



Department of Counselor Education and Family Therapy

Clinical Professional Counseling Program

Assessment Report

(Published Spring 2026)



Accredited by the Council for the Accreditation of Counseling and Related Educational Program (CACREP) through March 31, 2027



TABLE OF CONTENTS

INTRODUCTION 3

CLINICAL PROFESSIONAL COUNSELING PROGRAM STUDENT DATA 4

APPLICATIONS / ADMISSIONS / ENROLLMENT 4

RACE/ETHNICITY 5

GENDER 6

ENROLLMENT 6

COMPLETERS 8

STUDENT-FACULTY RATIOS 9

FULL-TIME EQUIVALENT (FTE) STUDENT-TO-FTE FACULTY 9

KEY STAKEHOLDER SURVEYS 10

ALUMNI SURVEY 10

RESULTS 11

EMPLOYER SURVEY 15

RESULTS 15

SITE SUPERVISOR SURVEY 18

RESULTS 18

COUNSELOR EDUCATION INTERNSHIP STUDENT SURVEY 23

RESULTS 23

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION 26

RESULTS 26

ALUMNI SURVEY OF EMPLOYMENT AND PROFESSIONAL CREDENTIALS 28

RESULTS 28



INTRODUCTION

This report is updated to include program assessment data collected during the 2024-2025 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), standardizing grading rubrics, and developing a comprehensive assessment plan. The most recent counselor education program enhancements are as follows:

- Updating course syllabi and key signature assessment/assignments in alignment with applicable [2024 CACREP Standards](#)
- Ongoing review and revision of various [program documents](#), including those affiliated with the Supervised Clinical Professional Counseling Practicum and Internship fieldwork courses, as needed
- Continuing the implementation of the [Experiential Learning Cloud](#) (formerly known as Tevera)—a comprehensive and integrated online platform designed for field experience, assessment management, and program outcomes (Fall 2023 – current)
- Refining program admission process and criteria
- Reviewing and revising the [Clinical Professional Counseling Program Student & Fieldwork Handbook](#) on a regular basis
- Enhancing the (a) newly accepted student and (b) fieldwork placement orientation processes
- 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
- Participating in a CACREP Reaccreditation Site Visit (Spring 2024)
- Submitting a CACREP Self-Study Report (SSR) and responding to SSR via an addendum report (Spring 2025 and Spring 2026, respectively) regarding ongoing accreditation of the *Clinical Mental Health Counseling* and *Clinical Rehabilitation Counseling* specialty areas, as well as seeking initial accreditation of the *Addiction Counseling* specialization.
- Receiving extension of the [Clinical Mental Health Counseling](#) and [Clinical Rehabilitation Counseling](#) CACREP accreditation through March 31, 2027 (Spring 2026).

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 (OIRA), 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 (alternates every 3 years):

- 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 (alternates every 3 years):

- 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 (alternates every 3 years):

- 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 (mid-term and final each semester).

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 foundational counseling curriculum 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 STUDENT DATA

APPLICATIONS / ADMISSIONS / ENROLLMENT

The number of prospective students applying and being accepted into the Clinical Professional Counseling program remains consistent year-over year (2023 – 2025). The percentage of newly enrolled students increased remain stable year-over-year between 2023 and 2025.



Matriculation Date	Applications	Admitted	Enrolled	Admit %	Enroll%
Fall 2023	72	45	26	63%	58%
Fall 2024	85	58	37	68%	68%
Fall 2025	74	50	32	64%	64%

Data Source: OIRA Slate Admission Census File; Slate Data Available Starting from Fall 2023-Fall 2025

