



Department of Counselor Education and Family Therapy

School Counseling Program

Assessment Report

(Published Fall 2024)



Accredited by the Council for the Accreditation of Counseling and Related Educational Program (CACREP) through March 31, 2026



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INTRODUCTION

This report is updated to include program assessment data collected during the 2023-2024 academic year for the Master of Science in Counselor Education with a Specialization in School Counseling within the Department of Counselor Education and Family Therapy at Central Connecticut State University. This assessment data contributes to our larger program evaluation report in alignment with our CACREP-accredited specialization programs as well as internal university assessment requirements. The School Counseling (SC) program is CACREP-accredited. The Counselor Education Assessment team has been committed to measuring several instructional areas to determine our effectiveness as we educate counselors-in-training, guide departmental practices, and influence curriculum changes.

Our accredited counselor education specialization programs underwent a comprehensive overhaul of the assessment process starting in Fall 2019. With the assistance of an outside consultant, the specialization programs developed and updated several areas such as revising curriculum, enhancing clinical training protocols, creating new program objectives, establishing student learning outcomes (SLO), designing grading rubrics, and developing a comprehensive assessment plan. These enhancements are visible as follows:

- Standardizing course syllabi initially linked to selected **2016 CACREP Standards which are now linked to the [2024 CACREP Standards](#)**
- Identifying key signature assessment/assignments in all courses link to selected 2024 CACREP standards
- Developing and utilizing the Counselor-In-Training and Competencies (C3)
- Revising and standardizing rubrics to measure student performance on key signature assessments
- Implementing the Taskstream system for data collection and analysis of assessment data for program evaluation and improvement (Spring 2022 – Spring 2023)
- Transitioned from Taskstream to Tevera, a more comprehensive and integrated online platform designed for field experience, assessment management, and program outcomes (Spring 2024)
- Refining program admission process and criteria
- Revising practicum and internship evaluations
- Reviewing and revising the [School Counseling Program Student and Fieldwork Handbook](#) on a regular basis
- Enhancing the newly accepted student orientation process
- Developing on-line training modules and professional development opportunities for site supervisors
- Refining a counselor-in-training gatekeeping policy for remediation and retention
- Revamping program marketing materials for student recruitment
- Completing a CACREP Self-Study and affiliated addendums (Spring 2022, Spring 2023, and Fall 2024 respectively)
- Participating in a CACREP Reaccreditation Site Visit in Spring 2024 and anticipate one in Fall 2025

The Counselor Education Assessment Team meets on a regular basis throughout the academic year to improve the data collection and analysis process. The following offers an overview of data used to improve programmatic processes as well as generate reports for CACREP, CCSU's Office of Institutional Assessment & Research, and our program's key stakeholders:



1. Admissions & Newly Enrolled Students:

- Number of prospective students who applied to the School Counseling program, number of students accepted/matriculated into the program, and number of newly admitted students who enrolled in program coursework.

2. Enrolled Students:

- Overall number of students actively enrolled in the School Counseling program.

3. Completers Summary:

- Number of admitted students who obtained the Master of Science (M.S.) in Counselor Education with Specialization in School Counseling each academic year.
- Percent of admitted students who obtained the Master of Science (M.S.) in Counselor Education with Specialization in School Counseling within 3, 4, 5, or 6 years following their matriculation date.

4. Student: Faculty Ratio:

- Utilizing the institution’s definitions of full-time, the ratio of full-time equivalent (FTE) graduate students to FTE core and affiliate faculty.

5. Site Supervisor Evaluation of Practicum and Internship Students:

- Data reflecting the average scores obtained at the conclusion of the students’ one-semester practicum experience (CNSL 503/now CNSL 508) and after completing the two-semester internship experience (CNSL 591).

6. Employer Survey:

- Employer perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.

7. Site Supervisor Survey:

- Site supervisor perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.

8. Alumni Survey:

- Program alumni perceptions regarding the training they received in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.

9. Site Supervisor Evaluation:

- Field training experience checkpoints for school counseling practicum and internship students.

10. Counselor Preparation Comprehensive Examination (CPCE):

- Assessing the effectiveness of CCSU’s Clinical Professional Counseling program in preparing graduate students in relation to the eight core competency areas identified by CACREP.

11. Alumni Survey of Employment and Professional Credentials:

- Program alumni survey regarding pursuing/obtaining post-master’s employment and professional licensure and certification credentials.



SCHOOL COUNSELING PROGRAM ADMISSIONS DATA

APPLICATIONS / ADMISSIONS / ENROLLMENT

There was a significant increase in the number of prospective students applying to the School Counseling program when comparing the number of applications submitted in 2022 with those received in 2023. This increase is also consistent when reviewing the number of applicants accepted into the program in 2023 compared to those admitted in previous years. The percentage of newly enrolled students has fluctuated year-to-year between 2021 and 2024.

Term	Applications	Admitted	Enrolled	Admit %	Enroll%
Fall 2021	30	22	11	73%	50%
Fall 2022	29	21	14	72%	67%
Fall 2023	38	29	17	76%	59%
Fall 2024	35	23	18	66%	78%

Data Source: OIRA Admission Census File; Slate Data Available Starting from Fall 2022

RACE/ETHNICITY

Although there is diversity within the student population, most individuals applying to the School Counseling program identify as White.

