

2023-2024 Demographics and Survey of Current Students, Former Students, New Students, Faculty, Site Supervisors, and Employers

Note: Demographics are specific to those who participated in the survey, not the whole of each population.

Gender	Female	Male
Current Students (N=39)	32(82.1%)	7(17.9%)
Former Students (N=5)	5(100%)	0
New Students (N=34)	30(88.2%)	4(11.8%)
Faculty (N=4)	4(100%)	0

Age	21-24	25-29	30-34	35-40	41+
Current Students (N=39)	17(43.6%)	10(25.6%)	4(10.3%)	2(5.2%)	6(15.3%)
Former Students (N=5)	0	3(60%)	1(20%)	0	1(20%)
Faculty (N=4)	0	0	0	1(25%)	3(75%)

Race/Ethnicity	Amer. Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino	White	Other/ Undisclosed
Current Students (N=39)	2(5.1%)	3(7.7%)	5(12.8%)	0	30(76.9%)	1(2.6%)
Former Students (N=5)	0	0	1(20%)	1(20%)	3(60%)	0
Faculty (N=4)	0	0	0	0	4(100%)	0

Note: Multiple responses allowed.

1 st Generation College or Grad Student	Yes	No	Unsure
Current Students (N=)	17(43.6%)	20(51.3%)	2(5.1%)
Former Students (N=5)	3(60%)	2(40%)	0

Marital Status	Divorced	Married	Single
Current Students (N=)	1(2.6%)	18(46.2%)	20(51.2%)
Former Students (N=5)	0	2(40%)	3(60%)

Has Children	No	Yes
Current Students (N=36)	28(77.8%)	8(22.2%)
Former Students (N=5)	4(80%)	1(20%)

Working in Grad School	Full-Time	Not Working	Part-Time
Current Students (N=39)	22(56.4%)	4(10.3%)	13(33.3%)
Former Students (N=11)	3(60%)	1(20%)	1(20%)

Note: Multiple responses allowed as this changed for some people throughout the program.

Profession/Long-term job prior to counseling	Yes	No
Current Students (N=29)	17(58.6%)	12(41.4%)
Former Students (N=5)	3(60%)	2(40%)

Former Students prior careers or jobs – Hospitality, Business Administration, Military.

Current Students prior careers or jobs – Higher education, Parish Priest, School Chaplain, Cosmetology, Military, English teacher, Behavior Specialist, medical field

Religion	None	Spiritual	Agnostic	Christian	Baptist	Catholic
Current Students (N=39)	2(5.2%)	0	1(2.6%)	31(79.4%)	2(5.2%)	3(7.6%)
Former Students (N=5)	0	0	0	5(100%)		

Christian Religious Attendance	1-4x's week	Monthly	Occasionally	Semi-Often	None
Current Students (N=26)	23(88.6%)	1(3.8%)	1(3.8%)	0	1(3.8%)
Former Students (N=5)	2(40%)	0	0	2(40%)	1(20%)

Military Service	Active Duty	None	Veteran	Disabled Veteran
Current Students (N=26)	0	25(96.2%)	1(3.8%)	1
Former Students (N=5)	0	4(80%)	1(20%)	0

How did you finance degree?	Loans	Scholarship	VA Benefits	Employee Tuition Waiver	Out of Pocket
Current Students (N=39; 55 responses)	26(47.3%)	3(5.5%)	1(1.7%)	4(7.3%)	21(38.2%)
Former Students (N=5; 6 responses)	2(33.3%)	0	1(16.7%)	0	3(50%)

Note: Multiple responses allowed.

NCE Pass Rate	Passed	Did not take
2021 Graduates that took NCE (N=3)	3(100%)	0
2022 Graduates that took NCE (N=16)	16(100%)	2(out of 18 graduates)
2023 Graduates that took NCE (N=26)*	21(80.8%)	Data unavailable
2024 Graduates that took NCE (N=6)	6(100%)	3
<i>Totals</i>	<i>90.2%</i>	

*NCE Data Report reflects retakes by graduates by graduates but does not specify the percentage.

Job Opportunities for Graduates (N=44)	Job Offer from Internship Site	Working in Private Practice Setting	Working in Agency Setting	Working in Church Counseling Center	Not working in clinical counseling field	Doctoral Program	No Available Info
2021 Graduates = 3	20 out of 44 (45.5%)	25 out of 44 (56.8%)	5 out of 44 (11.4%)	5 out of 44 (11.4%)	2 out of 35 (5.7%)	4 out of 35 (11.4%)	7 out of 35 (%)
2022 Graduates = 18							
2023 Graduates = 14					3 recent graduates still interviewing	N/A	N/A
2024 Graduates = 9							

Note: Numbers are based on communication with former students since graduation and may not reflect all job/setting changes.

Note: Multiple responses for job settings, as some graduates work in more than one place.