RACE/ETHNICITY

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

Matriculation Date	Race/Ethnicity	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2023	Asian	2	1	0	50%	0%
	Black/African American	5	3	3	60%	100%
	Native Hawaiian /Other Pacific Islander (PI)	0	0	0	-	-
	Hispanic or Latino	13	9	5	69%	56%
	Non-US Resident	5	0	0	0%	N/A
	Two or More Races	2	0	0	0%	N/A
	Unknown/Unreported	1	1	0	100%	0%
	White	44	31	18	70%	58%
	Total		72	45	26	63%
Matriculation Date	Race/Ethnicity	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2024	Asian	3	2	0	67%	0%
	Black/African American	11	11	6	100%	55%
	Native Hawaiian /Other Pacific Islander (PI)	0	0	0	-	-
	Hispanic or Latino	11	8	6	73%	75%
	Non-US Resident	2	1	0	50%	0%
	Two or More Races	4	3	1	75%	33%
	Unknown/Unreported	2	0	0	0%	-
	White	52	33	24	63%	73%
	Total		85	58	37	68%
Matriculation Date	Race/Ethnicity	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2025	Asian	5	2	1	40%	50%
	Black/African American	6	4	1	67%	25%



	Native Hawaiian /Other Pacific Islander (PI)	0	0	0	-	-
	Hispanic or Latino	11	7	5	64%	71%
	Non-US Resident	6	2	1	33%	50%
	Two or More Races	2	0	0	0%	-
	Unknown/Unreported	1	0	0	0%	-
	White	43	35	24	81%	69%
	Total	74	50	32	68%	64%

Data Source: OIRA Admission Census File; Slate Data Available Starting from Fall 2023-Fall 2025

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, many individuals applying to the counselor education programs identify their gender as female.

Matriculation Date	Gender	Applications	Admit	Enroll	Admit %	Enroll%
Fall 2023	Female	54	34	20	63%	59%
	Male	18	11	6	61%	55%
	Total	72	45	26	63%	58%
Fall 2024	Female	62	42	26	68%	62%
	Male	23	16	11	70%	69%
	Total	85	58	37	68%	64%
Fall 2025	Female	56	39	27	70%	69%
	Male	18	11	5	61%	45%
	Total	74	50	32	68%	64%

Data Source: OIRA Admission Census File; Slate Data Available Starting from Fall 2023-Fall 2025

ENROLLMENT

The following data identifies the number of graduates students actively enrolled Clinical Professional Counseling program at the beginning of each semester during the 10-month academic year as well as by gender, race/ethnicity, and part- and full-time status. As illustrated, the number of enrolled students has consistently increased year-over-year.

Enrollment by Head Count			
Enrollment	Spring 2023	Spring 2024	Spring 2025
Total	56	64	88



Enrollment	Fall 2023	Fall 2024	Fall 2025
Total	64	87	104

Data Source:

- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf
- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf

Enrollment by Gender			
Gender	Spring 2023	Spring 2024	Spring 2025
Female	41	45	62
Male	15	19	26
Total	56	64	88
Gender	Fall 2023	Fall 2024	Fall 2025
Female	44	62	76
Male	20	25	28
Total	64	87	104

Data Source:

- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Gender_With_Concentrations.pdf
- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Gender_With_Concentrations.pdf

Enrollment by Race/Ethnicity			
Race/Ethnicity	Spring 2023	Spring 2024	Spring 2025
Asian	0	0	0
Black/African American	5	6	12
Native Hawaiian /Other PI	0	0	0
Hispanic or Latino	8	11	17
Non-US Resident	0	0	1
Two or More Races	1	2	2
Unknown/Unreported	0	0	0
White	41	45	56
Total	56	64	88
Race/Ethnicity	Fall 2023	Fall 2024	Fall 2025
Asian	0	0	1
Black/African American	8	12	14
Native Hawaiian /Other PI	0	0	0
Hispanic or Latino	11	17	17
Non-US Resident	0	0	1
Two or More Races	2	3	2
Unknown/Unreported	0	0	0
White	43	55	69
Total	64	87	104

**Data Source:**

- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Race-Ethnicity_With_Concentrations.pdf
- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Race-Ethnicity_With_Concentrations.pdf

Enrollment by Status			
Status	Spring 2023	Spring 2024	Spring 2025
Full-time	21	36	52
Part-time	35	28	36
Total	56	64	88
Status	Fall 2023	Fall 2024	Fall 2025
Full-time	37	47	55
Part-time	27	40	49
Total	64	87	104

Data Source:

- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf
- https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Fall_Enrollment_By_Academic_By_Enrollment_Status_With_Concentrations.pdf

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.