Term	Race/Ethnicity	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2021	Asian	0	0	0	0%	N/A
	Black or African American	2	1	0	50%	0%
	Hispanic or Latino	6	4	3	67%	75%
	Two or More Races	2	1	1	50%	100%
	White	20	16	7	80%	44%
	Total		30	22	11	73%
Fall 2022	Asian	2	2	2	100%	100%
	Black or African American	3	1	1	33%	100%
	Hispanic or Latino	3	3	3	100%	100%
	White	21	15	8	71%	53%
	Two or More Races	0	0	0	0%	N/A
	Total		29	21	14	72%
	Asian	2	2	0	100%	0%
	Black or African American	4	3	2	75%	67%
	Hispanic or Latino	9	5	3	56%	60%



Fall 2023	White	21	17	10	81%	59%
	Two or More Races	2	2	2	100%	100%
	Total	38	29	17	76%	59%
Fall 2024	Asian	0	0	0	0%	NA
	Black or African American	3	2	2	67%	100%
	Hispanic or Latino	6	5	4	83%	80%
	White	24	15	11	63%	73%
	Two or More Races	1	0	0	0%	NA
	Unknown	1	1	1	100%	100%
	Total	35	23	18	66%	78%

Data Source: OIRA Admission Census File; Slate Data Available Starting from Fall 2022

GENDER

CCSU’s counselor education programs recognize that gender is not limited to a binary concept; however, the following data is collected and reported by the university’s Office of Institutional Research and Assessment. Although there is gender-diversity within the student population, the majority of individuals applying to the counselor education programs identify their gender as female.

Term	Gender	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2021	Female	22	15	7	68%	93%
	Male	8	7	4	88%	57%
	Total	30	22	Female	73%	50%
Fall 2022	Female	26	19	12	73%	63%
	Male	3	2	2	67%	100%
	Total	31	20	12	65%	60%
Fall 2023	Female	28	21	13	75%	62%
	Male	10	8	4	80%	50%
	Total	38	29	17	76%	59%
Fall 2024	Female	30	21	17	70%	81%
	Male	5	2	1	40%	50%
	Total	35	23	18	66%	78%

Data Source: OIRA Admission Census File; Slate Data Available Starting from Fall 2022



ENROLLMENT

The following data identifies the total number of part- and full-time students actively enrolled School Counseling program.

School Counseling			
Term	Fall 2022	Fall 2023	Fall 2024
Total	41	39	44
Gender			
Term	Fall 2022	Fall 2023	Fall 2024
Female	28	30	37
Male	13	9	7
Total	41	39	44
Race/Ethnicity			
Term	Fall 2022	Fall 2023	Fall 2024
Hispanic/Latino	8	8	10
Asian	3	2	1
Black/African American	1	3	4
Native Hawaiian or Other Pacific Islander	0	0	0
Unknown/Unreported	0	0	1
Two or More	2	2	2
White	27	24	26
Total	41	39	44
Enrollment Status			
Term	Fall 2022	Fall 2023	Fall 2023
Full-time	24	24	28
Part-time	17	15	16
Total	41	39	44

School Professional Counseling			
Term	Spring 2022	Spring 2023	Spring 2024
Total	48	40	35
Gender			
Term	Spring 2022	Spring 2023	Spring 2024



Female	32	28	26
Male	16	12	9
Total	48	40	35
Race/Ethnicity			
Term	Spring 2022	Spring 2023	Spring 2024
Hispanic/Latino	8	8	8
Asian	2	3	2
Black/African American	1	1	2
Native Hawaiian or Other Pacific Islander	0	0	0
Unknown/Unreported	0	0	0
Two or More	3	1	2
White	34	27	21
Total	48	40	35
Enrollment Status			
Term	Spring 2022	Spring 2023	Spring 2024
Full-time	27	22	24
Part-time	21	18	11
Total	48	40	35

COMPLETERS

The following data identifies the total number of graduate students who obtained their Master of Science (M.S.) in Counselor Education with a Specialization in School Counseling each academic year, as well as differentiates completers by gender and race/ethnicity.

School Counseling			
Gender	2021-22	2022-23	2023-24
Men	5	5	2
Women	15	9	8
Total	20	14	10
Race/Ethnicity	2021-22	2022-23	2023-24
Hispanic/Latino	3	2	2
Black/African American	1	0	1
Native Hawaiian or Other Pacific Islander	0	0	0
Two or more races	1	1	0
White	14	10	8
Total	17	17	10



Data Source: OIRA Completer Census File

The following data identifies the cumulative (percent) of admitted students who obtained the Master of Science (M.S.) in Counselor Education with Specialization in School Counseling within 3 (minimum time required), 4, 5, or 6 years (maximum time allowed) following their matriculation date.

