Department of Counselor Education and Family Therapy
Clinical Professional Counseling and School Counseling
CACREP-Accredited Programs
2020-2022 Assessment Report
April 2022
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INTRODUCTION

The following is a two-year snapshot of assessment data collected between 2020 and 2022 for the Clinical Professional Counseling and School Counseling specializations under the umbrella of the Counselor Education programs 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. Our department’s CACREP-accredited specialization programs, Clinical Professional Counseling and School Counseling, measure several 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 linked to selected 2016 CACREP Standards
- Identifying key signature assessment/assignments in all courses link to selected CACREP standards
- Developing and utilizing the Counselor-in-Training Skills and Competencies Checklist (C3)
- Revising and standardizing rubrics to measure student performance on key signature assessments
- Implementing the Taskstream platform for data collection and analysis of assessment data for program evaluation and improvement
- Refining program admission process and criteria
- Revising practicum and internship evaluations
- Revising the Clinical Professional Counseling Program Student Handbook
- Enhancing the newly accepted student orientation process
- Developing on-line training modules for site supervisors
- Refining a counselor-in-training gatekeeping policy for remediation and retention
- Revamping program marketing materials for student recruitment
- Securing the new position of a program administrator for the counselor education programs who is responsible for implementing and overseeing the new assessment and clinical coordination processes

The Counselor Education Assessment team has been working on improving the collection and analysis of data in 2020, 2021, and 2022. The following information is provided as an overall snapshot of important data we are collecting that is used to inform program improvement processes as well as generate reports to our accreditation body, the University Assessment office, and our stakeholders:

1. Admissions:
   - Matriculation decisions; enrollment numbers; gender and race identification

2. Employer Survey:
   - Employer perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills
3. **Site Supervisor Evaluation:**
   - Field experience checkpoints for counseling practicum and internship students

4. **Counselor Preparation Comprehensive Examination (CPCE):**
   - Assessing the effectiveness of the Department of Counselor Education and Family Therapy in preparing students in the eight core competency areas identified by CACREP

Given the inability to disaggregate some of the data, this report may include information related to our Student Development in Higher Education (SDHE) specialization and the Advanced Official Certificate Program (AOCP) in Professional Counseling—a program for those who already hold a master’s degree in counseling or related-discipline but require additional counselor education courses to meet the coursework requirements for the Licensed Professional Counselor (LPC) credential.

**ADMISSIONS DATA**

**ADMITTED VS. ENROLLED STUDENTS**

The number of students applying to the CCSU’s counselor education programs remain steady; however, the Advanced Official Certificate Program (AOCP) experienced an increase in accepted students year-over-year.

<table>
<thead>
<tr>
<th>Program</th>
<th>Semester</th>
<th>Term</th>
<th>Applications</th>
<th>Admit</th>
<th>Enroll</th>
<th>Admit %</th>
<th>Enroll %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor Education (PC/SC/SDHE)</td>
<td>Fall</td>
<td>2020</td>
<td>134</td>
<td>83</td>
<td>61</td>
<td>62%</td>
<td>73%</td>
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<tr>
<td>Counselor Education (PC/SC/SDHE)</td>
<td>Fall</td>
<td>2021</td>
<td>101</td>
<td>59</td>
<td>53</td>
<td>58%</td>
<td>90%</td>
</tr>
<tr>
<td>Counselor Education (PC/SC/SDHE)</td>
<td>Fall</td>
<td>2022</td>
<td>111</td>
<td>59</td>
<td>37</td>
<td>53%</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Counselor Education (PC/SC/SDHE) Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>151</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adv. Official Certificate Prgm (AOCP)</td>
<td>Fall</td>
<td>2020</td>
<td>10</td>
<td>7</td>
<td>2</td>
<td>70%</td>
<td>29%</td>
</tr>
<tr>
<td>Adv. Official Certificate Prgm (AOCP)</td>
<td>Fall</td>
<td>2021</td>
<td>14</td>
<td>10</td>
<td>10</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>Adv. Official Certificate Prgm (AOCP)</td>
<td>Fall</td>
<td>2022</td>
<td>22</td>
<td>13</td>
<td>5</td>
<td>59%</td>
<td>38%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td></td>
<td>17</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Data Source:** OIRA Admission Census File (Summer & Fall); 2021-2022 Fact Book—Application Admit Enroll Report (Fall)

**ADMISSION/MATRICULATION DECISIONS**

The following data identifies the number of counselor education program applicants who were (a) accepted, (b) conditionally accepted, or (c) incomplete application/withdrawn/denied admission between the academic years of 2019-2020 and 2021-2022.