Completers by Gender			
Gender	2022-2023	2023-2024	2024-2025
Female	14	6	4
Male	3	4	12
Total	17	10	16

Data Source: OIRA Completer Census File

Completers by Race/Ethnicity			
Race/Ethnicity	2022-2023	2023-2024	2024-2025
Asian	0	0	0
Black/African American	1	1	2
Native Hawaiian/Other Pacific Islander	1	0	0
Hispanic/Latino	2	0	3
Non-US Resident	0	0	0
Two or More Races	0	0	1
Unknown/Unreported	1	0	0
White	12	9	10
Total	17	10	16



Data Source: OIRA Completer Census File

STUDENT-FACULTY RATIOS

FULL-TIME EQUIVALENT (FTE) STUDENT-TO-FTE FACULTY

CCSU's CACREP-accredited counselor education programs met the CACREP standard regarding the ratio of full-time equivalent (FTE) students to FTE core and affiliate faculty, which should not exceed 12:1 for any calendar year.

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
FALL 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	94.8	12.2
SPRING 2025				
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)
6.0	3.25	9.25	98	10.6
FALL 2025				
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	3.25	8.25	102.5	12.4

Data Source: OIRA Course Census File

KEY STAKEHOLDER SURVEYS

Starting with the 2021-2022 academic year, the Counselor Education programs—which consist of the Master of Science in Counselor Education with a specialization in (a) Clinical Professional Counseling or (b) School Counseling—developed a schedule wherein key stakeholders will be surveyed on a rotating basis (i.e., every 3 years) as follows:

- Year 1: Employer
 - (2021-2022); (2024-2025); (2027-2028)
- Year 2: Site Supervisor
 - (2022-2023); (2025-2026); (2028-2029)
- Year 3: Alumni
 - (2023-2024); (2026-2027); (2029-2030)

For each survey, the respective stakeholders are asked to rate the professional competencies, professional dispositions, academic training, and practical application of counseling skills for students trained in Central's Counselor Education programs; they are also asked to qualitatively identify and describe program strengths as well as areas of improvement. For each annual assessment, only those key stakeholder surveys administered in the past 3 years will be included on the most recently published annual report.

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 previous 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, most alumni believe they were prepared or very prepared to enter to enter the counseling profession upon graduation; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

Survey Form Builder: SelectSurvey.Net
Number of Invited Participants: 44
Number of Total Respondents: 18 (41%)
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
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.



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.

Administered during the 2024-2025 academic year, the Employer Survey was *revised to only collect data specific to the Clinical Professional Counseling program as well as integrate the eight foundational counseling curriculum areas identified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP, 2024, Section 3.A.-3.H.). The survey was emailed in Spring 2025 to employers of clinical professional counseling program graduates 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 *unsatisfactory, developing, proficient, exemplary, and unknown/not observed*. Employers were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Overall, most employers believe program graduates are proficient or exemplary employees; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

Survey Form Builder: SelectSurvey.Net
 Number of Invited Participants: 23
 Number of Total Respondents: 4 (17%)
 Year: 2024-2025

1. Professional Competencies											
Curriculum Area	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Research & Program Evaluation	0%	0	25%	1	50%	2	0%	0	25%	1	4
Assessment & Diagnostic Processes	0%	0	0%	0	50%	2	50%	2	0%	0	4
Group Counseling & Group Work	0%	0	0%	0	50%	2	25%	1	25%	1	4



Counseling Practices & Relationships	0%	0	0%	0	50%	2	50%	2	0%	0	4
Career Development	0%	0	0%	0	25%	1	25%	1	50%	2	4
Lifespan Development	0%	0	0%	0	50%	2	25%	1	25%	1	4
Social & Cultural Identities & Experiences	0%	0	0%	0	75%	3	25%	1	0%	0	4
Professional Counseling Orientation & Ethical/Legal Practice	0%	0	0%	0	25%	1	75%	3	0%	0	4
Total Respondents											4
(skipped this question)											19