School Counseling						
Term	2016	2017	2018	2019	2020	2021
Original Cohort	21	23	23	27	17	11
3 Years	81%	61%	65%	63%	65%	64%
4 Years	90%	78%	78%	78%	76%	
5 Years	90%	83%	83%	81%		
6 Years	90%	87%	83%			

Data Source: Completers as of August 2024; OIRA student census file fall terms and banner table SHRDGMR.

STUDENT-FACULTY RATIOS

FTE STUDENT-TO-FTE FACULTY

CCSU’s CACREP-accredited counselor education programs addressed and met the CACREP standard regarding the ratio of full-time equivalent (FTE) students to FTE core and affiliate faculty, which must not exceed 12:1.

FALL 2021				
Full-time Faculty with Instructional Load Credits	Part-time FTE Faculty	FTE Faculty	FTE Students	Ratio of Students and FTE Faculty
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5	4.50	9.50	95.0	10.0
SPRING 2022				
Full-time Faculty with Instructional Load Credits	Part-time FTE Faculty	FTE Faculty	FTE Students	Ratio of Students and FTE Faculty
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
6	4.25	10.25	97.8	9.5
FALL 2022				



Full-time Faculty with Instructional Load Credits	Part-time FTE Faculty	FTE Faculty	FTE Students	Ratio of Students and FTE Faculty
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
7	2.50	9.50	84.4	9.3
SPRING 2023				
Full-time Faculty with Instructional Load Credits	Part-time FTE Faculty	FTE Faculty	FTE Students	Ratio of Students and FTE Faculty
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5	2.25	7.75	68.6	9.5
FALL 2023				
Full-time Faculty with Instructional Load Credits	Part-time FTE Faculty	FTE Faculty	FTE Students	Ratio of Students and FTE Faculty
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5	5.25	7.25	77.0	10.6
SPRING 2024				
Full-time Faculty with Instructional Load Credits	Part-time FTE Faculty	FTE Faculty	FTE Students	Ratio of Students and FTE Faculty
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
5.0	2.75	7.75	79.9	10.3

Data Source: OIRA Course Census File



SITE SUPERVISOR EVALUATION OF PRACTICUM AND INTERNSHIP STUDENTS

CCSU’s School Counseling program utilizes a survey designed to obtain the site supervisors’ review of student development and demonstrated knowledge, skills, and abilities. Responses are formatted using a Likert-type scale: (1) *unsatisfactory*, (2) *developing*, (3) *proficient*, (4) *exemplary*, and *not applicable* [N/A]. The survey includes two primary sections where site supervisors rate each student based upon the following topics/items:

1. **Section 1:**
→ Counselor skills, attributes, and behaviors
2. **Section 2:**
→ Counselor dispositions

All matriculated students within the School program are required to complete a 100-hour practicum in the spring semester (**CNSL 508 Supervised School Counseling Practicum = 3.0 credit hours**) before enrolling in a 700-hour internship training the following fall, then spring semesters (**CNSL 591 Supervised School Counseling Internship = 6.0 credit hours**). The frequency in which students are evaluated by their assigned site supervisor in CNSL 508 is twice per semester (e.g., mid-term and final evaluation). and CNSL 591 is twice per academic year (e.g., mid-term at end of fall semester and final evaluation at end of spring semester). Because this evaluation is a course requirement and connected to a student’s final grade, all site supervisors complete this process.

SITE SUPERVISOR FINAL EVALUATION DATA

- The site supervisor evaluation data obtained between Spring 2022 and Spring 2023 was collected via Taskstream, then the method of completing the evaluation transitioned to the Tevera platform thereafter (Spring 2024). The following data reflects the average scores obtained at the conclusion of their one-semester practicum experience (CNSL 503 (now 508)) and after completing the two-semester internship experience (CNSL 591). Upon review of the total average score for all items, results consistently demonstrate improved scores at the conclusion of the advanced 700-hour internship compared to the end of the preliminary 100-hour practicum.

SCHOOL COUNSELING PRACTICUM (SPRING 2022)		
Criterion	N	Avg Score for Group (1-4)
1. Professional Attitude	11	4.00
2. Professional Behavior	11	4.00
3. Counseling Process	11	3.73
4. Multicultural Competency	11	3.73
5. Group counseling skills	11	3.56
6. Conceptualization Process	11	3.70
7. Comprehensive School Counseling Program and Intervention Planning	11	3.36
8. School Counseling Curriculum Design and Implementation	11	3.50



9. Advocacy	11	3.73
10. Self-Awareness	11	3.91
11. Self-Management	11	3.64
12. Social Awareness	11	4.00
13. Relationship Skills	11	3.91
14. Responsible Decision-Making	11	3.82
Total (AVG)		3.76

SCHOOL COUNSELING INTERNSHIP (SPRING 2022)		
Criterion	N	Avg Score for Group (1-4)
1. Professional Behavior	20	3.75
2. Counseling Skills	20	3.70
3. Professional Ethics	20	3.85
4. Multicultural Competency	20	3.80
5. Advocacy	20	3.80
6. Conceptualization Process	20	3.70
7. Consulting	20	3.80
8. Coordinating	20	3.75
9. School Counseling Curriculum Design and Implementation	20	3.79
10. Curriculum Management	20	3.58
11. Individual Planning	20	3.85
12. Managing	20	3.55
13. Self-Awareness	20	3.75
14. Self-Management	20	3.75
15. Social Awareness	20	3.85
16. Relationship Skills	20	3.80
17. Responsible Decision-Making	20	3.85
Total (AVG)		3.76