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<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
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<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Clinical Professional Counseling (Clinical Mental Health, Clinical Rehabilitation, Addiction Recovery)</td>
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</tbody>
</table>
RACE

Although there is diversity within the population, the majority of individuals applying to the counselor education programs identify their race as White.
<table>
<thead>
<tr>
<th>Clinical Professional Counseling</th>
<th>Asian</th>
<th>1</th>
<th>-</th>
<th>-</th>
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</thead>
<tbody>
<tr>
<td>Clinical Professional Counseling</td>
<td>Black/AfrAmer</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Clinical Professional Counseling</td>
<td>Hispanic/Latino</td>
<td>15</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Clinical Professional Counseling</td>
<td>NativeHaw/OtherPacificIslander</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Professional Counseling</td>
<td>Two/more</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Professional Counseling</td>
<td>Unknown/Unreported</td>
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<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Professional Counseling</td>
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<td>48</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>70</strong></td>
<td><strong>65</strong></td>
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<td>-</td>
<td>-</td>
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<tr>
<td>School Counseling</td>
<td>Two/more</td>
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<td>5</td>
<td>5</td>
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<tr>
<td>School Counseling</td>
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<td>47</td>
<td>36</td>
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<td><strong>Total</strong></td>
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<td><strong>67</strong></td>
<td><strong>54</strong></td>
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<tr>
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<td>2</td>
<td>2</td>
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<tr>
<td>Student Development/Higher Ed</td>
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<td>3</td>
<td>3</td>
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<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>46</strong></td>
<td><strong>39</strong></td>
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<td>Adv. Official Certificate Program</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>18</strong></td>
<td><strong>17</strong></td>
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### SPRING 2019 – SPRING 2022

<table>
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<th>Concentration</th>
<th>Race/Ethnicity</th>
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<th>SPR 2020</th>
<th>SPR 2021</th>
<th>SPR 2022</th>
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<td>1</td>
<td>-</td>
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<tr>
<td>Clinical Professional Counseling</td>
<td>Black/AfrAmer</td>
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<td>Credential</td>
<td>Gender</td>
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<td>Fall 2018</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>---------------------------------------</td>
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</tr>
<tr>
<td>Clinical Professional Counseling</td>
<td>MS</td>
<td>Men</td>
<td>23</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Clinical Professional Counseling</td>
<td>MS</td>
<td>Women</td>
<td>56</td>
<td>59</td>
<td>53</td>
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</table>

**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.
## STUDENT-FACULTY RATIOS

### FTE STUDENT-TO-FTE FACULTY

CCSU’s counselor education programs addressed and met the CACREP standard regarding the ratio of full-time equivalent (FTE) students to FTE faculty not exceeding 12:1.

---

**Total** | 79 | 77 | 72 | 70 | 65
---|---|---|---|---|---
**School Counseling** | **MS** | **Men** | 23 | 22 | 22 | 21 | 18
**School Counseling** | **MS** | **Women** | 44 | 49 | 52 | 46 | 36
**Total** | 67 | 71 | 74 | 67 | 54
**Student Development/Higher Ed** | **MS** | **Men** | 15 | 10 | 11 | 17 | 12
**Student Development/Higher Ed** | **MS** | **Women** | 52 | 47 | 37 | 29 | 27
**Total** | 67 | 57 | 48 | 46 | 39
**Professional Counseling** | **PM CERT** | **Men** | 2 | 2 | 1 | 5 | 4
**Professional Counseling** | **PM CERT** | **Women** | 11 | 9 | 8 | 13 | 13
**Total** | 13 | 11 | 9 | 18 | 17

### SPRING 2018 – SPRING 2022

<table>
<thead>
<tr>
<th>Concentration</th>
<th>Credential</th>
<th>Gender</th>
<th>Spring 2018</th>
<th>Spring 2019</th>
<th>Spring 2020</th>
<th>Spring 2021</th>
<th>Spring 2022</th>
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<td>Women</td>
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<td>48</td>
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<tr>
<td><strong>Total</strong></td>
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<td>73</td>
<td>72</td>
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<td>22</td>
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<td>32</td>
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<td>70</td>
<td>72</td>
<td>64</td>
<td>48</td>
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<tr>
<td>Student Development/Higher Ed</td>
<td>MS</td>
<td>Men</td>
<td>16</td>
<td>10</td>
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<td>43</td>
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<td>53</td>
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<td>Professional Counseling</td>
<td>PM CERT</td>
<td>Men</td>
<td>4</td>
<td>1</td>
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<td>7</td>
<td>4</td>
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<td>Professional Counseling</td>
<td>PM CERT</td>
<td>Women</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>17</td>
<td>15</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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<td>10</td>
<td>11</td>
<td>24</td>
<td>19</td>
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### FALL 2020

