



We thank you for your time spent taking this survey.  
Your response has been recorded.

This survey is to be completed by all CACREP-accredited programs and must be submitted by December 15, 2025.  
NOTE: All data for this report should be from Academic Year 2024-2025. If you have any questions or need assistance in completing this survey, please contact the CACREP office at 703.535.5990 or [cacrep@cacrep.org](mailto:cacrep@cacrep.org).

Institution Name:

San Francisco State University

## Institution Type:

- ☒ **Public**
- ☐ Non-Profit Private
- ☐ For-Profit

## Institution's Headquarters

California



Do you have a CACREP-accredited ADDICTION COUNSELING program?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited CAREER COUNSELING program?

- ☒ **Yes**
- ☐ No

What is the minimum number of credit hours required for your CAREER COUNSELING degree? Choose one

☒ Semester

60

☐ Quarter

How many students were enrolled in your CAREER COUNSELING program in the reporting period? If none, enter "0".

26

How many students graduated from your CAREER COUNSELING program in the reporting period? If none, enter "0".

11

What percentage of students complete their degree in your CAREER COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CAREER COUNSELING program?

- ☐ No Exam
- ☐ 1-11%
- ☐ 12-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%
- ☐ No graduates took the exam
- ☒ **Unknown if graduates took the exam**

To the best of your knowledge, what is the combined employment and doctoral admissions rates from your CAREER COUNSELING program who were actively seeking employment?

- ☐ No graduates
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☒ **81-90%**
- ☐ 91-100%

Do you have a CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program?

- ☒ **Yes**
- ☐ No

What is the minimum number of credit hours required for your CLINICAL MENTAL HEALTH COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

How many students were enrolled in your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

67

How many students graduated from your CLINICAL MENTAL HEALTH COUNSELING program in the reporting period? If none, enter "0".

26

What percentage of students complete their degree in your CLINICAL MENTAL HEALTH COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your CLINICAL MENTAL HEALTH COUNSELING program?

- ☐ No Exam
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☒ **81-90%**
- ☐ 91-100%
- ☐ No graduates took the exam
- ☐ Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your CLINICAL MENTAL HEALTH COUNSELING program who were actively seeking employment?

- ☐ No graduates
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☒ **81-90%**
- ☐ 91-100%

Do you have a second CACREP-accredited CLINICAL MENTAL HEALTH COUNSELING program with a concentration/emphasis?

- ☐ Yes
- ☒ **No**



Do you have a CACREP-accredited dually-titled CLINICAL REHABILITATION/CLINICAL MENTAL HEALTH COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited CLINICAL REHABILITATION COUNSELING program?

☐ Yes

☒ **No**

Do you have a CACREP-accredited COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

☒ **Yes**

☐ No

What is the minimum number of credit hours required for your COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

How many students were enrolled in your COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program in the reporting period? If none, enter "0".

31

How many students graduated from your COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program in the reporting period? If none, enter "0".

13

What percentage of students complete their degree in your COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program?

- ☐ No Exam
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%
- ☐ No graduates took the exam
- ☒ **Unknown if graduates took the exam**

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your COLLEGE COUNSELING AND STUDENT AFFAIRS or STUDENT AFFAIRS AND COLLEGE COUNSELING program who were actively seeking employment?

☐ No graduates

☐ 0-10%

☐ 11-20%

☐ 21-30%

☐ 31-40%

☐ 41-50%

☐ 51-60%

☐ 61-70%

☐ 71-80%

☒ **81-90%**

☐ 91-100%

Do you have a CACREP-accredited MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

☒ **Yes**

☐ No

What is the minimum number of credit (semester) hours required for your MARRIAGE, COUPLE, AND FAMILY COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

How many students were enrolled in your MARRIAGE, COUPLE, AND FAMILY COUNSELING program in the reporting period? If none, enter "0".

59

How many students graduated from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program in the reporting period? If none, enter "0".

22

What percentage of students complete their degree in your MARRIAGE, COUPLE, AND FAMILY COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program?

