



## **Department of Counselor Education and Family Therapy**

### **Clinical Professional Counseling Program**

#### **Assessment Report**

(Fall 2024)



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

## **TABLE OF CONTENTS**

<b>INTRODUCTION .....</b>	<b>3</b>
<b>CLINICAL PROFESSIONAL COUNSELING PROGRAM ADMISSIONS DATA.....</b>	<b>4</b>
APPLICATIONS / ADMISSIONS /ENROLLMENT .....	4
RACE/ETHNICITY .....	5
GENDER.....	5
<b>ENROLLMENT .....</b>	<b>6</b>
<b>COMPLETERS .....</b>	<b>8</b>
<b>STUDENT-FACULTY RATIOS .....</b>	<b>8</b>
FTE STUDENT-TO-FTE FACULTY.....	8
<b>EMPLOYER SURVEY.....</b>	<b>10</b>
<b>RESULTS .....</b>	<b>10</b>
<b>SITE SUPERVISOR SURVEY .....</b>	<b>13</b>
<b>RESULTS .....</b>	<b>13</b>
<b>ALUMNI SURVEY.....</b>	<b>16</b>
<b>COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION .....</b>	<b>20</b>
RESULTS .....	21
<b>ALUMNI SURVEY OF EMPLOYMENT AND PROFESSIONAL CREDENTIALS .....</b>	<b>23</b>



## **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 Clinical Professional 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 Clinical Professional Counseling (CPC) program's CACREP-accredited clinical mental health counseling and clinical rehabilitation counseling specializations 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 system for data collection and analysis of assessment data for program evaluation and improvement (Spring 2021 – Spring 2023)
- Transitioning from Taskstream to Tevera, a more comprehensive and integrated online platform designed for field experience, assessment management, and program outcomes (Fall 2023 – current)
- Refining program admission process and criteria
- Revising practicum and internship evaluations
- Reviewing and revising the [Clinical Professional Counseling Program Student 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 and Spring 2023, respectively)
- Participating in a CACREP Reaccreditation Site Visit (Spring 2024)

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 Clinical Professional 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 Clinical Professional Counseling program.
- 3. Completers Summary:**
  - Number of matriculated students who obtained the Master of Science (M.S.) in Counselor Education with Specialization in Clinical Professional Counseling.
- 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. Employer Survey:**
  - Employer perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.
- 6. 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.
- 7. 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.
- 8. Site Supervisor Evaluation:**
  - Field training experience checkpoints for clinical professional counseling practicum and internship students.
- 9. 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.
- 10. Alumni Survey of Employment and Professional Credentials:**
  - Program alumni survey regarding pursuing/obtaining post-master's employment and professional licensure and certification credentials.

## **CLINICAL PROFESSIONAL COUNSELING PROGRAM ADMISSIONS DATA**

### **APPLICATIONS / ADMISSIONS / ENROLLMENT**

There was a significant increase in the number of prospective students applying to the Clinical Professional 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 remain stable year-over-year between 2021 and 2023.



Term	Applications	Admitted	Enrolled	Admit %	Enroll%
Fall 2021	64	27	17	42%	63%
Fall 2022	31	20	12	65%	60%
Fall 2023	72	45	26	63%	58%

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

## RACE/ETHNICITY

Although there is diversity within the student population, the majority of individuals applying to the Clinical Professional Counseling program identify as White.

Term	Race/Ethnicity	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2021	Black or African American	10	5	2	50%	40%
	Hispanic or Latino	6	2	2	33%	100%
	Non-US Resident	1	0	0	0%	N/A
	Two or More Races	1	1	1	100%	100%
	White	46	19	12	41%	63%
	<b>Total</b>	<b>64</b>	<b>27</b>	<b>17</b>	<b>42%</b>	<b>63%</b>
Fall 2022	Asian	1	1	0	100%	0%
	Black or African American	4	2	2	50%	100%
	Hispanic or Latino	8	5	3	63%	60%
	Non-US Resident	1	0	0	0%	N/A
	White	16	12	7	75%	58%
	Two or More Races	1	0	0	0%	N/A
	<b>Total</b>	<b>31</b>	<b>20</b>	<b>12</b>	<b>65%</b>	<b>60%</b>
Fall 2023	Asian	2	1	0	50%	0%
	Black or African American	5	3	3	60%	100%
	Hispanic or Latino	13	9	5	69%	56%
	Non-US Resident	5	0	0	0%	N/A
	White	44	31	18	70%	58%
	Two or More Races	2	0	0	0%	N/A
	White	1	1	0	100%	0%
	<b>Total</b>	<b>72</b>	<b>45</b>	<b>26</b>	<b>63%</b>	<b>58%</b>