<table>
<thead>
<tr>
<th>Full-Time Faculty with Instructional Load Credits</th>
<th>Part-Time FTE Faculty</th>
<th>FTE Faculty</th>
<th>FTE Students</th>
<th>FTE Student to FTE Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
</tr>
<tr>
<td>(PT Load / 12)</td>
<td>(A + B)</td>
<td></td>
<td></td>
<td>(D/C)</td>
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<tr>
<td>6</td>
<td>4.50</td>
<td>10.50</td>
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### SPRING 2021

<table>
<thead>
<tr>
<th>Full-Time Faculty with Instructional Load Credits</th>
<th>Part-time FTE Faculty</th>
<th>FTE Faculty</th>
<th>FTE Students</th>
<th>FTE Student to FTE Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
</tr>
<tr>
<td>(PT Load / 12)</td>
<td>(A + B)</td>
<td></td>
<td></td>
<td>(D/C)</td>
</tr>
<tr>
<td>6</td>
<td>4.25</td>
<td>10.25</td>
<td>119.3</td>
<td>11.6</td>
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</table>

### FALL 2021

<table>
<thead>
<tr>
<th>Full-time Faculty with Instructional Load Credits</th>
<th>Part-time FTE Faculty</th>
<th>FTE Faculty</th>
<th>FTE Students</th>
<th>Ratio of Students and FTE Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
</tr>
<tr>
<td>(PT Load / 12)</td>
<td>(A + B)</td>
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<td></td>
<td>(D/C)</td>
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<td>4.50</td>
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<td>10.0</td>
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### SPRING 2022

<table>
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<th>Full-time Faculty with Instructional Load Credits</th>
<th>Part-time FTE Faculty</th>
<th>FTE Faculty</th>
<th>FTE Students</th>
<th>Ratio of Students and FTE Faculty</th>
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</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
</tr>
<tr>
<td>(PT Load / 12)</td>
<td>(A + B)</td>
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<td></td>
<td>(D/C)</td>
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<td>4.25</td>
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<td>97.8</td>
<td>9.5</td>
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</table>

### EMPLOYER SURVEY DATA

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 in Fall 2021, the survey contained seven questions. Employers were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills (e.g., the Site Supervisor Evaluation of Counseling Student). 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.

The survey was emailed to 11 identified professional counseling employers and 35 school counseling employers; multiple outreach attempts were made to increase return rates. Of the 37 individuals who opened the link and reviewed the survey, only six people (16%) answered all questions. Five of the six respondents (83%) employed graduates from the Clinical Professional Counseling program while the remaining respondent (17%) employed a graduate from the School Counseling program.

Almost half (45.5%) of the employers of the Clinical Professional Counseling program graduates responded to our survey; therefore, CCSU counselor education program faculty are confident these results represent an overall recognition of the quality training that is offered to our students. Overall, employers believe that graduates from our program are very prepared and competent employees. We remain cognizant, however, that the small sample size and limited selection may skew the data in our favor.

### RESULTS OF EMPLOYER SURVEY OF CCSU COUNSELOR EDUCATION PROGRAM GRADUATES

<table>
<thead>
<tr>
<th>Number of Respondents:</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Launch Date:</td>
<td>10/19/2021</td>
</tr>
<tr>
<td>Survey Close Date:</td>
<td>11/16/2021</td>
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</tbody>
</table>

#### 1. Program Type

<table>
<thead>
<tr>
<th>Program</th>
<th>Response Rate</th>
<th>Response Total</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Professional Counseling (CMHC/Clinical Rehab/Addiction Recovery)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Respondents (answered this question)</strong></td>
<td>6</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td><em>Total Respondents (did not answer this question)</em></td>
<td>31</td>
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#### 2. Professional Competencies