- ☐ No Exam
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☒ **91-100%**
- ☐ No graduates took the exam
- ☐ Unknown if graduates took the exam

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your MARRIAGE, COUPLE, AND FAMILY COUNSELING program who were actively seeking employment?

- ☐ No graduates
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☒ **81-90%**
- ☐ 91-100%

Do you have a CACREP-accredited REHABILITATION COUNSELING program?

- ☐ Yes
- ☒ **No**

Do you have a CACREP-accredited SCHOOL COUNSELING program?

- ☒ **Yes**
- ☐ No

What is the minimum number of credit hours required for your SCHOOL COUNSELING degree? Choose one

☒ **Semester**

60

☐ Quarter

How many students were enrolled in your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

26

How many students graduated from your SCHOOL COUNSELING program in the reporting period? If none, enter "0".

10



What percentage of students complete their degree in your SCHOOL COUNSELING program within the time to degree established by the institution?

0 10 20 30 40 50 60 70 80 90 100

Percentage



To the best of your knowledge, what is the licensure [or certification] examination pass rate of students graduating from your SCHOOL COUNSELING program?

- ☐ No Exam
- ☐ 1-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☐ 81-90%
- ☐ 91-100%
- ☐ No graduates took the exam
- ☒ **Unknown if graduates took the exam**

To the best of your knowledge, what is the combined employment and doctoral admissions rates of graduates from your SCHOOL COUNSELING program who were actively seeking employment?

- ☐ No graduates
- ☐ 0-10%
- ☐ 11-20%
- ☐ 21-30%
- ☐ 31-40%
- ☐ 41-50%
- ☐ 51-60%
- ☐ 61-70%
- ☐ 71-80%
- ☒ **81-90%**
- ☐ 91-100%

How many total applications were received for all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

800

How many total students were offered admission to all of your MASTER'S LEVEL CACREP-ACCREDITED DEGREE PROGRAMS in the reporting period? If none, enter "0".

53

Are you able to provide demographic information about students enrolled in your CACREP-accredited MASTER'S level COUNSELING program(s)?

☐ Yes

☒ **No**

Do you have a CACREP-accredited COUNSELOR EDUCATION AND SUPERVISION program?

☐ Yes

☒ **No**

Please select all programs offered by your academic counseling unit that are NOT ACCREDITED by CACREP.

☐ Degree Program Name

☐ Certificate Program Name

☒ All degree programs are CACREP accredited

Are you able to provide demographic information about FULL-TIME faculty members in your academic counseling unit?

☒ Yes

☐ No

FULL-TIME Faculty Demographics: Please provide the number of full-time faculty members in your academic counseling unit for each category below. If you are unable to answer for a particular category or do not have any students that identify with a particular category, please enter "0".

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	2	0	0
Black	1	1	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic	0	1	0
Multiracial	0	1	0
Other/Not Listed	0	0	0
White	0	5	0
Veteran	0	0	0
With a Disability	1	1	0

What are the most significant barriers or challenges your program is currently facing (e.g., enrollment, faculty resources, student support, accreditation requirements)?

*Responses will not be used to evaluate or penalize program.*

*The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.*

Our program is currently operating under severe and ongoing budget constraints affecting the California State University (CSU) system broadly and San Francisco State University specifically. These fiscal limitations have resulted in increased class caps, a reduction in the number of course sections offered, and an extended faculty hiring freeze. There is minimal institutional funding available to support faculty professional development, including attendance at professional conferences, and faculty workloads may shift to a 4–4 teaching load, further limiting capacity for accreditation work, mentoring, scholarship, and program development. These constraints significantly impact our ability to respond to substantial student demand and workforce needs. The program routinely receives over 800 applications annually, yet we are only able to admit approximately 50–55 students due to faculty capacity and CACREP requirements regarding the proportion of courses taught by CORE faculty relative to affiliate faculty. While we fully support the importance of CORE faculty involvement, this requirement—combined with fiscal constraints and a hiring freeze—creates a structural barrier to expanding enrollment or adding sections, even in the face of critical counseling workforce shortages. The university is not positioned to hire additional faculty for an already resource-intensive graduate program that requires small student-faculty ratios and substantial CORE faculty involvement. Faculty recruitment presents an additional challenge. California currently has no doctoral programs in counselor education, making it difficult to hire counselor educators from within the state. Recruiting from out of state is increasingly challenging due to the high cost of living, particularly in the San Francisco Bay Area. These factors constrain the pool of eligible CORE faculty and limit program growth. More broadly, CACREP standards operate within a higher education environment that is experiencing significant external pressures, including the loss or reduction of federal training grant funding, emerging threats to FAFSA access, and the increasing time and resource demands associated with meeting an expansive and complex set of accreditation standards. Consideration of state-specific contexts, institutional capacity, and the cumulative costs of

