



Department of Counselor Education and Family Therapy

School Counseling Program

Assessment Report

Spring 2026

Accredited by the Council for the Accreditation of
Counseling and Related

Educational Program (CACREP) through March 31, 2027

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INTRODUCTION

This report is updated to include program assessment data collected for the Master of Science in Counselor Education with a Specialization in School Counseling within the Department of Counselor Education and Family Therapy at Central Connecticut State University. This assessment data contributes to our larger program evaluation report in alignment with our CACREP-accredited specialization programs as well as internal university assessment requirements.

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 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 School 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.
- Receiving extension of the School Counseling CACREP accreditation through March 31, 2027 (Spring 2026).

Continuous and Systematic Improvement of the Program

In compliance with CACREP Standard 2.D.1 - 2.D.8, the counselor education program has a written comprehensive evaluation plan for systematically evaluating, monitoring, and reporting achievement of program objectives on an annual basis. This plan includes:

1. Academic quality indicators (AQIs) aligned with program objectives;
2. Minimum thresholds for AQIs, as determined by counselor education faculty;
3. The data that will be collected;
4. A procedure for how and when data will be collected;
5. A method for how and when data will be reviewed or analyzed;
6. A process for addressing unmet minimum thresholds;
7. A procedure for identifying and analyzing trends in the data across multiple years; and
8. An explanation for how data will be used for curriculum and program involvement.

The Counselor Education Assessment Team meets on a regular basis throughout the academic year to continuously improve program and curriculum effectiveness by engaging in a comprehensive data collection and analysis process. This includes reviewing (a) academic quality indicators, (b) key performance indicators, (c) program objectives, (d) signature assessments, and (e) benchmark achievements. Various methods are used to collect, review, and analyze data, including the (a) the Experiential Learning Cloud reports, (b) key stakeholder surveys, (c) Professional Advisory Committee annual meetings, (d) student enrollment data, and (e) graduate/alumni outcomes. When a pattern emerges that

suggests a potential concern, the Counselor Education Assessment Team reviews the data, analyzes its potential impact, and identifies opportunities for improvement (which is reexamined over time to assess for effectiveness). 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. Academic Quality Indicators:
 - a. Includes minimum benchmarks such as (a) professional dispositions for entry-level students; (b) pass rates on credentialing exams; (c) degree completion rates; (d) employment rates; and (f) fieldwork placement rates.
2. Admissions & Newly Enrolled Students:
 - a. Number of prospective students who applied to the School Counseling program, number of students accepted/matriculated into the program, and number of newly admitted students who enrolled in program coursework.
3. Enrolled Students:
 - a. Overall number of students actively enrolled in the School Counseling program.
4. Completers Summary:
 - a. Number of matriculated students who obtained the Master of Science (M.S.) in Counselor Education with Specialization in School.
5. Student: Faculty Ratio:
 - a. Utilizing the institution's definitions of full-time, the ratio of full-time equivalent (FTE) graduate students to FTE core and affiliate faculty.
6. Employer Survey (yearly):
 - a. Employer perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.
7. Site Supervisor Survey (yearly):
 - a. Site supervisor perceptions regarding graduate students in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.
8. Alumni Survey (yearly):
 - a. Program alumni perceptions regarding the training they received in terms of their professional competencies, professional dispositions, academic training, and practical application of counseling skills.
9. Site Supervisor Evaluation:
 - a. Field training experience checkpoints for clinical professional counseling practicum and internship students (mid-term and final each semester).

- 10. Counselor Preparation Comprehensive Examination (CPCE):
 - a. Assessing the effectiveness of CCSU’s School Counseling program in preparing graduate students in relation to the eight foundational counseling curriculum areas identified by CACREP.
- 11. Alumni Survey of Employment and Professional Credentials:
 - a. Program alumni survey regarding pursuing/obtaining post-master’s employment, advanced education, and professional licensure and certification credentials.

ACADEMIC QUALITY INDICATORS

CACREP STANDARDS

Per CACREP Standard 2.E. (2024), counselor education programs must collect and analyze the data annually as part of their comprehensive evaluation process. This data, also known as Academic Quality Indicators (AQI), includes information related to (a) aggregate assessment of student success, (b) graduate outcomes, and (c) fieldwork placement.

Within this report, the following specific AQIs are provided:

1. Professional dispositions for entry-level students
2. Pass rates on credentialing exams
3. Degree completion rates
4. Employment rates
5. Fieldwork placement rates

School Counseling Program Student Data

Applications / Admissions / Enrollment

| Term | Applications | Admitted | Enrolled | Admit % | Enroll % |
|-----------|--------------|----------|----------|---------|----------|
| Fall 2024 | 35 | 23 | 18 | 66% | 78% |
| Fall 2025 | 36 | 24 | 16 | 67% | 67% |

Data Source: OIRA Slate Admission Census File; Slate Data Available Starting from Fall 2024-Fall 2025

Race / Ethnicity

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

| Term | Race / Ethnicity | Applications | Admit | Enroll | Admit % | Enroll % |
|-----------|-----------------------------------------|--------------|-------|--------|---------|----------|
| Fall 2024 | Asian | 0 | 0 | 0 | - | - |
| | Black/African American | 3 | 2 | 2 | 67% | 100% |
| | Native Hawaiian /Other Pacific Islander | 0 | 0 | 0 | - | - |
| | Hispanic/Latino | 6 | 5 | 4 | 83% | 80% |
| | Non-US Resident | 0 | 0 | 0 | - | - |
| | Two Or More Races | 1 | 0 | 0 | 0% | - |
| | Unknown/Unreported | 1 | 1 | 1 | 100% | 100% |
| | White | 24 | 15 | 11 | 63% | 73% |
| Total | | 35 | 23 | 18 | 66% | 78% |
| Term | Race / Ethnicity | Applications | Admit | Enroll | Admit % | Enroll % |
| Fall 2025 | Asian | 1 | 1 | 1 | 100% | 100% |
| | Black/African American | 4 | 2 | 1 | 50% | 50% |
| | Native Hawaiian /Other Pacific Islander | 0 | 0 | 0 | - | - |
| | Hispanic/Latino | 5 | 4 | 1 | 80% | 25% |
| | Non-US Resident | 6 | 0 | 0 | 0% | - |
| | Two Or More Races | 2 | 1 | 1 | 50% | 100% |
| | Unknown/Unreported | 0 | 0 | 0 | - | - |
| | White | 18 | 16 | 12 | 89% | 75% |
| Total | | 36 | 24 | 16 | 67% | 67% |

Data Source: OIRA Slate Admission Census File; Slate Data Available Starting from Fall 2024-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.

| Term | Gender | Applications | Admit | Enroll | Admit % | Enroll % |
|------|--------|--------------|-------|--------|---------|----------|
|------|--------|--------------|-------|--------|---------|----------|

| | | | | | | |
|-------------|---------------|---------------------|--------------|---------------|----------------|-----------------|
| Fall 2024 | Male | 5 | 2 | 1 | 40% | 50% |
| | Female | 30 | 21 | 17 | 70% | 81% |
| | Total | 35 | 23 | 18 | 66% | 78% |
| Term | Gender | Applications | Admit | Enroll | Admit % | Enroll % |
| Fall 2025 | Male | 12 | 5 | 5 | 42% | 100% |
| | Female | 24 | 19 | 11 | 79% | 58% |
| | Total | 36 | 24 | 16 | 67% | 67% |

Data Source: OIRA Slate Admission Census File; Slate Data Available Starting from Fall 2024-Fall 2025

Enrollment

The following data identifies the number of graduate students actively enrolled in the School 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 increased from Fall 2024 to 2025.

| Enrollment by Head Count | Fall 2024 | Spring 2025 | Fall 2025 |
|--------------------------|-----------|-------------|-----------|
| | 44 | 42 | 48 |

Source:

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

Source:

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

| Enrollment by Gender | Fall 2024 | Spring 2025 | Fall 2025 |
|----------------------|-----------|-------------|-----------|
| Male | 7 | 8 | 11 |
| Female | 37 | 34 | 37 |