*Variation in total due to Site Supervisor marking N/A

SCHOOL COUNSELING PRACTICUM (SPRING 2023)		
Criterion	N	Avg Score for Group (1-4)
1. Professional Attitude	8	3.63
2. Professional Behavior	8	3.75
3. Counseling Process	8	3.38
4. Multicultural Competency	8	3.38
5. Group counseling skills	8	2.80
6. Conceptualization Process	8	3.50



7. Comprehensive School Counseling Program and Intervention Planning	8	3.20
8. School Counseling Curriculum Design and Implementation	8	3.25
9. Advocacy	8	3.50
10. Self-Awareness	8	3.63
11. Self-Management	8	3.71
12. Social Awareness	8	3.88
13. Relationship Skills	8	3.63
14. Responsible Decision-Making	8	3.63
Total (AVG)		3.50

SCHOOL COUNSELING INTERNSHIP (SPRING 2023)		
Criterion	N	Avg Score for Group (1-4)
1. Professional Behavior	15	3.67
2. Counseling Skills	15	3.67
3. Professional Ethics	15	3.47
4. Multicultural Competency	15	3.67
5. Advocacy	15	3.54
6. Conceptualization Process	15	3.64
7. Consulting	15	3.60
8. Coordinating	15	3.53
9. School Counseling Curriculum Design and Implementation	15	3.53
10. Curriculum Management	15	3.45
11. Individual Planning	15	3.80
12. Managing	15	3.53
13. Self-Awareness	15	3.73
14. Self-Management	15	3.73
15. Social Awareness	15	3.67
16. Relationship Skills	15	3.73
17. Responsible Decision-Making	15	3.67
Total (AVG)		3.63

SCHOOL COUNSELING PRACTICUM (SPRING 2024)		
Criterion	N	Avg Score for Group (1-4)
1. Professional Attitude	9	3.71
2. Professional Behavior	9	3.82
3. Counseling Process	9	3.18
4. Multicultural Competency	9	3.56
5. Group counseling skills	9	2.82



6. Conceptualization Process	9	3.19
7. Comprehensive School Counseling Program and Intervention Planning	9	3.07
8. School Counseling Curriculum Design and Implementation	9	2.85
9. Advocacy	9	3.31
10. Self-Awareness	9	3.59
11. Self-Management	9	3.71
12. Social Awareness	9	3.59
13. Relationship Skills	9	3.65
14. Responsible Decision-Making	9	3.71
Total (AVG)		3.39

SCHOOL COUNSELING INTERNSHIP (SPRING 2024)		
Criterion	N	Avg Score for Group (1-4)
1. Professional Behavior	14	3.71
2. Counseling Skills	14	3.71
3. Professional Ethics	14	3.76
4. Multicultural Competency	14	3.65
5. Advocacy	14	3.71
6. Conceptualization Process	14	3.25
7. Consulting	14	3.56
8. Coordinating	14	3.41
9. School Counseling Curriculum Design and Implementation	14	3.44
10. Curriculum Management	14	3.71
11. Professional Behavior	14	3.38
12. Self-Awareness	14	4.00
13. Self-Management	14	3.82
14. Social Awareness	14	3.88
15. Relationship Skills	14	3.88
16. Responsible Decision-Making	14	3.88
Total (AVG)		3.67



EMPLOYER SURVEY

DESCRIPTION

The employer survey is designed to determine employer perceptions regarding students employed following graduation from CCSU with a Master of Science in Counselor Education with a specialization in Clinical Professional Counseling or School Counseling.

Administered during the 2021-2022 academic year, this survey was emailed to clinical professional counseling and school counseling employers with multiple outreach attempts made to increase return rates. Employers were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Employers evaluated students on a Likert-type scale choosing from responses such as *not prepared*, *not competent*, *poor*, *very prepared*, *very competent*, and *excellent*. Employers were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Overall, the majority of employers believe program graduates are very prepared and competent employees; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

Number of Invited Participants: 39
Year: 2021-2022

1. Program Type			
Program	Response Rate	Response Total	Response Percent
Clinical Professional Counseling (CMHC/Clinical Rehab/Addiction Recovery)		5	83%
School Counseling		1	17%
Total Respondents		6	100%
(skipped this question)		33	

2. Professional Competencies											
Category	Not Prepared	N	Somewhat Prepared	N	Prepared	N	Very Prepared	N	Not Applicable	N	Response Total
Professional Counseling Orientation and	0%	0	0%	0	33.33%	2	66.67%	4	0%	0	6