compliance would support CACREP's goal of strengthening the counseling profession while enabling programs to meaningfully address workforce needs.

What successes or available resources have contributed most to your program's growth, effectiveness, or ability to support students?

*Responses will not be used to evaluate or penalize program.*

*The information collected is for the purpose of informing broader understanding, identifying trends, and guiding future policy.*

Despite significant structural and fiscal challenges, our program has developed and sustained a number of high-impact resources and practices that meaningfully support student success, retention, and professional readiness. A significant contributor has been the continued receipt of a federal training grant from the U.S. Department of Health and Human Services / Rehabilitation Services Administration (HHS/RSA), which provides 10K student stipends to those students committed to providing services to persons with disabilities. This funding continues to be instrumental in reducing financial barriers, supporting persistence, and preparing students to serve our disability communities in the public workforce. This is particularly important given we lost our School-Based Mental Health training grant from the DOE/OSERS and our Integrated Behavioral Health training grant from DHHS/HRSA. Our program has also invested heavily in student retention, belonging, and wellness structures. These include an active Counseling Student Association and multiple student-led and faculty-supported affinity and support groups, such as Healing Circles, a Spanish-speaking student group, Black student group, First-Generation student group, Asian American/Pacific Islander student group, and a Student Justice Collective. Together, these structures foster community connection, cultural affirmation, mutual support, and engagement—particularly for students from historically marginalized backgrounds. Career preparation and workforce readiness are additional strengths. The program offers semester-long career and job support workshops, focused on professional identity development, job search strategies, and transition to the workforce. Our internship program is a cornerstone of student training and includes a structured Internship Fair, centralized internship coordination, and regular Supervisor Connect meetings, which strengthen partnerships with field sites, support supervisor engagement, and enhance placement quality. We have also implemented robust onboarding and transition supports, including a New Student Orientation and summer New Student Onboarding, designed to prepare students academically, professionally, and logistically prior to the start of coursework. A Peer Mentoring Project pairs incoming students with more advanced peers, further supporting adjustment, retention, and community building. Additional institutional and departmental supports include departmental scholarships, a strong and engaged alumni network, and intentional licensure application preparation and support, which help students navigate post-graduation requirements and enter the profession with confidence. Collectively,



these resources reflect a programmatic commitment to student success, equity, and workforce preparation, and they have been central to our ability to support students effectively within a constrained higher education environment.

## What is CACREP doing well for your program that you appreciate?

CACREP accreditation continues to serve as an important quality indicator for prospective students, employers, and internship sites, particularly in a complex and uneven higher education landscape. For our program, CACREP status supports student recruitment, professional legitimacy, and workforce mobility, and provides assurance to applicants that the curriculum aligns with nationally recognized expectations for counselor preparation. At times, it helps students seeking licensure in other states. The CACREP standards also offer a clear curricular framework that helps ensure consistency, comprehensiveness, and attention to core areas of professional counseling practice. In this regard, the standards have content validity and are helpful in supporting curriculum mapping, program review, and alignment across specializations. The emphasis on ethics, multicultural and social justice competencies, professional identity, and supervised clinical training is aligned with our program's mission and values. Additionally, CACREP provides a shared national language and structure for counselor education, which facilitates communication with external stakeholders such as field sites, licensure boards, employers, and grant funders. This common framework is particularly valuable when advocating for the counseling profession and for students entering diverse practice settings. We appreciate CACREP's role in establishing and maintaining professional standards for counselor education and its function as a recognized accrediting body that helps elevate the profession nationally. Continued attention to institutional context, state-level differences, and capacity constraints in higher education would further strengthen CACREP's ability to support programs while advancing its mission.