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	51	22	12	43%	55%
	Male	13	5	5	38%	100%
	<b>Total</b>	<b>64</b>	<b>27</b>	<b>17</b>	<b>42%</b>	<b>63%</b>
Fall 2022	Female	24	15	8	63%	53%
	Male	7	5	4	71%	80%
	<b>Total</b>	<b>31</b>	<b>20</b>	<b>12</b>	<b>65%</b>	<b>60%</b>
Fall 2023	Female	54	34	20	63%	59%
	Male	18	11	6	61%	55%
	<b>Total</b>	<b>72</b>	<b>45</b>	<b>26</b>	<b>63%</b>	<b>58%</b>

**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 Clinical Professional Counseling program.

Clinical Professional Counseling		
Term	Fall 2022	Fall 2023
<b>Total</b>	<b>59</b>	<b>64</b>
Gender		
Term	Fall 2022	Fall 2023
Female	43	44
Male	16	20
<b>Total</b>	<b>59</b>	<b>64</b>
Race/Ethnicity		
Term	Fall 2022	Fall 2023
Hispanic/Latino	8	11
Black/African American	6	8
Native Hawaiian or Other Pacific Islander	1	0
Unknown/Unreported	1	0
Two or More	2	2



White	41	43
<b>Total</b>	<b>59</b>	<b>64</b>
<b>Enrollment Status</b>		
Term	Fall 2022	Fall 2023
Full-time	27	37
Part-time	32	27
<b>Total</b>	<b>59</b>	<b>64</b>

<b>Clinical Professional Counseling</b>			
Term	Spring 2022	Spring 2023	Spring 2024
<b>Total</b>	<b>62</b>	<b>56</b>	<b>64</b>
<b>Gender</b>			
Term	Spring 2022	Spring 2023	Spring 2024
Female	48	41	45
Male	14	15	19
<b>Total</b>	<b>62</b>	<b>56</b>	<b>64</b>
<b>Race/Ethnicity</b>			
Term	Spring 2022	Spring 2023	Spring 2024
Hispanic/Latino	9	8	11
Black/African American	6	5	6
Native Hawaiian or Other Pacific Islander	1	0	0
Unknown/Unreported	2	0	0
Two or More	2	1	2
White	42	41	45
<b>Total</b>	<b>62</b>	<b>56</b>	<b>64</b>
<b>Enrollment Status</b>			
Term	Spring 2022	Spring 2023	Spring 2024
Full-time	21	21	36
Part-time	41	35	28
<b>Total</b>	<b>62</b>	<b>56</b>	<b>64</b>



## 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 Clinical Professional Counseling, as well as differentiates completers by gender and race/ethnicity.

Clinical Professional Counseling			
Gender	2021-22	2022-23	2023-24
Men	2	3	4
Women	15	14	6
<b>Total</b>	<b>17</b>	<b>17</b>	<b>10</b>
Race/Ethnicity	2021-22	2022-23	2023-24
Hispanic/Latino	4	2	0
Black/African American	1	1	1
Native Hawaiian or Other Pacific Islander	0	1	0
Unknown/Unreported	1	1	0
White	11	12	9
<b>Total</b>	<b>17</b>	<b>17</b>	<b>10</b>