Source:

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

Source:

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

| Enrollment by Race/Ethnicity | Fall 2024 | Spring 2025 | Fall 2025 |
|------------------------------|-----------|-------------|-----------|
| Asian | 1 | 1 | 1 |
| Black/African American | 4 | 2 | 1 |

| | | | |
|-----------------------------------------|-----------|-----------|-----------|
| Native Hawaiian /Other Pacific Islander | 0 | 0 | 0 |
| Hispanic/Latino | 10 | 10 | 8 |
| Non-US Resident | 0 | 0 | 0 |
| Two Or More Races | 2 | 2 | 3 |
| Unknown/Unreported | 1 | 1 | 1 |
| White | 26 | 26 | 34 |
| Total | 44 | 42 | 48 |

Source:

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

Source:

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

| Enrollment by Status | Fall 2024 | Spring 2025 | Fall 2025 |
|----------------------|-----------|-------------|-----------|
| Full-time | 18 | 32 | 25 |
| Part-time | 16 | 10 | 23 |
| Total | 44 | 42 | 48 |

Source:

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

Source:

https://docs.ccsu.edu/oira/institutionalData/factbook/enrollments/headcount/Spring_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 (MS) in Counselor Education with a Specialization in School Counseling, as well as differentiates completers by gender and race/ethnicity.

| Completers by Gender | 2025-26 |
|----------------------|---------|
| Male | 1 |

| | |
|--------|---|
| Female | 5 |
| Total | 6 |

Source: OIRA Completer Census File

| Completers by Race / Ethnicity | 2025-26 |
|-----------------------------------------|---------|
| Asian | 0 |
| Black/African American | 1 |
| Native Hawaiian /Other Pacific Islander | 0 |
| Hispanic/Latino | 3 |
| Non-US Resident | 0 |
| Two Or More Races | 0 |
| Unknown/Unreported | 0 |
| White | 2 |
| Total | 6 |

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.

Accreditation-Facing Summary - Labeled Calculation Format

This table uses the Formula Key and shows the main calculation fields in a compact format. The 2025-2026 row is included for current Fall/Spring review only and is not a completed 12-month cycle.

| Reporting Cycle | Terms Included | (A) FT Faculty with Instr. Load | (B) PT Teaching Load | (C) PT FTE Faculty = B/12 | (D) Total FTE Faculty = A+C | (I) Student FTE | (J1) Fall Ratio | (J2) Spring Ratio | (J3) Summer Ratio | (K) Ratio = AVG (J1:J3) | Status |
|-----------------|-------------------------------------|---------------------------------|----------------------|---------------------------|-----------------------------|-----------------|-----------------|-------------------|-------------------|-------------------------|-------------------------------------------|
| 2019-2020 | Fall 2019, Spring 2020, Summer 2020 | 19 | 123 | 10.25 | 29.25 | 326.60 | 12.73 | 12.98 | 6.50 | 10.74 | Meets 12:1 threshold |
| 2020-2021 | Fall 2020, Spring 2021, Summer 2021 | 18 | 120 | 10 | 28 | 299.58 | 12.71 | 11.24 | 6.70 | 10.22 | Meets 12:1 threshold |
| 2021-2022 | Fall 2021, Spring 2022, Summer 2022 | 15 | 138 | 11.50 | 26.50 | 239.38 | 9.97 | 9.54 | 6.10 | 8.53 | Meets 12:1 threshold |
| 2022-2023 | Fall 2022, Spring 2023, Summer 2023 | 17 | 78 | 6.50 | 23.50 | 204.63 | 11.12 | 7.55 | 7.64 | 8.77 | Meets 12:1 threshold |
| 2023-2024 | Fall 2023, Spring 2024, Summer 2024 | 15 | 102 | 8.50 | 23.50 | 236.13 | 12.13 | 9.42 | 8.24 | 9.93 | Meets 12:1 threshold |
| 2024-2025 | Fall 2024, Spring 2025, Summer 2025 | 18 | 114 | 9.50 | 27.50 | 267.38 | 10.65 | 10.32 | 7.16 | 9.37 | Meets 12:1 threshold |
| 2025-2026 | Fall 2025, Spring 2026 | 11 | 120 | 10 | 21 | 222.75 | 12.49 | 9.20 | N/A | 10.84 | Interim only - current AY is not complete |

Note: The 2025-2026 row is not a completed 12-month compliance calculation. It is included only to show current available Fall and Spring information.

PROFESSIONAL DISPOSITIONS

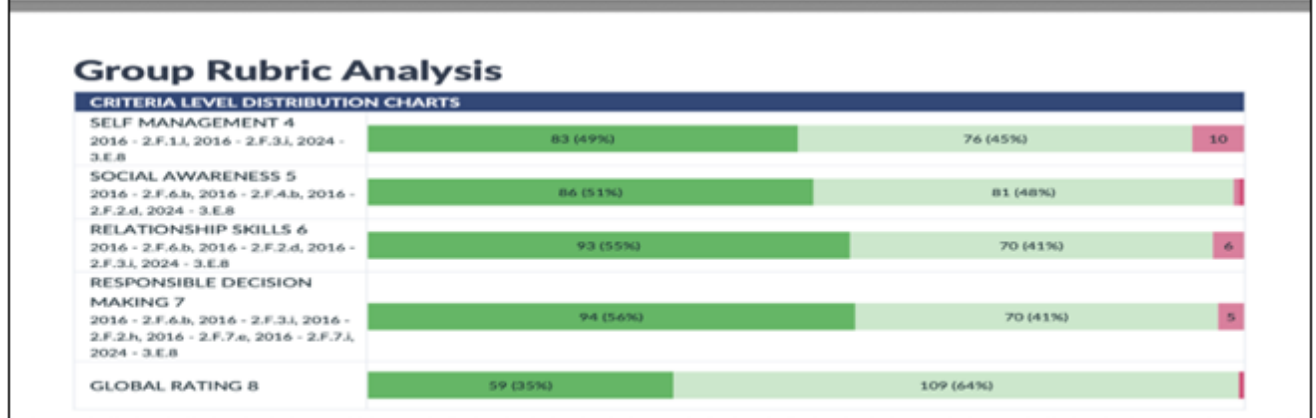
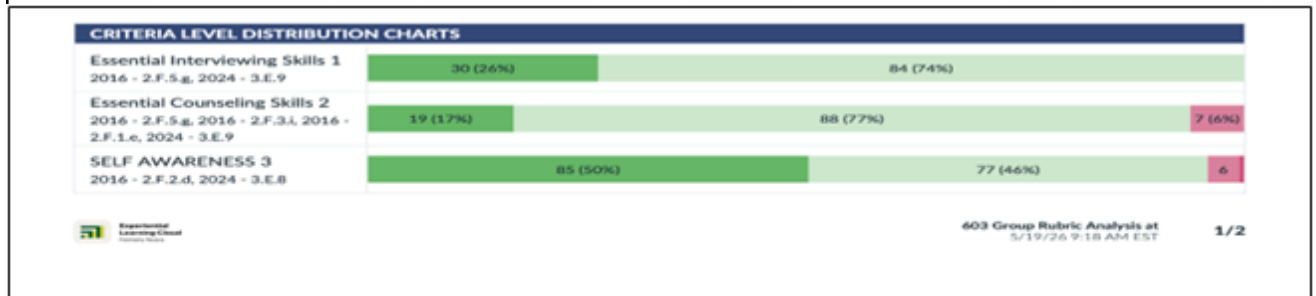
COUNSELOR-IN-TRAINING SKILLS & COMPETENCIES CHECKLIST

Faculty complete an assessment instrument known as the [Counselor-in-Training Skills and Competencies Checklist \(C³\)](#). Because **CNSL 500** (The Dynamics of Group Behavior) and **CNSL 501** (Theories and Techniques in Counseling) and are two courses that typically involve a good deal of self-exploration and afford opportunities for student self-disclosure, the C³ is completed on all enrolled students. Because the C³ evaluates attitudes, attributes, professional functioning and behavior, and competencies, it is used to help ensure that no student has personal or professional functioning problems significant enough to limit their effectiveness as a counselor-in-training training and as a future professional counselor. In addition to these academic courses, Part II and Part III of the evaluation form will be completed by instructors of CNSL 525 (Multicultural Counseling), and as needed by any instructor in any course while enrolled in the program (including field placement courses).