Ethical/Legal Practice											
Social and Cultural Diversity	0%	0	0%	0	33.33%	2	66.67%	4	0%	0	6
Human Growth and Development	0%	0	0%	0	33.33%	2	50%	3	16.67%	1	6
Career Development	0%	0	0%	0	50%	3	33.33%	2	16.67%	1	6
Counseling Skills and Helping Relationships	0%	0	0%	0	16.67%	1	83.33%	5	0	0	6
Group Counseling and Group Work	0%	0	16.67%	1	16.67%	1	50%	3	16.67%	1	6
Assessment and Testing	0%	0	0%	0	33.33%	2	33.33%	2	33.33%	2	6
Research and Program Evaluation	0%	0	0%	0	33.33%	2	33.33%	2	33.33%	2	6
Trauma-Informed Counseling and/or Crisis Management	0%	0	0%	0	33.33%	2	33.33%	2	33.33%	2	6
Total Respondents											6
(skipped this question)											33

3. Professional Dispositions										
Disposition	Not Competent	N	Somewhat Competent	N	Competent	N	Very Competent	N	Response Total	
Self-Awareness	0%	0	16.67%	1	16.67%	1	66.67%	4	6	
Self-Management	0%	0	0%	0	33.33%	2	66.67%	4	6	
Social Awareness	0%	0	0%	0	50%	3	50%	3	6	
Relationship Skills	0%	0	0%	0	16.67%	1	83.33%	5	6	
Responsible Decision Making	0%	0	0%	0	33.33%	2	66.67%	4	6	
Total Respondents										6
(skipped this question)										33



4. Academic Training of Counseling Skills									
Academic Training	Poor	N	Fair	N	Good	N	Excellent	N	Response Total
Counseling Skills	0%	0	0%	0	16.67%	1	83.33%	5	6
Total Respondents									6
(skipped this question)									33

5. Practical Application of Counseling Skills									
Counseling Skills	Poor	N	Fair	N	Good	N	Excellent	N	Response Total
Practical Application	0%	0	0%	0	33.33%	2	66.67%	4	6
Total Respondents									6
(skipped this question)									33

6. Program Strengths			
Item	Comments	Response Percent	Response Total
Program Strengths	Professional, good understanding of treatment modalities, good sense of teamwork and highly motivated	9%	3
	Diagnosing, counseling skills, self-awareness		
	Excellent academic training, and practical application of counseling skills. Very prepared in all professional competencies		
Total Respondents			3
(skipped this question)			36

7. Areas of Improvement			
Item	Comments	Response Percent	Response Total
Areas of Improvement	N/A	9%	3
	N/A		
	None come to mind		
Total Respondents			3
(skipped this question)			36

NOTE: "(skipped this question)" implies the question was either skipped or the participant closed the Internet browser without saving their responses.



SITE SUPERVISOR SURVEY

DESCRIPTION

Administered during the 2022-2023 academic year, the site supervisor survey was emailed to clinical professional counseling and school counseling site supervisors who previously hosted practicum and internship students. Multiple outreach attempts made to increase return rates asking site supervisors to rate how well they believed CCSU’s counselor education programs academically and professionally prepared field training students to enter into the counseling practicum/internship experience.

Like the Employer Survey, site supervisors were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Site supervisors evaluated students on a Likert-type scale choosing from responses such as *not prepared*, *not competent*, *poor*, *very prepared*, *very competent*, and *excellent*. Site supervisors were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Overall, the majority of site supervisors believe practicum and internship students were competent and prepared to enter the eventually enter the counseling profession; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

Number of Invited Participants: 75
Year: 2022-2023

1. Program Type			
Program	Response Rate	Response Total	Response Percent
Clinical Professional Counseling (CMHC/Clinical Rehab/Addiction Recovery)		14	61%
School Counseling		9	39%
Total Respondents		23	100%
(skipped this question)		52	

2. Professional Competencies											
Category	Not Prepared	N	Somewhat Prepared	N	Prepared	N	Very Prepared	N	Not Applicable	N	Response Total
Professional Counseling Orientation	0%	0	0%	0	34.78%	8	65.22%	15	0%	0	23



and Ethical/Legal Practice											
Social and Cultural Diversity	0%	0	4.35%	1	39.13%	9	56.52%	13	0%	0	23
Human Growth and Development	0%	0	4.35%	1	30.43%	7	65.22%	15	0%	0	23
Career Development	0%	0	13.04%	3	47.83%	11	21.74%	5	17.39%	4	23
Counseling Skills and Helping Relationships	0%	0	0%	0	17.39%	4	82.61%	19	0%	0	23
Group Counseling and Group Work	0%	0	13.04%	3	30.43%	7	43.48%	10	13.04%	3	23
Assessment and Testing	0%	0	8.7%	2	52.17%	12	17.39%	4	21.74%	5	23
Research and Program Evaluation	0%	0	8.7%	2	52.17%	12	17.39%	4	17.39%	4	23
Trauma-Informed Counseling and/or Crisis Management	0%	0	13.04%	3	56.52%	13	26.09%	6	4.35%	1	23
Total Respondents											23
(skipped this question)											52