Data Source: OIRA Completer Census File

## 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)
<b>6</b>	<b>4.25</b>	<b>10.25</b>	<b>97.8</b>	<b>9.5</b>
<b>FALL 2022</b>				
<b>Full-time Faculty with Instructional Load Credits</b>	<b>Part-time FTE Faculty</b>	<b>FTE Faculty</b>	<b>FTE Students</b>	<b>Ratio of Students and FTE Faculty</b>
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
<b>7</b>	<b>2.50</b>	<b>9.50</b>	<b>84.4</b>	<b>9.3</b>
<b>SPRING 2023</b>				
<b>Full-time Faculty with Instructional Load Credits</b>	<b>Part-time FTE Faculty</b>	<b>FTE Faculty</b>	<b>FTE Students</b>	<b>Ratio of Students and FTE Faculty</b>
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
<b>5</b>	<b>2.25</b>	<b>7.75</b>	<b>68.6</b>	<b>9.5</b>
<b>FALL 2023</b>				
<b>Full-time Faculty with Instructional Load Credits</b>	<b>Part-time FTE Faculty</b>	<b>FTE Faculty</b>	<b>FTE Students</b>	<b>Ratio of Students and FTE Faculty</b>
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
<b>5</b>	<b>5.25</b>	<b>7.25</b>	<b>77.0</b>	<b>10.6</b>
<b>SPRING 2024</b>				
<b>Full-time Faculty with Instructional Load Credits</b>	<b>Part-time FTE Faculty</b>	<b>FTE Faculty</b>	<b>FTE Students</b>	<b>Ratio of Students and FTE Faculty</b>
(A)	(B)	(C)	(D)	(E)
	(PT Load / 12)	(A + B)		(D/C)
<b>5.0</b>	<b>2.75</b>	<b>7.75</b>	<b>79.9</b>	<b>10.3</b>

Data Source: OIRA Course Census File



## 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)	<div style="width: 83%;"></div>	5	83%
School Counseling	<div style="width: 17%;"></div>	1	17%
<b>Total Respondents</b>		<b>6</b>	<b>100%</b>
(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 Ethical/Legal Practice	0%	0	0%	0	33.33%	2	66.67%	4	0%	0	6



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
<b>Total Respondents</b>									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
<b>Total Respondents</b>									<b>6</b>
(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
<b>Total Respondents</b>									<b>6</b>
(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)	<div></div>	14	61%
School Counseling	<div></div>	9	39%
<b>Total Respondents</b>		<b>23</b>	<b>100%</b>
(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 and	0%	0	0%	0	34.78%	8	65.22%	15	0%	0	23



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	
<b>Total Respondents</b>										<b>23</b>
(skipped this question)										52



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
<b>Total Respondents</b>									<b>23</b>
(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
<b>Total Respondents</b>									<b>23</b>
(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.

### 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 and Group Work	5.56%	1	22.22%	4	38.89%	7	33.33%	6	0%	0	18
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
<b>Total Respondents</b>											<b>18</b>
(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	
<b>Total Respondents</b>										<b>18</b>
(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	
<b>Total Respondents</b>										<b>18</b>
(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	
<b>Total Respondents</b>										<b>18</b>
(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 \*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.

\*Rosenthal, H. (2024). *Encyclopedia of counseling* (4<sup>th</sup> ed.). Routledge.

## 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. For the **Fall 2024** CPCE testing period, when comparing CCSU's clinical professional counseling student performance with other counseling students across the nation who took the CPCE within the same examination cycle, CCSU's clinical professional counseling students not only **passed the CPCE on the first attempt**, but they also **exceeded the national average** in CACREP specialty content areas 1 through 7 (C1-C7) while meeting the national average for the content area of research and program evaluation (C8). Lastly, **100%** of CCSU's CPC program students scored at the **proficient or advanced knowledge level** compared to 90.4% of other counseling students at the national level.

CPCE EXAMINATION CYCLE: FALL 2021							
CACREP CONTENT AREAS		CCSU			NATIONAL		
Section	Items	N	Mean	SD	N	Mean	SD
C1: Professional Orientation & Ethical Practice	17	19	11.3	2.2	1425	11.5	2.5
C2: Social & Cultural Foundations	17	19	9.2	2.2	1425	9.7	2.5
C3: Human Growth & Development	17	19	10.2	2.1	1425	9.6	2.4
C4: Career Development	17	19	10.0	1.7	1425	9.6	2.7
C5: Counseling & Helping Relationships	17	19	8.6	2.0	1425	9.2	2.7
C6: Group Counseling & Group Work	17	19	10.6	2.1	1425	11.0	2.9
C7: Assessment & Testing	17	19	9.7	2.2	1425	9.3	2.6
C8: Research & Program Evaluation	17	19	10.5	1.9	1425	10.0	2.7
<b>Total</b>	<b>136</b>	<b>19</b>	<b>80.1</b>	<b>16.4</b>	<b>1425</b>	<b>80.4</b>	<b>20.8</b>

Data Source: Center for Credentialing & Education, Inc. (CCE).