RESULTS

Database: Experiential Learning Cloud (ELC)
Year: 2025 (1st year data available since implementing the ELC)
Number of Students Assessed: 129
Benchmark Score/Threshold: 80% (proficient/exemplary combined)

| CRITERIA LEVEL COUNTS | | | | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----------|------------|------------|----------------|------|------|--------|----|-----|
| Criteria | Exemplary | Proficient | Developing | Unsatisfactory | Mean | Mode | Stddev | | |
| Essential Interviewing Skills 1 2016 - 2.F.5.g, 2024 - 3.E.9 | 4 | 3 | 2 | 1 | 3.26 | 3 | 0.44 | 30 | 84 |
| Essential Counseling Skills 2 2016 - 2.F.5.g, 2016 - 2.F.3.i, 2016 - 2.F.1.e, 2024 - 3.E.9 | 4 | 3 | 2 | 1 | 3.11 | 3 | 0.47 | 19 | 88 |
| SELF AWARENESS 3 2016 - 2.F.2.d, 2024 - 3.E.8 | 4 | 3 | 2 | 1 | 3.46 | 4 | 0.60 | 85 | 77 |
| SELF MANAGEMENT 4 2016 - 2.F.1.i, 2016 - 2.F.3.i, 2024 - 3.E.8 | 4 | 3 | 2 | 1 | 3.43 | 4 | 0.60 | 83 | 76 |
| SOCIAL AWARENESS 5 2016 - 2.F.6.b, 2016 - 2.F.4.b, 2016 - 2.F.2.d, 2024 - 3.E.8 | 4 | 3 | 2 | 1 | 3.49 | 4 | 0.55 | 86 | 81 |
| RELATIONSHIP SKILLS 6 2016 - 2.F.6.b, 2016 - 2.F.2.d, 2016 - 2.F.3.i, 2024 - 3.E.8 | 4 | 3 | 2 | 1 | 3.51 | 4 | 0.57 | 93 | 70 |
| RESPONSIBLE DECISION MAKING 7 2016 - 2.F.6.b, 2016 - 2.F.3.i, 2016 - 2.F.2.h, 2016 - 2.F.7.e, 2016 - 2.F.7.i, 2024 - 3.E.8 | 4 | 3 | 2 | 1 | 3.53 | 4 | 0.56 | 94 | 70 |
| GLOBAL RATING 8 | 4 | 3 | 2 | 1 | 3.34 | 3 | 0.51 | 59 | 109 |



FIELDWORK PLACEMENT RATES

The following information identifies the number of students approved to enroll in the CNSL 508 Supervised School Counseling Practicum (scheduled each spring semester) and the CNSL 591 Supervised School Counseling Internship (available the following academic year upon successful

completion of the practicum training). When removing those students who were approved but chose to defer their field training coursework until the next available semester/academic year for various individual reasons (e.g., financial resources, work-life-academic balance prioritization), all students who started the course were successfully placed.

Benchmark Score/Threshold: 100%

| FIELDWORK TYPE / SEMESTER | | | |
|-------------------------------------------------------------------------|------------------|------------------|------------------|
| <u>CNSL 508</u> Supervised School Counseling PRACTICUM | Spring 2024 | Spring 2025 | Spring 2026 |
| Student Applicants (pre-approvals) | 10 | 11 | 15 |
| Student Withdrawal (pre-semester) | - | - | 1 |
| Student Withdrawal (post-semester) | - | - | - |
| Student Placement (final) | 10 (100%) | 11 (100%) | 14 (100%) |
| <u>CNSL 591</u> Supervised School Counseling INTERNSHIP | Fall 2023 | Fall 2024 | Fall 2025 |
| Student Applicants (pre-approvals) | 8 | 8 | 13 |
| Student Withdrawal (pre-semester) | - | - | - |
| Student Withdrawal (post-semester) | - | - | - |
| Student Placement (final) | 8 (100%) | 8 (100%) | 13 (100%) |

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.

**** Assessment Schedule Changes**** Beginning in the 2024 academic year, the School Counseling Program began transitioning to collecting data for the School Counseling Program alone. We now have processes in place to collect data yearly from Site Supervisors, Alumni, Interns, and Employers.

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.

**** Assessment Schedule Changes**** Beginning in the 2024 academic year the School Counseling Program began transitioning to collecting data for the School Counseling Program alone. We now have processes in place to collect data yearly from Site Supervisors, Alumni, Interns, and Employers. This survey was sent out to alumni twice in Spring 2026, but no responses have been received to date. We recognize the need to collect personal emails from graduates, as they are less likely to check their CCSU emails and have begun incorporating this into our process.

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) | | |
| | nternships | | |
| | 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 School Counseling.

**** Assessment Schedule Changes**** Beginning in the 2024 academic year the School Counseling Program began transitioning to collecting data for the School Counseling Program alone. We now have processes in place to collect data yearly from Site Supervisors, Alumni, and Employers.

The survey was sent twice in Spring 2026 and received only 1 response despite being sent multiple times. Despite the low response, feedback will be discussed by the program faculty.

The Employer Survey was *revised to only collect data specific to the School 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 employers of school 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.

RESULTS

Survey Form Builder: Google Forms

Year: Spring 2026

Number of Invited Participants: 19

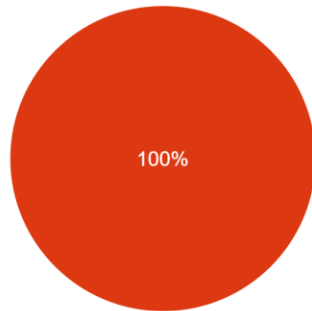
Number of Total Respondents: 1 (2.9%)

Benchmark Score/Threshold: 80% (proficient/exemplary combined)

**Effective Spring 2026, Google Forms was used to create the survey and collect data.*

1. In each of the foundational areas of counseling, we would like to know if you believe your employee acquired the essential skills necessary to perform research and program evaluation?

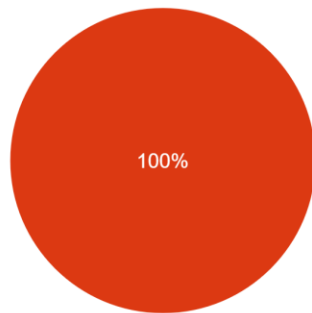
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

2. Do you believe your employee acquired the essential skills necessary to perform assessment and diagnostic processes?

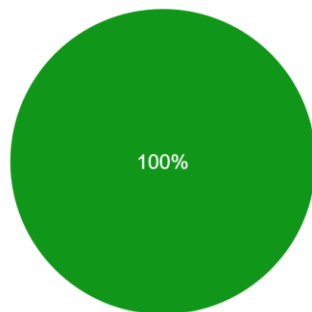
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

3. Do you believe your employee acquired the essential skills necessary to perform group counseling and group work?

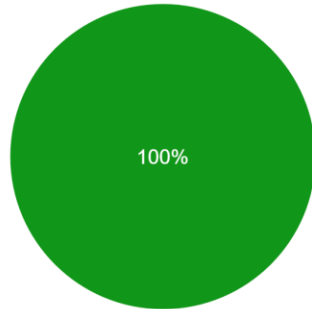
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

4. Do you believe your employee acquired the essential skills necessary to perform individual counseling?

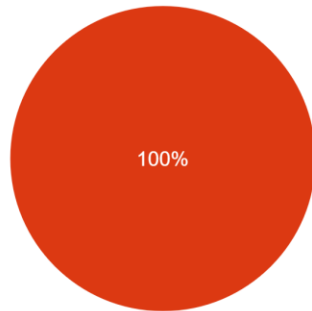
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

5. Do you believe your employee acquired the essential skills necessary to perform career counseling?

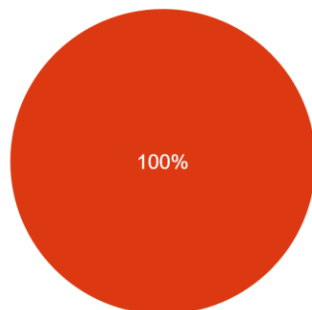
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

6. Do you believe your employee acquired the essential skills necessary to perform counseling for individuals across the lifespan?