<table>
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<tr>
<th>Category</th>
<th>Not Prepared</th>
<th>N</th>
<th>Somewhat Prepared</th>
<th>N</th>
<th>Prepared</th>
<th>N</th>
<th>Very Prepared</th>
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<th>Not Applicable</th>
<th>N</th>
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<td>Professional Counseling Orientation and</td>
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<td>0%</td>
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<td>66.67%</td>
<td>4</td>
<td>0%</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Ethical/Legal Practice</td>
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<td>N</td>
<td>Somewhat Competent</td>
<td>N</td>
<td>Competent</td>
<td>N</td>
<td>Very Competent</td>
<td>N</td>
<td>Response Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
<td>----</td>
<td>-------------------</td>
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<td>----------------</td>
<td>----</td>
<td>----------------</td>
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</tr>
<tr>
<td>Social and Cultural Diversity</td>
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<td>0</td>
<td>0%</td>
<td>0</td>
<td>33.33%</td>
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<td>66.67%</td>
<td>4</td>
<td>0%</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Human Growth and Development</td>
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<td>0%</td>
<td>0</td>
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<td>Career Development</td>
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<td>0%</td>
<td>0</td>
<td>50%</td>
<td>3</td>
<td>33.33%</td>
<td>2</td>
<td>16.67%</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Counseling Skills and Helping Relationships</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>16.67%</td>
<td>1</td>
<td>83.33%</td>
<td>5</td>
<td>0%</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Group Counseling and Group Work</td>
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<td>0</td>
<td>16.67%</td>
<td>1</td>
<td>16.67%</td>
<td>1</td>
<td>50%</td>
<td>3</td>
<td>16.67%</td>
<td>1</td>
<td>6</td>
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<tr>
<td>Assessment and Testing</td>
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<td>33.33%</td>
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<td>33.33%</td>
<td>2</td>
<td>33.33%</td>
<td>2</td>
<td>6</td>
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<tr>
<td>Research and Program Evaluation</td>
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<td>0%</td>
<td>0</td>
<td>33.33%</td>
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<td>33.33%</td>
<td>2</td>
<td>33.33%</td>
<td>2</td>
<td>6</td>
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<tr>
<td>Trauma-Informed Counseling and/or Crisis Management</td>
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<td>0</td>
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<td>33.33%</td>
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<td>33.33%</td>
<td>2</td>
<td>33.33%</td>
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</table>

| Total Respondents (answered this question) | 6 |
| *Total Respondents (did not answer this question) | 31 |

### 3. Professional Dispositions

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<thead>
<tr>
<th>Disposition</th>
<th>Not Competent</th>
<th>N</th>
<th>Somewhat Competent</th>
<th>N</th>
<th>Competent</th>
<th>N</th>
<th>Very Competent</th>
<th>N</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>0%</td>
<td>0</td>
<td>16.67%</td>
<td>1</td>
<td>16.67%</td>
<td>1</td>
<td>66.67%</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Self-Management</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>33.33%</td>
<td>2</td>
<td>66.67%</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Social Awareness</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>50%</td>
<td>3</td>
<td>50%</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>16.67%</td>
<td>1</td>
<td>83.33%</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Responsible Decision Making</td>
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<td>0%</td>
<td>0</td>
<td>33.33%</td>
<td>2</td>
<td>66.67%</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

| Total Respondents (answered this question) | 6 |
| *Total Respondents (did not answer this question) | 31 |
## 4. Academic Training of Counseling Skills

<table>
<thead>
<tr>
<th>Academic Training</th>
<th>Poor</th>
<th>N</th>
<th>Fair</th>
<th>N</th>
<th>Good</th>
<th>N</th>
<th>Excellent</th>
<th>N</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Skills</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>16.67%</td>
<td>1</td>
<td>83.33%</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Respondents (answered this question) 6
*Total Respondents (did not answer this question) 31

## 5. Practical Application of Counseling Skills

<table>
<thead>
<tr>
<th>Counseling Skills</th>
<th>Poor</th>
<th>N</th>
<th>Fair</th>
<th>N</th>
<th>Good</th>
<th>N</th>
<th>Excellent</th>
<th>N</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Application</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>33.33%</td>
<td>2</td>
<td>66.67%</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Respondents (answered this question) 6
*Total Respondents (did not answer this question) 31

## 6. Program Strengths

<table>
<thead>
<tr>
<th>Item</th>
<th>Respondent</th>
<th>Comments</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Strengths</td>
<td>1</td>
<td>Professional, good understanding of treatment modalities, good sense of teamwork and highly motivated</td>
<td>9%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Diagnosing, counseling skills, self-awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Excellent academic training, and practical application of counseling skills. Very prepared in all professional competencies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Respondents (answered this question) 3
*Total Respondents (did not answer this question) 34

## 7. Areas of Improvement

<table>
<thead>
<tr>
<th>Item</th>
<th>Respondent</th>
<th>Comments</th>
<th>Response Percent</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas of Improvement</td>
<td>1</td>
<td>N/A</td>
<td>9%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>None come to mind</td>
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</table>

Total Respondents (answered this question) 3
*Total Respondents (did not answer this question) 34

*NOTE: “Did not answer this question” implies that the question was either skipped or the user closed the browser without saving the page.