CPCE EXAMINATION CYCLE: FALL 2022							
CACREP CONTENT AREAS		CCSU			NATIONAL		
Section	Items	N	Mean	SD	N	Mean	SD
C1: Professional Orientation & Ethical Practice	17	32	10.5	1.9	1,405	11.2	2.2
C2: Social & Cultural Foundations	17	32	8.2	2.2	1,405	8.3	2.5
C3: Human Growth & Development	17	32	10.9	2.2	1,405	11.1	2.4



C4: Career Development	17	32	10.1	1.9	1,405	10.4	2.3
C5: Counseling & Helping Relationships	17	32	9.4	2.1	1,405	10.0	2.7
C6: Group Counseling & Group Work	17	32	10.3	2.5	1,405	11.4	2.5
C7: Assessment & Testing	17	32	9.4	2.4	1,405	9.9	2.6
C8: Research & Program Evaluation	17	32	10.8	2.5	1,405	10.8	2.6
<b>Total</b>	<b>136</b>	<b>32</b>	<b>79.7</b>	<b>10.8</b>	<b>1,405</b>	<b>83.1</b>	<b>14.3</b>

Data Source: Center for Credentialing & Education, Inc. (CCE).

CPCE EXAMINATION CYCLE: FALL 2023							
CACREP CONTENT AREAS		CCSU			NATIONAL		
Section	Items	N	Mean	SD	N	Mean	SD
C1: Professional Orientation & Ethical Practice	17	9	10.7	1.7	379	11.0	2.1
C2: Social & Cultural Foundations	17	9	10.2	3.0	379	9.7	2.4
C3: Human Growth & Development	17	9	10.3	2.1	379	10.4	2.4
C4: Career Development	17	9	10.2	3.2	379	10.2	2.3
C5: Counseling & Helping Relationships	17	9	8.7	3.7	379	9.7	2.6
C6: Group Counseling & Group Work	17	9	10.2	2.4	379	11.3	2.6
C7: Assessment & Testing	17	9	8.8	3.0	379	9.4	2.6
C8: Research & Program Evaluation	17	9	11.3	3.4	379	11.1	2.9
<b>Total</b>	<b>136</b>	<b>9</b>	<b>11.0</b>	<b>2.2</b>	<b>379</b>	<b>10.6</b>	<b>2.3</b>

CPCE EXAMINATION CYCLE: FALL 2024							
CACREP CONTENT AREAS		CCSU			NATIONAL		
Section	Items	N	Mean	SD	N	Mean	SD
C1: Professional Orientation & Ethical Practice	17	13	13.1	1.1	4238	12.3	1.9
C2: Social & Cultural Foundations	17	13	11.1	1.8	4238	10.7	2.1
C3: Human Growth & Development	17	13	12.1	2.0	4238	11.7	2.2
C4: Career Development	17	13	14.2	1.7	4238	12.8	2.1
C5: Counseling & Helping Relationships	17	13	11.4	1.9	4238	11.2	2.1
C6: Group Counseling & Group Work	17	13	13.8	1.9	4238	12.8	2.2
C7: Assessment & Testing	17	13	12.0	2.5	4238	11.8	2.2
C8: Research & Program Evaluation	17	13	12.4	1.7	4238	12.4	2.6
<b>Total</b>	<b>136</b>	<b>13</b>	<b>100.1</b>	<b>9.2</b>	<b>4238</b>	<b>95.7</b>	<b>11.8</b>

Data Source: Center for Credentialing & Education, Inc. (CCE).



CPCE EXAMINATION CYCLE: FALL 2024					
*Knowledge/Competency Levels			* Knowledge/Competency Levels		
Number Tested (CCSU)		13	Number Tested (National)		4238
CCSU % Emerging		0%	National % Emerging		0.8%
CCSU % Satisfactory		0%	National % Satisfactory		8.8%
CCSU % Proficient		46.2%	National % Proficient		56.2%
CCSU % Advanced		53.8%	National % Advanced		34.2%
		100%			90.4%

\*New report-type produced by CCE on 01/16/2025.

Data Source: Center for Credentialing & Education, Inc. (CCE).

## 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/NCMHE	100%	10
Passed the NCE/NCMHE	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.