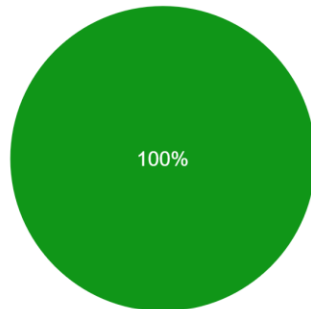
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

7. Do you believe your employee acquired the essential skills necessary to perform counseling with an approach that is inclusive of all social and cultural identities and experiences?

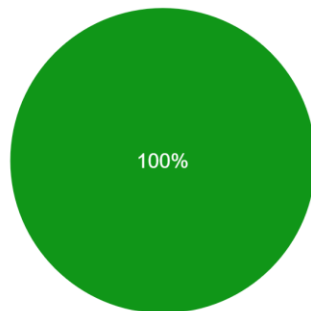
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

8. Do you believe your employee acquired the essential skills necessary to perform counseling with an approach that demonstrates an awareness of ethical and legal practices in school counseling?

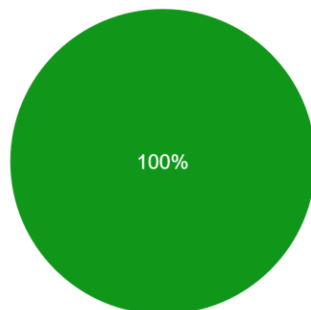
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

8. How well does your employee from the CCSU School Counseling Department exhibit this key disposition of a counselor: SELF AWARENESS?

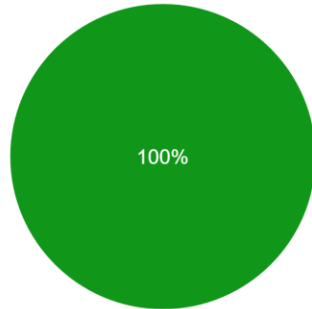
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

9. How well does your employee from the CCSU School Counseling Department exhibit this key disposition of a counselor: SELF MANAGEMENT?

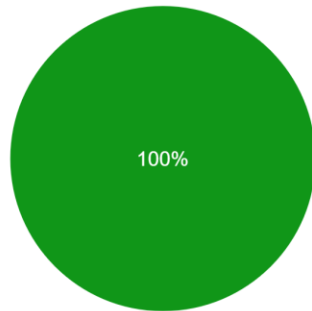
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

10. How well does your employee from the CCSU School Counseling Department exhibit this key disposition of a counselor: SOCIAL AWARENESS?

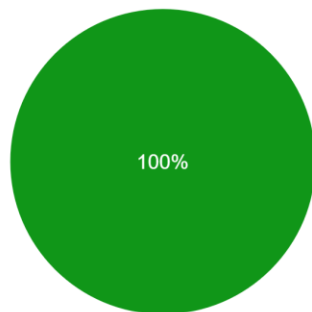
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

11. How well does your employee from the CCSU School Counseling Department exhibit this key disposition of a counselor: RELATIONSHIP SKILLS?

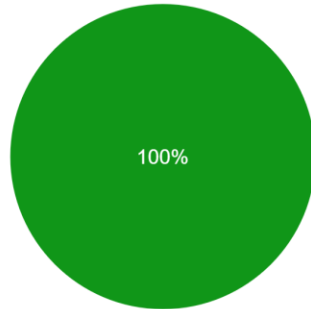
1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

12. How well does your employee from the CCSU School Counseling Department exhibit this key disposition of a counselor: DECISION MAKING SKILLS?

1 response

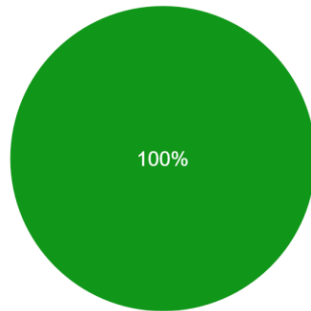


- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

13.

Compared to your employees who graduated from co...g profession across service delivery modalities?

1 response

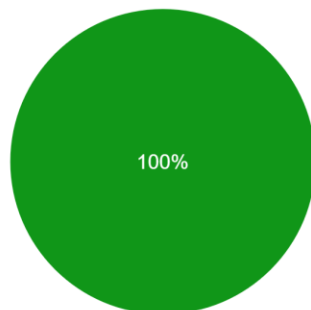


- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

14.

Compared to your employees who graduated from cou...raduates to practically apply counseling skills?

1 response



- Unsatisfactory
- Developing
- Proficient
- Exemplary
- Unknown/Not Observed

15. Please identify areas of strengths of the CCSU School Counseling Program¹ response

A. Internship and practicum experiences and responsibilities, individual and group counseling

15. Please identify areas of improvement of the CCSU School Counseling Program¹ response

A. Increased exposure to research and evaluation, and career exploration

SITE SUPERVISOR SURVEY

DESCRIPTION

**** Assessment Schedule Changes**** Beginning in the 2024 academic year the School Counseling Program began transitioning to collecting data for the School Counseling Program alone. We now have processes in place to collect data yearly from Site Supervisors, Alumni, and Employers.

Administered during the 2025-2026 academic year, the Site Supervisor Survey was emailed to school 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 School 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. Results indicate that our students are generally well prepared,

RESULTS

Survey Form Builder: *Google Forms

Number of Invited Participants: 26

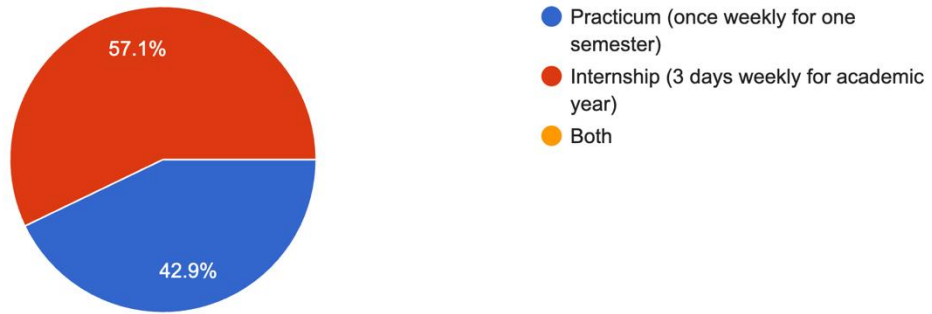
Number of Total Respondents: 7 (27%)

Year: 2025-2026

***Effective Spring 2025-2026, Google Forms was used to create the survey and collect data.**

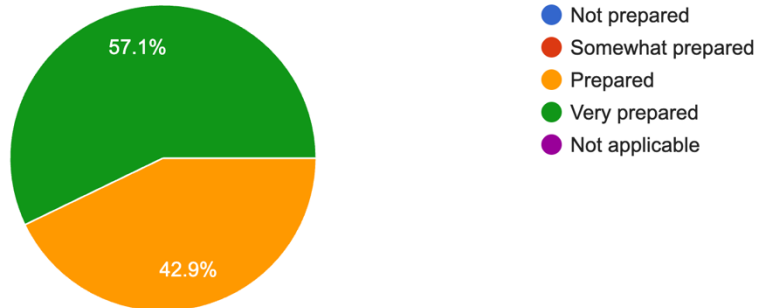
1. Did you host a practicum or internship student?