### SITE SUPERVISOR EVALUATION DATA

Practicum and internship students are evaluated by their assigned site supervisor at least once per semester (e.g., mid-term and final evaluation). CCSU’s counselor education programs utilize a survey designed to obtain the site supervisors’ review of our students’ 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

Each student enrolled in CNSL 503-PC (clinical professional counseling practicum), CNSL 503-SC (school counseling practicum), CNSL 591 (school counseling internship), and CNSL 594 (clinical professional counseling internship) is required to coordinate and submit their site supervisor’s completed evaluations. Because this evaluation is a course requirement and part of the student’s final grade, 100% of site supervisors completed their student evaluation; therefore, counselor education program faculty are confident about our interpretation of the results. The following scores were obtained during Spring 2021, which was the first semester our program had complete data for reporting purposes.

### AVERAGE SCORES FOR COUNSELOR EDUCATION PROGRAMS

**Clinical Professional Counseling Practicum**

**SPRING 2021**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>*N  =14</th>
<th>Avg Score for Group (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Behavior</td>
<td>14</td>
<td>3.71</td>
</tr>
<tr>
<td>2. Professional Behavior</td>
<td>14</td>
<td>3.64</td>
</tr>
<tr>
<td>3. Professional Ethics</td>
<td>14</td>
<td>3.50</td>
</tr>
<tr>
<td>4. Administration/Site Operations</td>
<td>14</td>
<td>3.14</td>
</tr>
<tr>
<td>5. Assessment</td>
<td>14</td>
<td>3.85</td>
</tr>
<tr>
<td>6. Diagnostic Skills</td>
<td>14</td>
<td>2.91</td>
</tr>
<tr>
<td>7. Foundational Counseling Skills</td>
<td>14</td>
<td>3.07</td>
</tr>
<tr>
<td>8. Clinical Mental Health Skills</td>
<td>14</td>
<td>2.75</td>
</tr>
<tr>
<td>9. Clinical Rehabilitation Counseling Skills</td>
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<td>2.90</td>
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<tr>
<td>10. Group counseling skills</td>
<td>14</td>
<td>3.29</td>
</tr>
<tr>
<td>11. Trauma and Crisis Counseling</td>
<td>14</td>
<td>2.85</td>
</tr>
<tr>
<td>12. Referral and Advocacy</td>
<td>14</td>
<td>3.18</td>
</tr>
<tr>
<td>13. Multicultural Competency</td>
<td>14</td>
<td>3.36</td>
</tr>
<tr>
<td>14. Case Conceptualization and Treatment Planning</td>
<td>14</td>
<td>3.00</td>
</tr>
<tr>
<td>15. Self-Awareness</td>
<td>14</td>
<td>3.64</td>
</tr>
<tr>
<td>16. Self-Management</td>
<td>14</td>
<td>3.57</td>
</tr>
<tr>
<td>17. Social Awareness</td>
<td>14</td>
<td>3.64</td>
</tr>
<tr>
<td>18. Relationship Skills</td>
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<tr>
<td>19. Responsible Decision-Making</td>
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<tr>
<td>Total (AVG)</td>
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<tr>
<td>------------</td>
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</table>