Completion Rates	Accepted into Practicum	Graduated On time	Delayed Graduation	Left Program	Deferred to following yr.
Academic Year 2020-2021	3	3(100%)	0	0	0
Academic Year 2021-2022	18	18(100%)	0	0	0
Academic Year 2022-2023	17	12(70.6%)	2(11.8%)	1(6.3%)	2(11.8%)
Academic Year 2023-2024	11	9(81.8%)	0	1(9.1%)	1(9.1%)
<i>Totals</i>	<i>49</i>	<i>42(85.7%)</i>	<i>2(4.1%)</i>	<i>2(4.1%)</i>	<i>3(6.1%)</i>

Note: Completion rates based on students who began Practicum (in May) and progressed consecutively through Internship I & II to graduation the following May.

Evaluation of Program Goals - March 2024

Goal #1 – The Clinical Counseling Department will prepare counselors who understand and develop a professional identity as a highly ethical clinical counselor.

Goal #1	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Current Students (N=39)	2(5.1%)	0	0	7(17.9%)	30(77%)
Former Students (N=5)	0	0	0	3(60%)	2(40%)
Site Supervisors/Employers (N=3)	0	0	0	2(66.7%)	1(33.3%)
Faculty (N=4)	0	0	0	2(50%)	2(50%)

Comments –

Former Students - -Yes they are great at allowing us to explore populations and encourages our individuality.

Current Students - -Almost all classes are geared toward growing as an individual and coming to find a profession self/identity while maintaining good standing as an ethical and moral professional.

-I appreciate how intentionally the professors approach when complex topics arise where their intention is not to discriminate or disagree but to have clarity and understanding to meet students' understanding and know how to assist in their future teaching.

-I have had a wonderful experience with this program!

Goal #2 – The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.

Goal #2	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Current Students (N=)	2(5.1%)	0	1(2.5%)	10(25.7%)	26(66.7%)
Former Students (N=5)	0	0	0	2(40%)	3(60%)
Site Supervisors/Employers (N=3)	0	0	0	3(100%)	0
Faculty (N=)	0	0	0	4(100%)	0

Comments –

Former Students - Every class included research based counseling literature and use of clinical assessments, and every professor skillfully applied this knowledge.

Current Students - While I mostly agree with this statement as the professors do prepare students for such, I feel that some students do not take this preparation seriously. Again, this is at no fault of the professors, rather individual faults of students who don't prepare.

Goal #3 – The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.

Goal #3	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Current Students (N=39)	2(5.1%)	0	0	3(7.7%)	34(87.2%)
Former Students (N=5)	0	0	0	4(75%)	1(25%)
Site Supervisors/Employers (N=3)	0	0	0	1(33.3%)	2(66.7%)
Faculty (N=4)	0	0	0	3(75%)	1(25%)

Comments –

Former Students -

-Yes! the professors had incredible counseling and relational skills. They did not only set the example but they made sure we were aware of our bias and helped developed our skills further every class.

-Need more after graduation connections to aid in continuously developing excellent counseling and relational skills.

Current Students -

-All classes focus on the building of professional counseling skills, especially the relational component of counseling. I feel that these skills have been drilled into my head and practiced enough to prepare me for upcoming practicum and internship.

Goal #4 – The MSCC program will prepare counselors who understand and skillfully apply knowledge of development, psychopathology, and treatment planning to client care.

Goal #4	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Current Students (N=39)	2(5.1%)	0	0	3(7.7%)	34(87.2%)
Former Students (N=5)	0	0	0	3(60%)	2(40%)
Site Supervisors/Employers (N=3)	0	0	0	1(33.3%)	2(66.7%)
Faculty (N=4)	0	0	0	3(75%)	1(25%)

Comments –

Former Students -

-I left the program confident in all those areas.

Current Students –

-While treatment planning was initially presented in a confusing manner, as the professors continued to go over it, it became clearer. After multiple classes of learning and practice application of development, psychopathology, and treatment planning to client care became easier.

Goal #5 – The Clinical Counseling Department will prepare effective counselors who are culturally competent and responsive to clients in diverse communities.

Goal #5	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Current Students (N=39)	2(5.1%)	0	1(2.6%)	4(10.3%)	32(82%)
Former Students (N=5)	0	0	1(20%)	2(40%)	2(40%)

Site Supervisors/Employers (N=3)	0	0	0	2(66.7%)	1(33.3%)
Faculty (N=4)	0	0	0	3(75%)	1(25%)

Comments –

Former Students -

-Almost every class, if not every class mention diversity and multiculturalism.

Current Students -

-I think we could talk about situations and how to deal with issues related to cultural differences.

-I really like how this program does not favor particular groups but rather presents information and allows students to decide what that information means. Additionally, the program allows for discussion of diverse opinions allowing students to create an identity that will be beneficial in helping diverse populations.

Goal #6 – The MSCC program will prepare counselors who understand Christian faith integration in the counseling process, and how to apply aspects of faith and spirituality effectively and ethically to client care.