7 responses



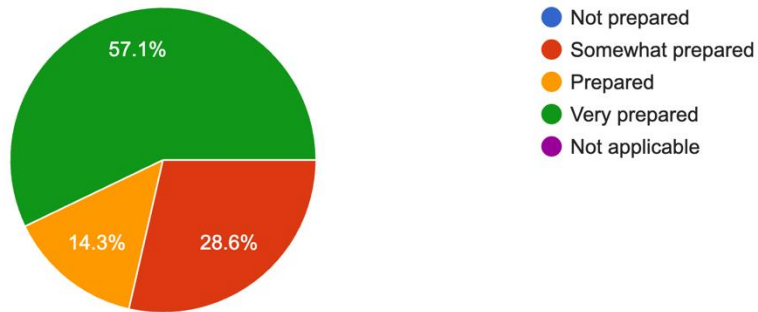
2. The core counseling domains are essential skills our students must develop in order to be successful as a school counselor. How prepared...LING ORIENTATION AND ETHICAL/LEGAL PRACTICE?

7 responses



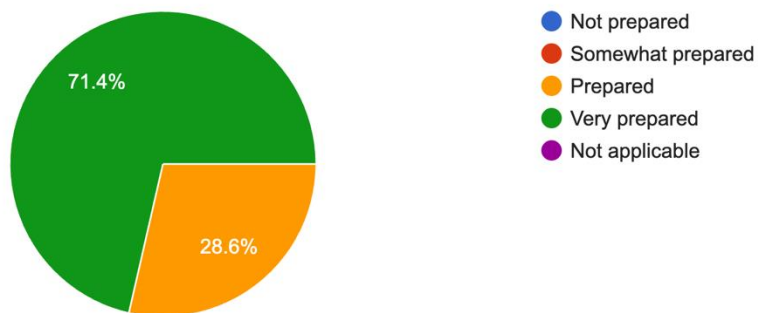
3. How prepared was your student in the are of SOCIAL AND CULTURAL DIVERSITY?

7 responses



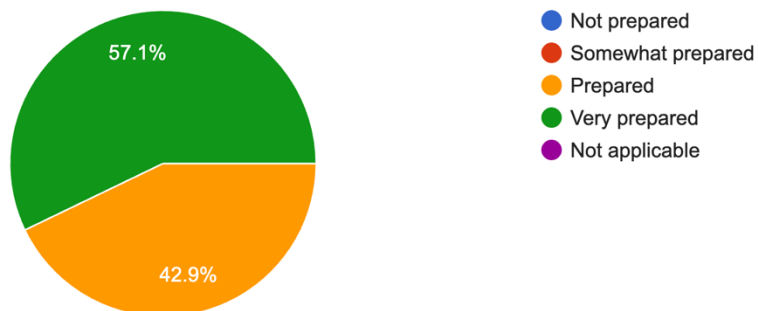
4. How prepared was your student in the are of HUMAN GROWTH AND DEVELOPMENT?

7 responses



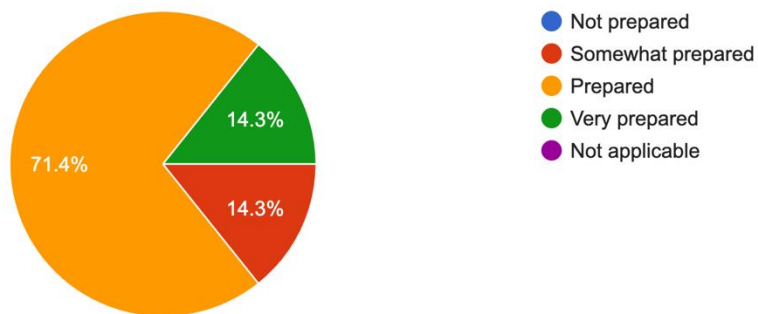
5. How prepared was your student in the are of COUNSELING SKILLS AND HELPING RELATIONSHIPS?

7 responses



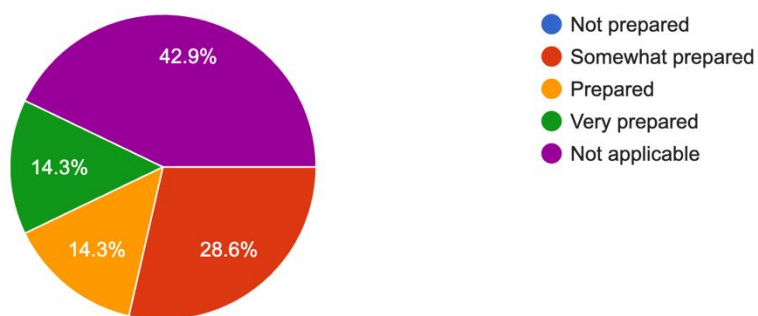
5. How prepared was your student in the are of GROUP COUNSELING AND GROUP WORK?

7 responses



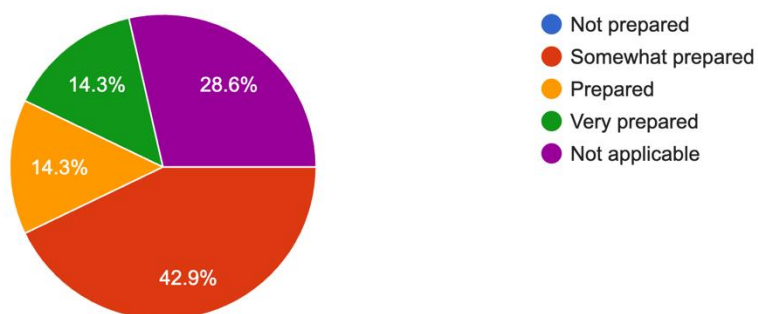
6. How prepared was your student in the are of ASSESSMENT AND TESTING?

7 responses



7. How prepared was your student in the are of RESEARCH AND PROGRAM EVALUATION?

7 responses



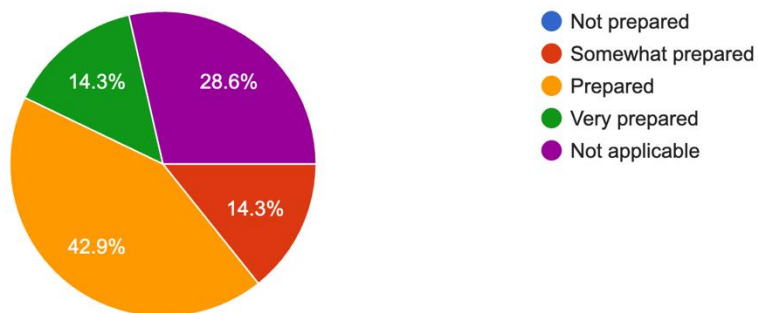
8. How prepared was your student in the are of TRAUMA INFORMED COUNSELING?

7 responses



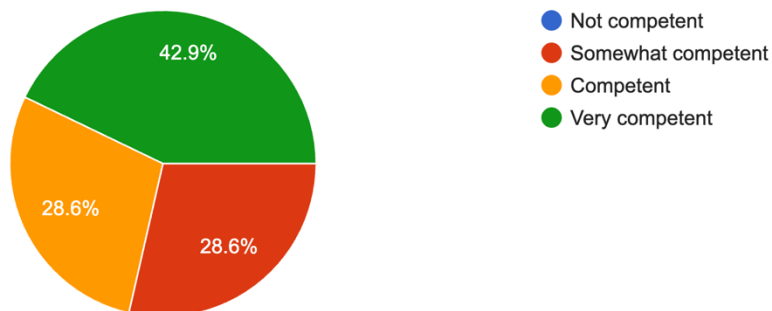
8. How prepared was your student in the are of CRISIS MANAGEMENT?

