxiety, handling conflict or feedback	Consistent with counselor-in-training development; growth observed across semesters
Cultural and Disability Competence	Highest	Integrating cultural context into practice; disability-responsive counseling; applying equity principles in complex cases	Reflects advanced, integrative skill development; appropriate growth edge in justice-oriented counselor training

### Appendix C. Student Experience Survey (N=80)

Survey Item	Poor / Lowest	Average	Good	Excellent / Highest
Overall course experience	2.5%	8.6%	46.9%	40.7%
Fieldwork program & processes	6.2%	9.9%	39.5%	33.3%
Faculty advising experience	6.2%	7.4%	27.2%	58.0%
Departmental communication	2.5%	19.8%	45.7%	30.9%
Climate & sense of community	9.9%	14.8%	35.8%	38.3%
Physical & attitudinal access	0.0%	8.6%	45.7%	43.2%
Peer support	4.9%	8.6%	27.2%	58.0%
<b>Adequacy of departmental supports</b>	Inadequate 0.0%	Less than adequate 0.0%	Adequate 72.8%	More than adequate 27.2%
<b>Alignment with department mission</b>	Not aligned 3.7%	Somewhat aligned 12.3%	Aligned 34.6%	Very well aligned 45.7%