3. Professional Dispositions										
Disposition	Not Competent	N	Somewhat Competent	N	Competent	N	Very Competent	N	Response Total	
Self-Awareness	0%	0	4.35%	1	47.83%	11	47.83%	11	23	
Self-Management	0%	0	4.35%	1	43.48%	10	52.17%	12	23	
Social Awareness	0%	0	4.35%	1	43.48%	10	52.17%	12	23	
Relationship Skills	0%	0	4.35%	1	21.74%	5	73.91%	17	23	
Responsible Decision Making	0%	0	8.7%	2	43.48%	10	47.83%	11	23	
Total Respondents										23



(skipped this question)	52
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4. Academic Training of Counseling Skills									
Academic Training	Poor	N	Fair	N	Good	N	Excellent	N	Response Total
Counseling Skills	0%	0	0%	0	65.22%	15	34.78%	8	23
Total Respondents									23
(skipped this question)									52

5. Practical Application of Counseling Skills									
Counseling Skills	Poor	N	Fair	N	Good	N	Excellent	N	Response Total
Practical Application	23	0	4.35%	1	65.22%	15	30.43%	8	6
Total Respondents									23
(skipped this question)									52

6. Program Strengths			
Item	Comments	Response Percent	Response Total
Program Strengths	Very well prepared to foster rapport and respect with students	13%	8
	Quick responses from internship overseer		
	Able to pick up and run with a case		
	Students came prepared and excited to engage in the direct clinical work as well as very open to feedback		
	Teaches all aspects of a comprehensive counseling program		
	Supportive to students, clear communication		
	CCSU has a good reputation. I really have had some strong students and some not so strong students both from the same school, sometime in the same		
Emphasis on counseling skills			
Total Respondents			8
(skipped this question)			67

7. Areas of Improvement			
Item	Comments	Response Percent	Response Total



Areas of Improvement	In reality school counselors need to have advanced knowledge of 504, Naviance, and power school to carry out their daily tasks	15%	9
	N/A		
	No areas of improvement just more time understanding system		
	Our program is mostly group therapy based, some struggles that have existed came with leading group therapy and building confidence in that skillset		
	Students need more education around substance use, diagnosing and treatment modalities		
	More trauma-based training		
	Group counseling is an area I would like to see improved		
	Would like to have virtual meet with the instructor who supervises the student		
	More involvement in CSCA, advocating for school counselor profession		
Total Respondents		9	
(skipped this question)		66	

NOTE: "(skipped this question)" implies the question was either skipped or the participant closed the Internet browser without saving their responses.

ALUMNI SURVEY

DESCRIPTION

Administered during the 2023-2024 academic year, the alumni survey was emailed to counselor education students who graduated from CCSU with a Master of Science in Counselor Education with a specialization in Clinical Professional Counseling or School Counseling. Multiple outreach attempts made to increase return rates asking alumni to rate how well they believed CCSU’s counselor education programs academically and professionally prepared them to enter the counseling profession.

Like the Employer and Site Supervisor Surveys, alumni were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Alumni evaluated the counselor education program on a Likert-type scale choosing from responses such as *not prepared*, *not competent*, *poor*, *very prepared*, *very competent*, and *excellent*. Alumni were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Overall, the majority of alumni believe they were prepared to enter to enter the counseling profession upon graduation; however, counselor education faculty recognize the small sample size limits generalizing the results.



ALUMNI SURVEY

RESULTS

Number of Invited Participants: 44
Year: 2023-2024

1. Program Type			
Program	Response Rate	Response Total	Response Percent
Clinical Professional Counseling (CMHC/Clinical Rehab/Addiction Recovery)		9	50%
School Counseling		9	50%
Total Respondents		18	100%
(skipped this question)		26	

2. Professional Competencies											
Category	Not Prepared	N	Somewhat Prepared	N	Prepared	N	Very Prepared	N	Not Applicable	N	Response Total
Professional Counseling Orientation and Ethical/Legal Practice	0%	0	5.56%	1	55.56%	10	38.89%	7	0%	0	18
Social and Cultural Diversity	0%	0	16.67%	3	38.89%	7	44.44%	8	0%	0	18
Human Growth and Development	0%	0	11.11%	2	44.44%	8	44.44%	8	0%	0	18
Career Development	0%	0	16.67%	3	55.56%	10	27.78%	5	0%	0	18
Counseling Skills and Helping Relationships	0%	0	5.56%	1	38.89%	7	33.33%	6	0%	0	18
Group Counseling	5.56%	1	22.22%	4	38.89%	7	33.33%	6	0%	0	18



and Group Work											
Assessment and Testing	16.67%	3	27.78%	5	33.33%	6	22.22%	4	0%	0	18
Research and Program Evaluation	0%	0	44.44%	8	38.89%	7	16.67%	3	0%	0	18
Trauma-Informed Counseling and/or Crisis Management	5.56%	1	22.22%	4	44.44%	8	27.78%	5	0%	0	18
Total Respondents											18
(skipped this question)											26