7 responses



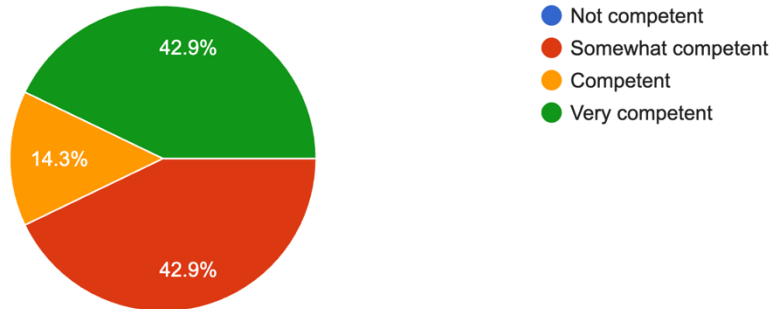
9. In addition, our students' dispositions as a counselor are a key component of our assesment of their readiness. Please rate how competent your ...nship student was in the area of SELF AWARENESS.

7 responses



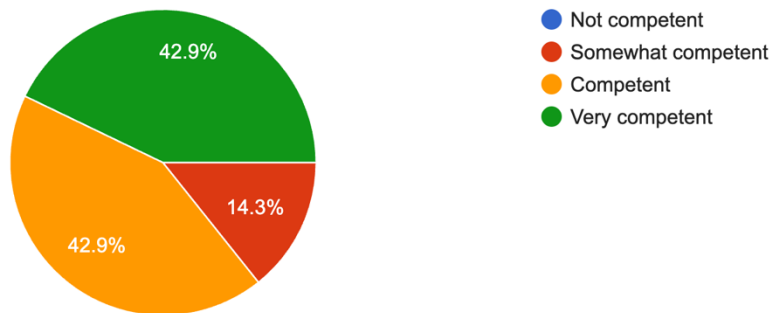
10. Please rate how competent your practicum or internship student was in the area of SELF MANAGEMENT.

7 responses



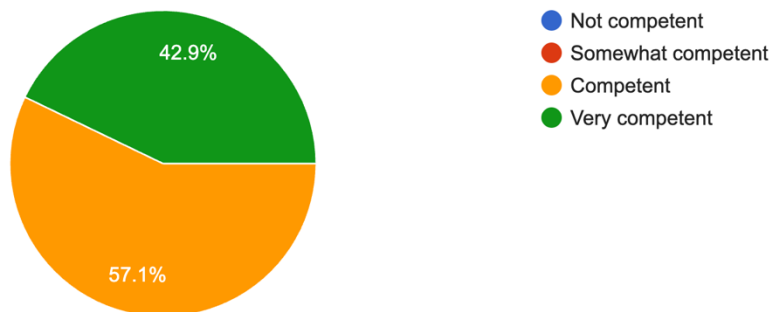
11. Please rate how competent your practicum or internship student was in the area of SOCIAL AWARENESS.

7 responses



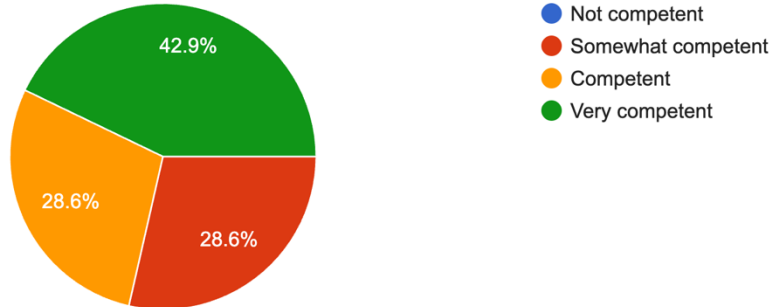
12. Please rate how competent your practicum or internship student was in the area of RELATIONSHIP SKILLS.

7 responses



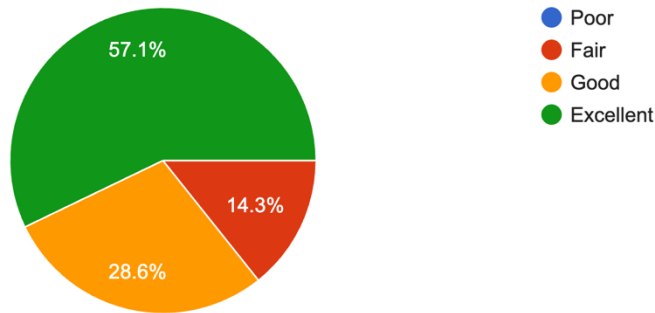
13. Please rate how competent your practicum or internship student was in the area of DECISION MAKING SKILLS.

7 responses



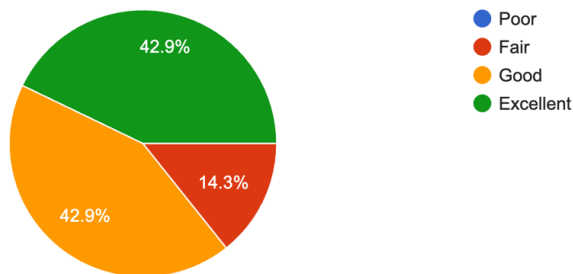
14. Compared to your practicum/internship students from counselor education programs offered by other universities, how well did CCSU academically ...students to practice in the counseling profession?

7 responses



15. Compared to your practicum/internship students from counselor education programs offered by other universities, what is the ability of CCSU pract...ship students to practically apply counseling skills?

7 responses



16. Please identify the strengths of CCSU's school counseling education program
 - a. I was very appreciative of the support/feedback I received from the student's professor.
 - b. Solid foundation of relationship skills, interpersonal skills and a strong sense of self awareness.
 - c. Kate came to us with lots of teaching experience so working with teens came easily to her. She was able to transition in as a full time substitute for my co-counselor's maternity leave. She was prepared and ready to go.
17. Please identify areas of improvement for CCSU's school counseling education program.
 - a. It was clear to me that my intern had some emotional challenges that were barriers to his complete success at our school. It was my sense that I was the first person to speak with him about these challenges, and I wonder whether someone within the CCSU program should have spoken to him earlier.
 - b. An area that could be strengthened would be increased awareness of other cultures. This is a broad area to cover completely with such a variety of cultures in our state. None - well done

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. This information provided aggregate data between both counselor education programs.

In Spring 2026, the survey was revised with each counselor education specialty program (i.e., Clinical Professional Counseling and School Counseling) completing their own survey with their respective students; thereby, disaggregated data was collected by each counselor education specialty program. Another revision involved incorporating survey items that align with the **foundational counseling curriculum domains** for obtaining the essential knowledge and skills necessary to function effectively as a professional counselor across service delivery modalities (CACREP, 2024).

For the School Counseling program, a revised “**School Counseling Internship Student Survey**” was conducted via Google Forms and sent to 15 interns expected to graduate with their M.S. degree at the end of the Spring 2026 semester. Multiple outreach attempts were made. Due to

low response rate, we intend to include this survey in end of the year class time. Student interns were asked 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, the school counseling 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 *unsatisfactory*, *developing*, *proficient*, *exemplary*, and *unknown/not observed*. Students were also asked to qualitatively identify and describe program strengths as well as areas of improvement. Overall, most students believe they were prepared to enter the counseling profession upon graduation; however, counselor education faculty recognize the small sample size limits generalizing the results. Regardless, faculty will review the feedback and integrate changes where/when possible.

RESULTS

| | |
|----------------------------------------|--------------|
| Survey Form Builder: | Google Forms |
| Number of Invited Participants: | 15 |
| Number of Total Respondents: | 3 (20%) |
| Year: | Spring 2026 |

***Effective Spring 2026, Google Forms was used to create the survey and collect data.**

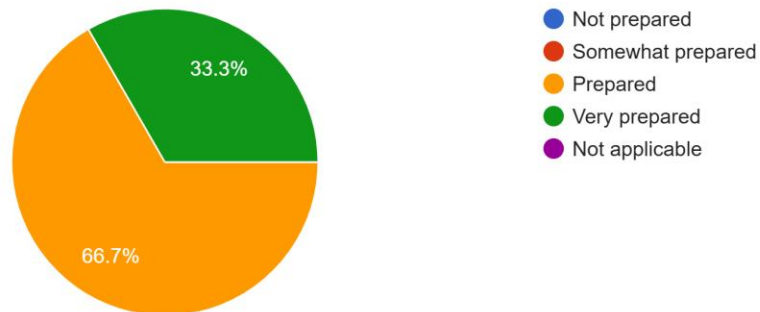
1. Each of the domains of counseling competencies is of great importance. How well do you feel the program prepared you in the area of professional orientation and ethical/legal practice?