2. Professional Dispositions

Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Self-Awareness	0%	0	0%	0	0%	0	100%	4	0%	0	4
Self-Management	0%	0	0%	0	0%	0	100%	4	0%	0	4
Social Awareness	0%	0	0%	0	25%	1	75%	3	0%	0	4
Relationship Skills	0%	0	0%	0	25%	1	75%	3	0%	0	4
Responsible Decision Making	0%	0	0%	0	0%	0	100%	4	0%	0	4
Total Respondents											4
(skipped this question)											19

3. Academic Training of Counseling Skills

Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Academic Training	0%	0	0%	0	25%	1	75%	3	0%	0	4



(CCSU Counselor Education Program Compared to Other Universities)											
Total Respondents											4
(skipped this question)											19

4. Practical Application of Counseling Skills											
Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Practical Application of Counseling Skills (CCSU Counselor Education Program Compared to Other Universities)	0%	0	0%	0	25%	1	75%	3	0%	0	4
Total Respondents											4
(skipped this question)											19

5. Program Strengths			
Item	Comments	Response Total	Response Percent
Program Strengths	Intern is highly motivated, hardworking, respectful and has displayed strong clinical skills throughout internship.	1	5%
Total Respondents			1
(skipped this question)			23

6. Areas of Improvement			
Item	Comments	Response Total	Response Percent
Areas of Improvement	N/A	0	0%
	N/A		



	None come to mind		
Total Respondents			0
(skipped this question)			23

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

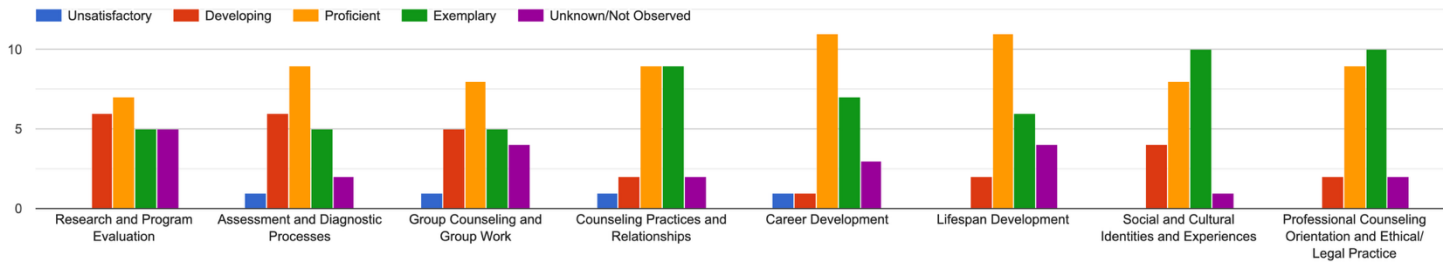
Administered during the 2025-2026 academic year, the Site Supervisor Survey was emailed to clinical professional counseling site supervisors who previously (or currently) hosted practicum and internship students. Multiple outreach attempts made to increase return rates asking site supervisors to rate how well they believed CCSU’s counselor education programs academically and professionally prepared field training students to enter the counseling practicum/internship experience.

Like the revised Employer Survey in 2024-2025, the Site Supervisor Survey was revised to only collect data specific to the Clinical Professional Counseling program as well as integrate the eight foundational counseling curriculum areas identified by the Council on Accreditation of Counseling and Related Educational Programs ([CACREP, 2024, Section 3.A.-3.H.](#)). The survey was emailed in Spring 2026 to clinical professional counseling site supervisors with multiple outreach attempts made to increase return rates. Site supervisors 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 *unsatisfactory, developing, proficient, exemplary, and unknown/not observed*. Site supervisors were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Overall, most site supervisors believe program students are primarily proficiently and/or exemplarily counselors-in-training who are prepared to eventually enter the counseling profession; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