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

## School Counseling Practicum
### SPRING 2021

<table>
<thead>
<tr>
<th>Criterion</th>
<th>*N =</th>
<th>Avg Score for Group (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Behavior</td>
<td>17</td>
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</tr>
<tr>
<td>2. Counseling Process</td>
<td>17</td>
<td>3.35</td>
</tr>
<tr>
<td>3. Group Counseling</td>
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<td>3.47</td>
</tr>
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<td>4. Multicultural Competency</td>
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<td>3.76</td>
</tr>
<tr>
<td>5. Advocacy</td>
<td>17</td>
<td>3.76</td>
</tr>
<tr>
<td>6. Conceptualization Process</td>
<td>17</td>
<td>3.59</td>
</tr>
<tr>
<td>7. Consulting</td>
<td>17</td>
<td>3.84</td>
</tr>
<tr>
<td>8. Comprehensive SC Program &amp; Intervention Planning</td>
<td>17</td>
<td>3.59</td>
</tr>
<tr>
<td>9. School Counseling Curriculum Design &amp; Implementation</td>
<td>17</td>
<td>3.65</td>
</tr>
<tr>
<td>10. Self-Awareness</td>
<td>17</td>
<td>3.76</td>
</tr>
<tr>
<td>11. Self-Management</td>
<td>17</td>
<td>3.76</td>
</tr>
<tr>
<td>12. Social Awareness</td>
<td>17</td>
<td>3.76</td>
</tr>
<tr>
<td>13. Relationship Skills</td>
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<td>3.76</td>
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<tr>
<td>14. Responsible Decision-Making</td>
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<td>3.76</td>
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<td><strong>Total (AVG)</strong></td>
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*Variation in total due to Site Supervisor marking N/A.

## Clinical Professional Counseling Internship
### SPRING 2021

<table>
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<th>*N =</th>
<th>Avg Score for Group (1-4)</th>
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<tbody>
<tr>
<td>1. Personal Behavior</td>
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<td>3. Professional Ethics</td>
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<td>4. Administration/Site Operations</td>
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<td>11. Trauma and Crisis Counseling</td>
<td>26</td>
<td>3.62</td>
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<tr>
<td>12. Referral and Advocacy</td>
<td>25</td>
<td>3.68</td>
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<td>15. Self-Awareness</td>
<td>28</td>
<td>3.73</td>
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</table>
School Counseling Internship

**SPRING 2021**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>*N</th>
<th>Avg Score for Group (1-4)</th>
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</thead>
<tbody>
<tr>
<td>1. Personal Behavior</td>
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<td>3.84</td>
</tr>
<tr>
<td>2. Counseling Skills</td>
<td>19</td>
<td>3.79</td>
</tr>
<tr>
<td>3. Professional Ethics</td>
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<td>3.89</td>
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<td>4. Multicultural Competency</td>
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<td>3.79</td>
</tr>
<tr>
<td>5. Advocacy</td>
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<td>3.74</td>
</tr>
<tr>
<td>6. Conceptualization Process</td>
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<td>3.68</td>
</tr>
<tr>
<td>7. Consulting</td>
<td>19</td>
<td>3.84</td>
</tr>
<tr>
<td>8. Coordinating</td>
<td>19</td>
<td>3.84</td>
</tr>
<tr>
<td>9. School Counseling Curriculum Design &amp; Implementation</td>
<td>19</td>
<td>3.79</td>
</tr>
<tr>
<td>10. Curriculum Management</td>
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<td>11. Individual Planning</td>
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<td>3.89</td>
</tr>
<tr>
<td>12. Managing</td>
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<td>3.84</td>
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<tr>
<td>13. Self-Awareness</td>
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<td>3.95</td>
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<tr>
<td>14. Self-Management</td>
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<td>3.95</td>
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<tr>
<td>15. Social Awareness</td>
<td>19</td>
<td>3.89</td>
</tr>
<tr>
<td>16. Relationship Skills</td>
<td>19</td>
<td>3.79</td>
</tr>
<tr>
<td>17. Responsible Decision-Making</td>
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<td>3.95</td>
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<tr>
<td><strong>Total (AVG)</strong></td>
<td>19</td>
<td><strong>3.84</strong></td>
</tr>
</tbody>
</table>

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

**NOTE:** Data for the School Counseling program was not collected in Fall 2020. In addition, the Site Supervisor Evaluation of Counseling Student used in Spring 2020 was an earlier version that has since been updated.

**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)** during 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 *textbook written by Rosenthal (2017)* is the 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.


## CPCE RESULTS: CLINICAL PROFESSIONAL COUNSELING PROGRAM

### CCSU SCORES COMPARED TO NATIONAL SCORES  
(NOVEMBER 2020 – DECEMBER 2020)

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### CCSU Scores Compared to National Scores

**PROFESSIONAL COUNSELING**

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### CPCE Results: School Counseling Program

Fall 2021 was the first time School Counseling students were required to take the CPCE as part of their program requirements.
# EMPLOYMENT OUTCOMES

CCSU’s counselor education programs are scheduled to collect data during the 2022-2023 academic year, which will be related to students who graduated in Spring 2022.

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*Data not available*