3 responses



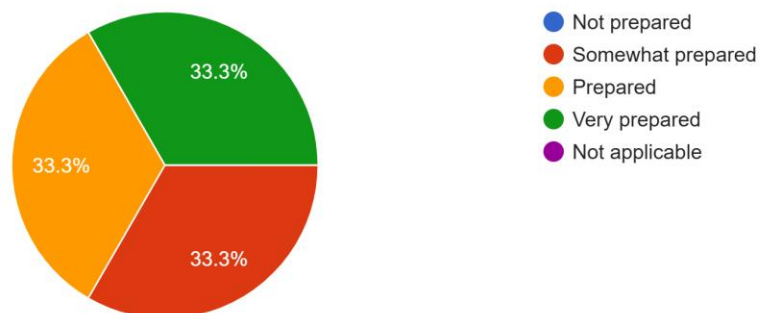
2. How well do you feel the program prepared you in the area of social and cultural diversity?

3 responses



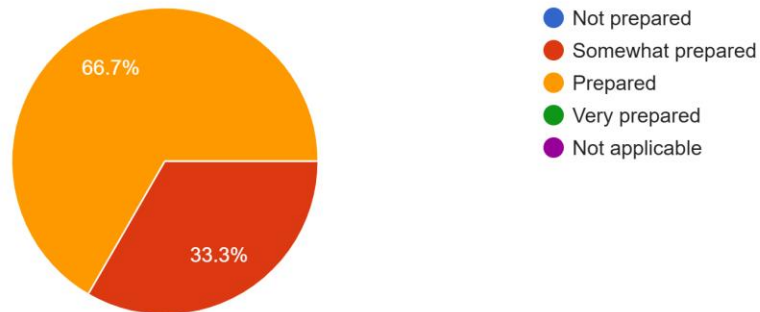
3. How well do you feel the program prepared you in the area of human growth and development?

3 responses



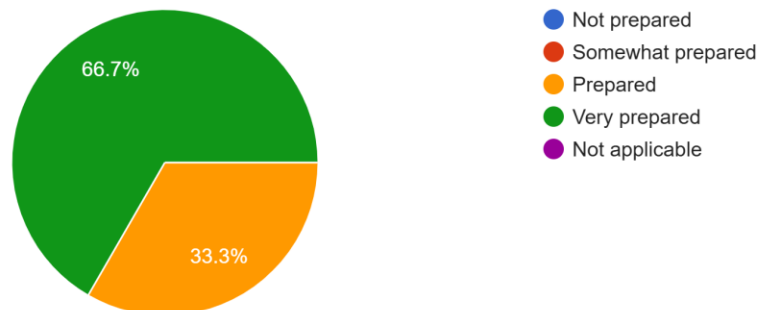
4. How well do you feel the program prepared you in the area of career development?

3 responses



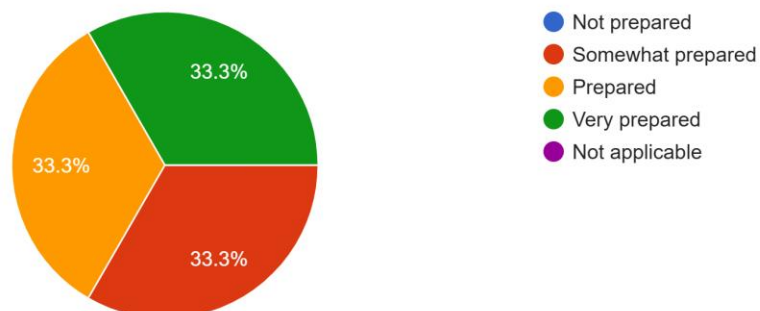
5. How well do you feel the program prepared you in the area of counseling skills and helping relationships?

3 responses



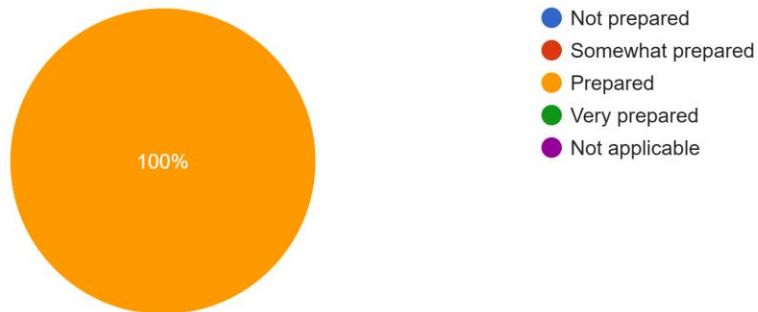
6. How well do you feel the program prepared you in the area of group counseling and group work?

3 responses



8. How well do you feel the program prepared you in the area of research and program evaluation?

3 responses



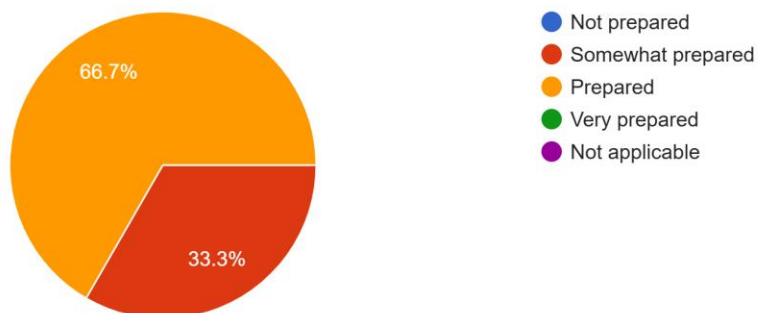
9. How well do you feel the program prepared you in the area of trauma informed counseling?

3 responses



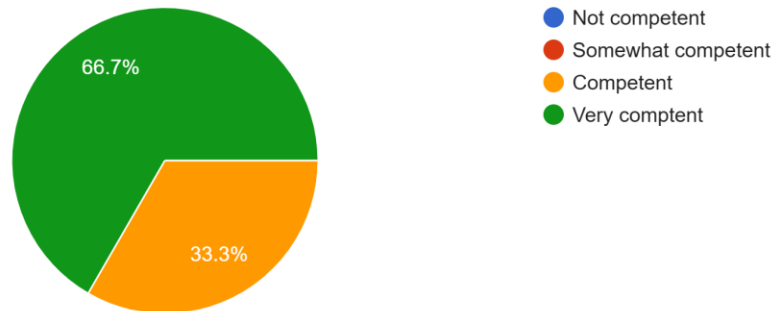
10. How well do you feel the program prepared you in the area of crisis management?