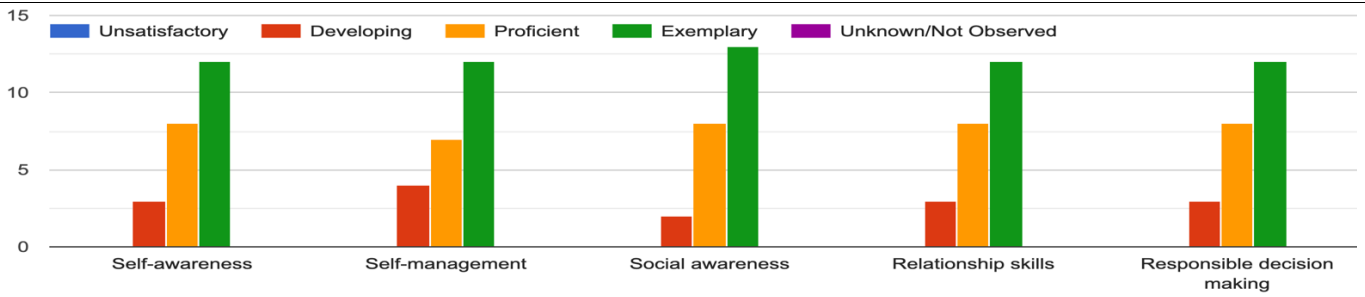
Survey Form Builder: *Google Forms
Number of Invited Participants: 84
Number of Total Respondents: 23 (27%)
Year: 2025-2026
*Effective Spring 2025-2026, Google Forms was used to create the survey and collect data.

1. Professional Competencies



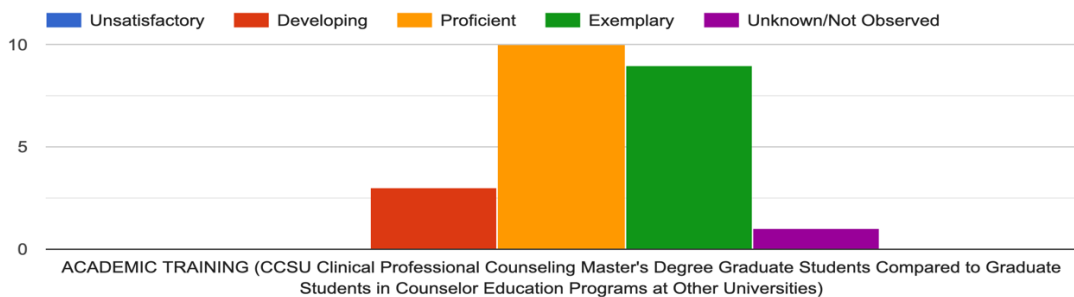
Curriculum Area	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Research & Program Evaluation	0%	0	26%	6	30%	7	22%	5	22%	5	23
Assessment & Diagnostic Processes	4.5%	1	26%	6	39%	9	22%	5	9%	2	23
Group Counseling & Group Work	4.5%	1	22%	5	35%	8	22%	5	17%	4	23
Counseling Practices & Relationships	4.5%	1	9%	2	39%	9	39%	9	9%	2	23
Career Development	4.5%	1	4.5%	1	48%	11	30%	7	13%	3	23
Lifespan Development	0%	0	9%	2	48%	11	26%	6	17%	4	23
Social & Cultural Identities & Experiences	0%	0	17%	4	35%	8	43%	10	4.5%	1	23
Professional Counseling Orientation & Ethical/Legal Practice	0%	0	9%	2	39%	9	43%	10	9%	2	23
Total Respondents											23

2. Professional Dispositions



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Self-Awareness	0%	0	13%	3	35%	8	52%	12	0%	0	23
Self-Management	0%	0	17%	4	30%	7	52%	12	0%	0	23
Social Awareness	0%	0	9%	2	35%	8	56%	13	0%	0	23
Relationship Skills	0%	0	13%	3	35%	8	52%	12	0%	0	23
Responsible Decision Making	0%	0	13%	3	35%	8	52%	12	0%	0	23
Total Respondents											23

3. Academic Training of Counseling Skills



Disposition	Unsatisfactory	N	Developing	N	Proficient	N	Exemplary	N	Unknown/Not Observed	N	Response Total
Academic Training (CCSU Counselor Education Program Compared to	0%	0	13%	3	43%	10	39%	9	4.5%	1	23