3. Professional Dispositions										
Disposition	Not Competent	N	Somewhat Competent	N	Competent	N	Very Competent	N	Response Total	
Self-Awareness	0%	0	0%	0	44.44%	8	55.56%	10	18	
Self-Management	0%	0	0%	0	61.11%	11	38.39%	7	18	
Social Awareness	0%	0	0%	0	50%	9	50%	9	18	
Relationship Skills	0%	0	0%	0	47.06%	8	52.94%	9	18	
Responsible Decision Making	0%	0	5.56%	1	38.39%	7	55.56%	10	18	
Total Respondents										18
(skipped this question)										26

4. Academic Training of Counseling Skills										
Academic Training	Poor	N	Fair	N	Good	N	Excellent	N	Response Total	
Counseling Skills	0%	0	5.56%	1	38.39%	7	55.56%	10	18	
Total Respondents										18
(skipped this question)										26

5. Practical Application of Counseling Skills										
Counseling Skills	Poor	N	Fair	N	Good	N	Excellent	N	Response Total	
Practical Application	18	0	11.11%	2	33.33%	6	55.56%	10	18	
Total Respondents										18
(skipped this question)										26



6. Program Strengths			
Item	Comments	Response Percent	Response Total
Program Strengths	Mindfulness oriented/focus on self-responsibility/opportunities to do presentations/faculties ability to recognize students' abilities	36%	14
	Opportunities to build our own CASEL 5 core competencies; great experience with leading groups and applying counseling skills		
	Flexibility and class options		
	Great skills and training. Good professors.		
	Emphasis on work life balance. Emphasis on building rapport with students		
	Dr. Zalewski		
	Faculty experience in the field and thoughtful approach to classes offered to students		
	Knowledgeable professors, compassionate and understanding. My experience was enjoyable until year 3		
	The knowledgeable and enthusiastic team of professors		
	Their employment rate is amazing. I left feeling confident and prepared. Professors are invested in their student's best interest		
	CCSU's counselor program touched upon a variety of different subject matters. From addictions counseling to trauma informed counseling		
	Relationships with professors, clear expectations, great communication, flexibility of classes so one can still work and seek their master's degree		
	Great structure and pace, group counseling course was great		
The education I received at CCSU prepared me to work as a Professional Counselor than my colleagues who graduated from other schools			
Total Respondents			14
(skipped this question)			30

7. Areas of Improvement			
Item	Comments	Response Percent	Response Total



Areas of Improvement	More on crisis management and behaviors. For example, when I first got called for crisis, I didn't know how to handle the behavioral episodes	34%	13
	Systems used in the school such as scheduling, PowerSchool, ctseds, etc.		
	Help with job search once graduated/ assisting in finding internships/practicum		
	N/A		
	Group counseling skills		
	More practical training, cultural diversity should be engrained into the curriculum not a guest speaker		
	N/A		
	More field experience and less book work. Consolidate the program to 2 years (if possible) especially for those with several years in education.		
	N/A Great program!		
	Students could benefit from understanding the different career options for after graduation. Especially if they choose agency/community work		
	More incorporation of real-world situations a SC might deal with, crisis mgmt, 504 implementation (I'd be happy to help, come to speak w/students)		
	Internships		
Improve Cultural competency for staff and students, more guidance for bilingual counselors, course dedicated to taking the NCE, Spanish speaking profe			
Total Respondents			13
(skipped this question)			31

NOTE: "(skipped this question)" implies the question was either skipped or the participant closed the Internet browser without saving their responses.

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION

In order to fulfill graduation requirements, all graduate students admitted to the Clinical Professional Counseling and School Counseling programs are required to take the **Counselor Preparation Comprehensive Examination (CPCE)** in the fall semester of their internship field experience. The CPCE is based on the foundational content domains for professional counseling licensure as well as being consistent with the eight common core areas identified by the Council on Accreditation of Counseling and Related Educational Programs (**CACREP**). The *Encyclopedia of Counseling* (Rosenthal, 2024) is a recommended [CPCE preparation study guide](#); however, students are advised to utilize [other resources](#) while studying for the CPCE exam. Practicum students are strongly encouraged to utilize CPCE preparation study guides far in advance of beginning the internship course—



this allows them to independently study in the months leading up to taking the CPCE, which will occur while enrolled in the fall semester of the internship course.

RESULTS

Year-over-year, the CPCE mean and standard deviation scores of CCSU counselor education students were within range of other counselor education students across the nation who took the CPCE within the same timeframe.

CCSU SCORES COMPARED TO NATIONAL SCORES (Fall 2021)											
PROFESSIONAL COUNSELING		CCSU					NATIONAL				
Section	Items	N	Mean	SD	Min	Max	N	Mean	SD	Min	Max
C1: Professional Orientation & Ethical Practice	17	19	11.3	2.2	6	16	1425	11.5	2.5	0	17
C2: Social & Cultural Foundations	17	19	9.2	2.2	5	14	1425	9.7	2.5	0	17
C3: Human Growth & Development	17	19	10.2	2.1	6	14	1425	9.6	2.4	0	15
C4: Career Development	17	19	10.0	1.7	6	13	1425	9.6	2.7	0	16
C5: Counseling & Helping Relationships	17	19	8.6	2.0	6	12	1425	9.2	2.7	0	16
C6: Group Counseling & Group Work	17	19	10.6	2.1	8	16	1425	11.0	2.9	0	17
C7: Assessment & Testing	17	19	9.7	2.2	6	13	1425	9.3	2.6	0	16
C8: Research & Program Evaluation	17	19	10.5	1.9	7	15	1425	10.0	2.7	0	17
Total	ALL	19	80.1	16.4	50	113	1425	80.4	20.8	0	131