Goal #6	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Current Students (N=39)	2(5.1%)	0	2(5.1%)	6(15.4%)	29(74.4%)
Former Students (N=5)	0	0	1(20%)	1(20%)	3(60%)
Site Supervisors/Employers (N=3)	0	0	1(33.3%)	1(33.4%)	1(33.3%)
Faculty (N=4)	0	0	0	3(75%)	1(25%)

Comments –

Current Students -

-I haven't taken the course, so I don't know, but I'm sure CSU is capable.

-It is great to be able to openly talk/discuss faith in class without the fear of being judged or persecuted. One of the major things that I've taken away from the program is how to integrate the Christian faith in counseling while still maintaining an open and unbiased (well, as unbiased as we can be) position as a counselor.

Program Goals Survey Totals:

Totals N=51

	SD	D	U	A	SA	
	3.9%	0	0	27.5%	68.6%	#1 - The Clinical Counseling Department will prepare counselors who understand and develop a professional identity as a highly ethical clinical counselor.
	3.9%	0	1.9%	37.3%	56.9%	#2 - The MSCC program will prepare Scholar-Practitioners who demonstrate behaviors of academic excellence, understand research-based counseling literature and use of clinical assessments from various core counseling areas, and skillfully apply this knowledge to client care.
	3.9%	0	0	21.6%	74.5%	#3 - The MSCC program will prepare counselors who aim to continuously develop excellent counseling and relational skills.
	3.9%	0	0	19.6%	76.5%	#4 - The MSCC program will prepare counselors who understand and skillfully apply knowledge of development, psychopathology, and treatment planning to client care.
	3.9%	0	3.9%	21.6%	70.6%	#5 - The Clinical Counseling Department will prepare effective counselors who are culturally competent and responsive to clients in diverse communities.
	3.9%	0	7.8%	21.6%	66.7%	#6 - The MSCC program will prepare counselors who understand Christian faith integration in the counseling process, and how to apply aspects of faith and spirituality effectively and ethically to client care.
Aver%	3.9	0	2.267	24.9	68.97	

MISC Data Collected:

Former Students Training and Professional Engagement:

Other professional credentials you have obtained? certifications, etc.? (2 responses)

-Certification in Brainspotting, trained in EMDR

-In the process of Basic EMDR Certification

Professional Organizations

Joined by former students:

-AACC

Site Supervisor & Employers Comments

1) Are there any particular areas that CSU counseling students seem well prepared for?

-Interventions and treatment methods

-CSU counseling students appear to be well-prepared for several areas within the field. Their willingness to try new approaches indicates adaptability, a crucial trait in counseling where each client's needs may vary. Moreover, their readiness to work with children suggests an understanding of the importance of early intervention in mental health. Combined with their ability to take charge, these students exhibit leadership qualities vital for guiding clients through emotional processes and navigating challenges. Additionally, their goal-mindedness underscores their capacity to facilitate progress and growth in clients, whether through setting therapy goals or assisting in broader life objectives. Overall, these traits position CSU counseling students to excel in various counseling roles, demonstrating readiness to meet the diverse needs of their clients effectively.

-Documentation and supervision

-Evidenced based treatment modalities, psychodiagnostics

2) What, if any, areas are CSU Counseling students not prepared for? (ex: diagnosing, treatment planning, documentation, etc?)

1Overall, while CSU counseling students receive comprehensive training, there may still be areas where they feel less prepared due to their limited experience. Continued support, supervision, and opportunities for hands-on learning can help bridge these gaps and ensure that students develop the confidence and competence needed to thrive in their counseling careers.

-Assessment/diagnosing

-None

3) How would you rate CSU Counseling students' abilities with diagnosing and treatment planning?

Very Good

Very Good

Good

Very Good

4) How would you rate CSU Counseling students' professionalism? (Timeliness of performing documentation, effective communication, openness and responsive to feedback, effectively using supervision, self-awareness and seeking to grow)

Very Good
Very Good
Very Good
Very Good

5) How would you rate CSU Counseling students' case conceptualization skills and ability to participate in group staffing/group supervision?

Good
Very Good
Very Good
Good

6) Please provide feedback as to how CSU might improve the preparation of counseling students to meet the changing needs of clients and the changing demands of the clinical setting. Any suggestions for improvement?

-Continue to work with them on documentation
-To further enhance the preparation of counseling students to meet evolving client needs and clinical demands, CSU could focus on fostering confidence and creativity in their approach. Encouraging students to explore innovative therapeutic techniques and to trust their instincts can empower them to adapt more effectively to diverse client populations and dynamic clinical settings. Furthermore, promoting ongoing professional development and exposure to emerging trends in counseling through workshops, conferences, and guest lectures can ensure that students remain abreast of current best practices and are prepared to meet the evolving demands of the field. By nurturing both confidence and creativity in their counseling students, CSU can further strengthen their ability to provide effective and responsive mental health support in an ever-changing clinical landscape.
-CSU can provide clear expectation of the roles that each supervisor has (academic, professor, and site) to better direct students were concerns should be address and encouraged collaboration amongst each responsible party
-I think CSU has done a better job of preparing than many other schools

***See 'Site Supervisor Eval of University'**