## What would you like to see CACREP do differently in its current services?

We would welcome CACREP's consideration of several changes that could strengthen its support for accredited programs. First, greater flexibility in CORE faculty training requirements would be impactful. Requiring that CORE faculty hold doctorates specifically in counselor education significantly limits hiring, particularly in states such as California where there are no counselor education doctoral programs. Allowing greater recognition of closely related doctoral training (e.g., counseling psychology and other allied disciplines) with demonstrated counseling identity, licensure, and teaching competence would expand the faculty pipeline while preserving program quality. In addition, the expectation that faculty become licensed and/or credentialed counselors is appreciated, and is a financial challenge for many. Second, the scope, complexity, and labor demands of the self-study and ongoing accreditation processes have become increasingly burdensome. Streamlining documentation requirements, reducing redundancy, and better aligning evidence requests with institutional data systems would meaningfully reduce administrative workload and allow faculty to redirect time toward teaching, supervision, scholarship, and student support. Many programs are unable to have a designated CACREP person. Third, we encourage CACREP to more intentionally account for state-level and institutional context. Programs operate within highly variable higher education systems, funding structures, licensure landscapes, and cost-of-living environments. Greater flexibility or contextualized expectations, particularly regarding faculty hiring, teaching loads, and program capacity, would support program sustainability while still advancing accreditation goals. We also recommend continued strengthening of curricular standards related to systems-level practice, integrated behavioral health, disability, equity, justice, and structural determinants of mental health. While these areas are addressed to some extent, deeper and more explicit integration would better reflect contemporary counseling practice and workforce realities, particularly in public-sector, community-based, and integrated care settings. Finally, the financial cost of accreditation remains a concern. Beyond annual fees, site visits represent a substantial expense for programs operating under constrained budgets. Exploring cost-reduction strategies, alternative site visit models, or scaled fees based on institutional resources could improve access and equity across programs. We offer these recommendations in the spirit of partnership and shared commitment to strengthening counselor education and expanding the workforce in a sustainable and equitable manner.

What services or resources would you like to see CACREP add or develop that would better serve you and your program?

We would welcome additional supportive resources that help reduce administrative burden and improve transparency in accreditation processes. Examples include streamlined self-study templates and reduction of the amount of information needed. CACREP could also provide more state- and context-specific guidance, recognizing differences in licensure structures, funding environments, and workforce needs. Support related to navigating accreditation within large public systems would be especially helpful. Additional resources related to faculty recruitment and sustainability including guidance on flexible faculty models and recognition of interdisciplinary training pathways would support program capacity while maintaining professional counseling identity.

Please provide a name **and contact email address** of the person completing this survey. This address will be used if the CACREP office has any questions about the information provided in this survey.

Julie Chronister jchronis@sfsu.edu

Use this space to clarify or explain any answers provided? Or, any comments that you would like to share.

REMINDER: Student Outcomes (CACREP 2024 Standard 2.E.2) must be made publicly available on your program's website. The information to be posted includes the following four data points regarding each of your accredited specialized practice area: (a) number of graduates in the past year, (b) degree completion rate, (c) licensure or certification examination pass rate, and (d) combined employment and doctoral admissions rate of students/graduates.

Once your 2024-2025 data has been posted, send the website URL to [cacrep@cacrep.org](mailto:cacrep@cacrep.org).

You will NOT receive a copy of your completed survey. Please click the arrow at the bottom of the page and download the PDF for your records.

You will be contacted if we have any questions about your submitted survey.

☒ **I understand I need to download a copy of the completed survey for my own records**