CCSU SCORES COMPARED TO NATIONAL SCORES (Fall 2022)											
PROFESSIONAL COUNSELING		CCSU					NATIONAL				
Section	Items	N	Mean	SD	Min	Max	N	Mean	SD	Min	Max
C1: Professional Orientation & Ethical Practice	17	32	10.5	1.9	7	14	1,405	11.2	2.2	0	16
C2: Social & Cultural Foundations	17	32	8.2	2.2	5	14	1,405	8.3	2.5	0	17
C3: Human Growth & Development	17	32	10.9	2.2	7	14	1,405	11.1	2.4	0	17
C4: Career Development	17	32	10.1	1.9	6	14	1,405	10.4	2.3	0	16
C5: Counseling & Helping Relationships	17	32	9.4	2.1	6	15	1,405	10.0	2.7	0	17
C6: Group Counseling & Group Work	17	32	10.3	2.5	5	15	1,405	11.4	2.5	0	17
C7: Assessment & Testing	17	32	9.4	2.4	5	14	1,405	9.9	2.6	0	17



C8: Research & Program Evaluation	17	32	10.8	2.5	7	15	1,405	10.8	2.6	0	17
Total	ALL	32	79.7	10.8	57	102	1,405	83.1	14.3	1	117



CCSU SCORES COMPARED TO NATIONAL SCORES (Fall 2023)											
PROFESSIONAL COUNSELING		CCSU					NATIONAL				
Section	Items	N	Mean	SD	Min	Max	N	Mean	SD	Min	Max
C1: Professional Orientation & Ethical Practice	17	9	10.7	1.7	8	14	379	11.0	2.1	1	17
C2: Social & Cultural Foundations	17	9	10.2	3.0	4	14	379	9.7	2.4	0	17
C3: Human Growth & Development	17	9	10.3	2.1	7	13	379	10.4	2.4	1	16
C4: Career Development	17	9	10.2	3.2	6	14	379	10.2	2.3	3	16
C5: Counseling & Helping Relationships	17	9	8.7	3.7	4	13	379	9.7	2.6	0	15
C6: Group Counseling & Group Work	17	9	10.2	2.4	7	14	379	11.3	2.6	0	17
C7: Assessment & Testing	17	9	8.8	3.0	4	12	379	9.4	2.6	0	16
C8: Research & Program Evaluation	17	9	11.3	3.4	6	16	379	11.1	2.9	0	17
Total	ALL	9	11.0	2.2	8	14	964	10.6	2.3	0	16

CCSU SCORES COMPARED TO NATIONAL SCORES (Fall 2024)											
PROFESSIONAL COUNSELING		CCSU					NATIONAL				
IN PROGRESS – RESULTS PENDING											

ALUMNI SURVEY OF EMPLOYMENT AND PROFESSIONAL CREDENTIALS

A survey of CCSU counselor education program alumni was conducted in Spring 2024. Survey items included asking the following questions:

1. Did you obtain employment in the counseling profession within 6 months of graduating from CCSU's counselor education program?
2. Have you taken the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE)?
→ If yes, what was the result?
3. Have you taken the Certified Rehabilitation Counselor (CRC) Examination?
→ If yes, what was the result?
4. Did you apply for the Licensed Professional Counselor-Associate (LPC-A) credential?
→ If yes, what was the result?
5. Did you apply for the Licensed Professional Counselor (LPC) credential?
→ If yes, what was the result?
6. Did you apply for the Certified Rehabilitation Counselor (CRC) credential?
→ If yes, what was the result?



RESULTS

Number of Invited Participants: 44

Because the majority of invited participants did not respond to each question, results are limited and difficult to generalize. And, for the few participants who did participate, their responses were inconsistent and lack explanation. Additionally, because school counseling alumni were included in the survey along with clinical professional counseling students, results are restricted due to the majority of school counseling alumni do not take national counseling certification and licensing exams or pursue the LPC-A/LPC credential. Taking these factors into consideration, the following data only identifies the percentage of alumni who affirmatively answered each item.

ALUMNI SURVEY OF EMPLOYMENT AND PROFESSIONAL CREDENTIALS		
Item	Response (%)	Number of Responses
Obtained employment within 6 months of graduation	83%	15
Took the NCE/NCMHCE	100%	10
Passed the NCE/NCMHCE	100%	10
Took the CRC exam	100%	1
Passed the CRC exam	100%	1
Applied for the LPC-A licensure	100%	8
Obtained the LPC-A licensure	88%	7
Applied for the LPC licensure	100%	5
Obtained the LPC licensure	80%	4

NEXT STEPS

Before the alumni survey is reopened for future administrations, counselor education faculty will reconvene to examine the survey questions and take action to improve its accuracy and design.