3 responses



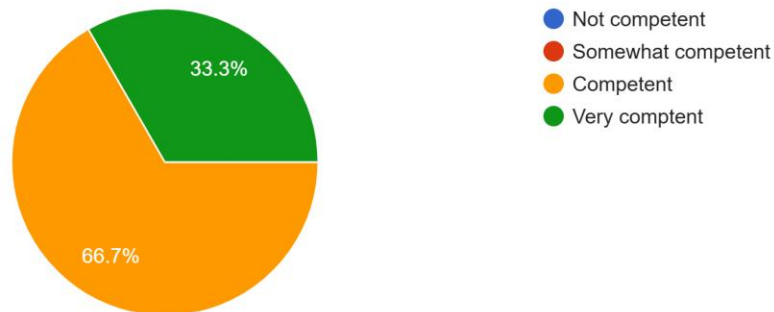
11. The development of your professional dispositions as a counselor have been a key component of your graduate studies. Please rate how competent you feel in the area of SELF AWARENESS:

3 responses



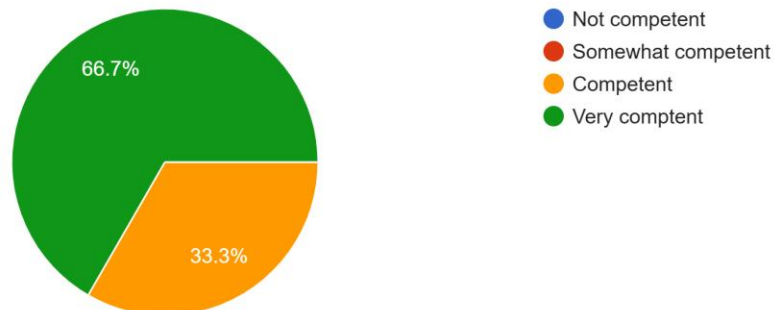
12. Please rate how competent you feel in the area of SELF MANAGEMENT:

3 responses



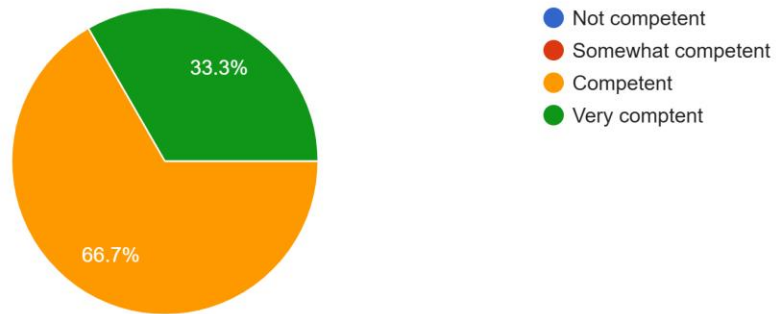
13. Please rate how competent you feel in the area of SOCIAL AWARENESS:

3 responses



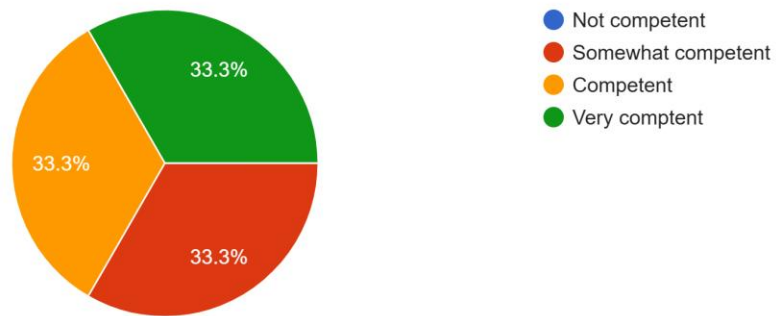
14. Please rate how competent you feel in the area of RELATIONSHIP SKILLS:

3 responses



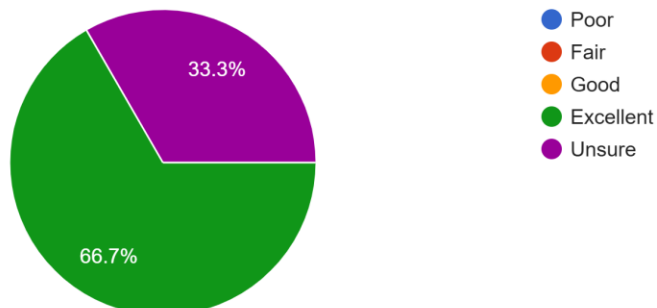
15. Please rate how competent you feel in the area of DECISION MAKING SKILLS:

3 responses



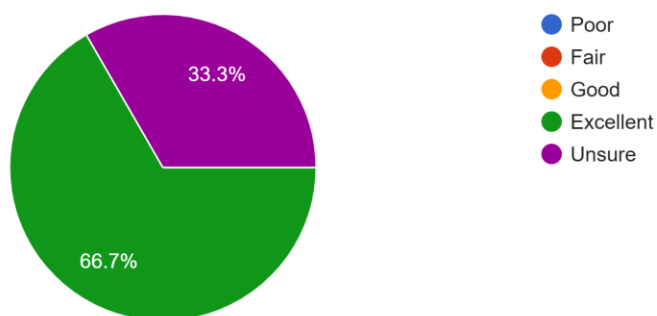
16. Compared to other students at your internship field placement site who are obtaining their master's degree in counselor educati...train you to practice in the counseling profession?

3 responses



16. Compared to other students at your internship field placement site who are obtaining their master's degree in counselor educatio...our ability to practically apply counseling skills?

3 responses



17. Please identify the strengths of CCSU's school counseling program. 3 responses

- A. Knowledge of field, flexibility
- B. Most classes offered at least two semesters (e.g., spring and summer or fall and spring); professors have been responsive outside of class, which is essential since we only meet once a week
- C. The dedicated care/concern of our professors and hearing their anecdotal experiences is very helpful. Most of the coursework is applicable to our experience at practicum/internship. I came to CCSU because of the strong reputation this program has and feel well-prepared in terms of my knowledge and tools to enter a professional school counseling role.

18. Please identify areas of improvement for CCSU's school counseling program.³

responses

- A. None
- B. Explore what classes could adopt a hybrid format so that people do not need to commute to campus each week or multiple times a week; start field placement conversations and hold information sessions the semester before students need to apply
- C. Bringing in more guest speakers or professionals that are current school counselors, greater preparation for post grad: the transition, job applications, interview skills, etc. (although it was touched upon, I think more opportunities would be helpful). I think some of the coursework is more beneficial to take towards the end of our schooling. Most of the coursework (ex. group counseling, child & adolescent, appraisal,) could have incorporated more of a school counseling/educational setting lens...much of the course was focused on clinical settings which while helpful was not always applicable to us. Spending more time on 504s - how to run meetings, choose accommodations, etc. and other meetings (MTSS, PPTs, SST, etc.) as this becomes a growing part of our role.

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 | 17 | 13 | 13.1 | 1.1 | 4238 | 12.3 | 1.9 |

| | | | | | | | |
|---------------------------------------------------|------------|-----------|--------------|------------|-------------|-------------|-------------|
| Orientation & Ethical Practice | | | | | | | |
| 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 |

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

GRADUATE OUTCOMES/ EMPLOYMENT / PROFESSIONAL CREDENTIALING

A pilot survey of CCSU counselor education program alumni was conducted in Spring 2024. Survey items included asking about employment in the counseling profession, national counselor examinations (i.e., NCE, NCMHCE, CRC), and applying for licensure and certification credentials (i.e., LCPA, LPC, CRC).

In Spring 2026, the survey was revised with each counselor education specialty program (i.e., Clinical Professional Counseling and School Counseling) completing their own survey with their respective students; thereby, disaggregated data was collected by each counselor education specialty program. This survey was discussed previously.

An addendum to this survey asked graduates to identify if they had procured school counseling employment within six months of graduation, and where they are employed. We also asked if graduates opted to take the NCE, and their performance on the exam. School counselors in Connecticut are not required to take any credentialing exams. This survey also asks about advanced studies (Ph.D., Ed.D., etc).

Unfortunately, the Alumni Survey was not completed by anyone we sent it to at the time of publication of this report. We will be focusing on collecting more personal emails, as discussed previously, to facilitate a higher response rate.

PROGRAM OUTCOME RESULTS

Survey Form Builder: Google Forms
Number of Invited Participants: 49 (program graduates between 2020 and 2025)
Number of Total Respondents: 0 (0%)
Year: Spring 2026



*Effective Spring 2026, Google Forms was used to create the survey and collect data.

ALUMNI SURVEY

RESULTS

Number of Invited Participants: 44

Year: 2023-2024

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

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

| | | | | | | | | | | | |
|-----------------------------------------------------|--------|---|--------|---|--------|---|--------|---|----|---|-----------|
| Relationships | | | | | | | | | | | |
| 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.