	<p>One clear strength of the counseling program is the presence of well-rounded clinicians in training who demonstrate eagerness to learn, grow, and further develop their skills in the field. The program also provides a support to our site where expectations are clearly communicated, helping clinicians in training feel guided and confident in their roles.</p>		
	<p>There is a lot of supervision involved with this program.</p>		
	<p>They are eager and responsible with the onboarding process of obtaining an internship position. This group seems to have mastered reaching out, introductions, and follow up with that contact.</p>		
	<p>Insight into mental health diagnosis and addiction very well done.</p>		
Total Respondents			9
(skipped this question)			14

6. Areas of Improvement			
Item	Comments	Response Total	Response Percent
Areas of Improvement	N/A	7	30%
	Doing well, nothing at this time.		
	Need more time to learn assessments to assess/determine: Levels of care. Time constraints make that difficult		
	None currently.		
	One area for continued development in the counseling program is ensuring that interns enter their placements with a stronger foundational understanding of clinical assessments and diagnostic formulation. Additional preparation in trauma-informed care and practical trauma-informed skills would also help interns feel more confident and effective when working with clients who present with complex histories.		
	Students lack maturity coming into the internship. They seek information to be handed to them versus being independent and trying to problem solve ways to obtain information. They also use supervision to ask questions that are easily answered if they reviewed paperwork, versus asking processing questions about experiences. They have been very needy and this has left me thinking that I will not be able to accept more than 2 interns at a		



	time. They are requiring a lot more time due to immaturity.		
	Students enter the internship despite being informed about the expectations from the University and from myself prior to internship start date. Once the internship starts, they believe that the internship is like another University providing training videos and ongoing indirect hours of education (CEU). I have explained that the internship consists of DIRECT contact and I will not allow a student to sit behind a computer taking CEU credits and earn hours for the internship.		
Total Respondents			7
(skipped this question)			16

COUNSELOR EDUCATION INTERNSHIP STUDENT SURVEY

DESCRIPTION

In Spring 2024, an “end of program” pilot survey was disseminated to students who were completing their internship training and preparing for graduation 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 graduate students to enter the counseling profession.

Like other stakeholder surveys, students were asked to consider professional competencies, professional dispositions, academic training, and practical application of counseling skills. Students 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*. Students were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Overall, most students believe they were prepared or very prepared to enter to enter the counseling profession upon graduation; however, counselor education faculty recognize the small sample size limits generalizing the results.

RESULTS

Survey Form Builder: SelectSurvey.Net
Number of Invited Participants: 19
Number of Total Respondents: 7 (37%)
Year: Spring 2024

1. Program Type			
Program	Response Rate	Response Total	Response Percent



Clinical Professional Counseling (CMHC/Clinical Rehab/Addiction Recovery)		4	57%
School Counseling		3	43%
Total Respondents		7	100%
(skipped this question)		12	

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	71.43%	5	28.57%	2	0%	0	7
Social and Cultural Diversity	0%	0	14.29%	1	85.71%	6	0%	0	0%	0	7
Human Growth and Development	0%	0	0%	0	71.43%	5	27.78%	2	0%	0	7
Career Development	0%	0	28.57%	2	71.43%	5	0%	0	0%	0	7
Counseling Skills and Helping Relationships	0%	0	0%	0	71.43%	5	27.78%	2	0%	0	7
Group Counseling and Group Work	0%	0	14.29%	1	85.71%	6	0%	0	0%	0	7
Assessment and Testing	0%	0	28.57%	2	42.86%	3	28.57%	2	0%	0	7
Research and Program Evaluation	0%	0	28.57%	2	42.86%	3	28.57%	2	0%	0	7
Trauma-Informed Counseling	0%	0	57.14%	4	42.86%	3	0%	0	0%	0	7



and/or Crisis Management										
Total Respondents										7
(skipped this question)										12

3. Professional Dispositions										
Disposition	Not Competent	N	Somewhat Competent	N	Competent	N	Very Competent	N	Response Total	
Self-Awareness	0%	0	0%	0	71.43%	5	28.57%	2	7	
Self-Management	0%	0	0%	0	85.71%	6	14.29%	1	7	
Social Awareness	0%	0	0%	0	100%	7	0%	0	7	
Relationship Skills	0%	0	0%	0	85.71%	6	14.29%	1	7	
Responsible Decision Making	0%	0	0%	0	100%	7	0%	100%	7	
Total Respondents										7
(skipped this question)										12

4. Academic Training of Counseling Skills										
Academic Training	Poor	N	Fair	N	Good	N	Excellent	N	Response Total	
Counseling Skills	0%	0	14.29%	1	57.14%	4	28.57%	2	7	
Total Respondents										7
(skipped this question)										12

5. Practical Application of Counseling Skills										
Counseling Skills	Poor	N	Fair	N	Good	N	Excellent	N	Response Total	
Practical Application	0%	0	14.29%	1	85.71%	6	0%	0	7	
Total Respondents										7
(skipped this question)										12

6. Program Strengths			
Item	Comments	Response Percent	Response Total
Program Strengths		0%	0
Total Respondents			0
(skipped this question)			19

7. Areas of Improvement			
Item	Comments	Response Percent	Response Total



Areas of Improvement		0%	13
Total Respondents			0
(skipped this question)			19

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

NEXT STEPS / SPRING 2026 UPDATE:

The Clinical Professional Counseling program is in process of developing a “CPC Internship Student End of Graduate Program Survey” that may be built into the Experiential Learning Cloud as an assignment and completed at the end of the interns’ final semester and prior to graduation; this may offer a more convenient way to collect the data as well as increase participation; **however, before implementing as an course assignment, the CPC Program Coordinator is awaiting confirmation from the ELC that this form can be completed anonymously by students with the results reported confidentiality on an aggregate report.**

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION

To fulfill graduation requirements, all graduate students admitted to the Clinical Professional Counseling and program is 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 the eight foundational counseling curriculum areas identified by the Council on Accreditation of Counseling and Related Educational Programs (CACREP, 2024, Section 3.A.-3.H.). The *textbook written by Rosenthal (2024) 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* (4th 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. In fact, 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, they **exceeded the national average** when reviewing the total score.

In January 2025, the Center for Credentialing & Education (CCE) began releasing “University Program Reports” wherein the scores of all students within a university’s counselor education program who took the CPCE in the fall semester were compared again the national average within that same data collection timeframe. Since this report has been provided by CCE, **100%** of CCSU’s CPC program students scored at the **proficient or**



advanced knowledge level compared to 90.4% and 89% of other counseling students at the national level in Fall 2024 and Fall 2025, respectively.

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
Total	136	9	11.0	2.2	379	10.6	2.3

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
Total	136	13	100.1	9.2	4238	95.7	11.8

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

CPCE EXAMINATION CYCLE: FALL 2025							
CACREP CONTENT AREAS		CCSU			NATIONAL		
Section	Items	N	Mean	SD	N	Mean	SD
C1: Professional Orientation & Ethical Practice	17	17	10.88	2.18	4,549	11.31	2.02
C2: Social & Cultural Foundations	17	17	10.29	1.57	4,549	10.35	2.42
C3: Human Growth & Development	17	17	12.18	2.38	4,549	11.65	2.55
C4: Career Development	17	17	11.24	2.61	4,549	10.86	2.43
C5: Counseling & Helping Relationships	17	17	10.59	1.66	4,549	11.11	2.63
C6: Group Counseling & Group Work	17	17	11.47	2.50	4,549	11.58	2.65
C7: Assessment & Testing	17	17	9.94	2.22	4,549	9.92	2.72
C8: Research & Program Evaluation	17	17	11.12	1.83	4,549	10.54	2.64



Total	136	87.71	11.69	4,549	87.31	14.78
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Data Source: Center for Credentialing & Education, Inc. (CCE).

ALUMNI SURVEY OF EMPLOYMENT AND PROFESSIONAL CREDENTIALS

A pilot 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 many 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 most 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 and implemented on a longer-term basis, counselor education faculty need to reconvene to examine the survey questions and take action to improve its accuracy and design.