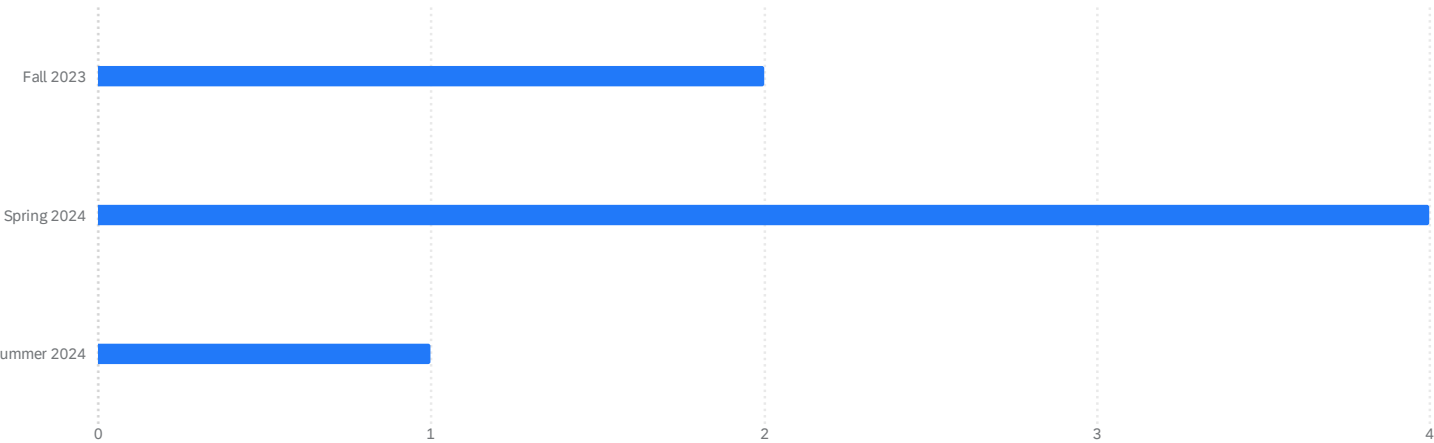


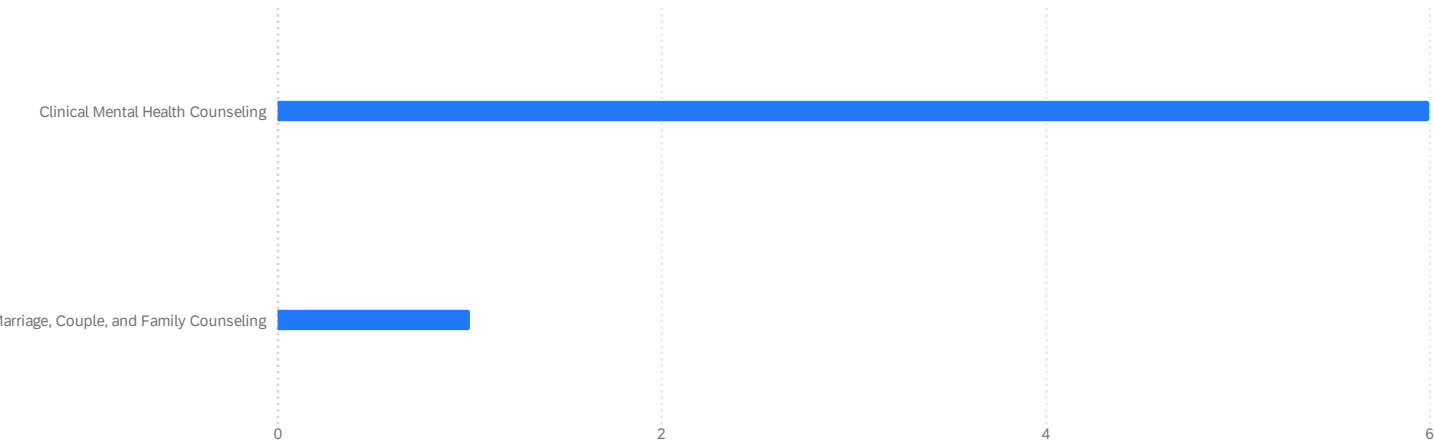
# HDC Alumni Survey 2024 / Default results

Responses: 8

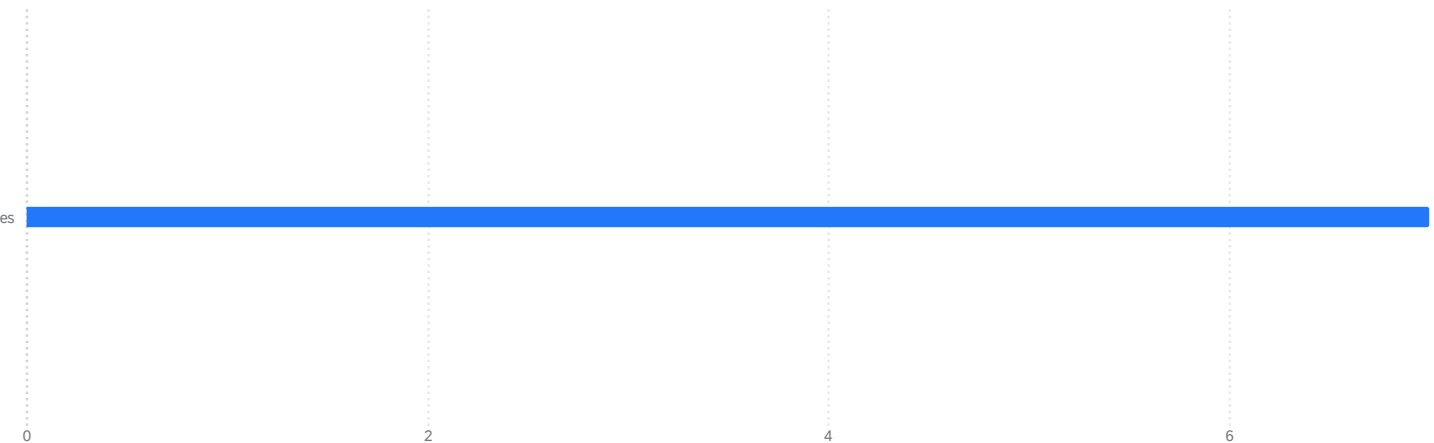
Select the semester that you completed the HDC Program. 7 ⓘ



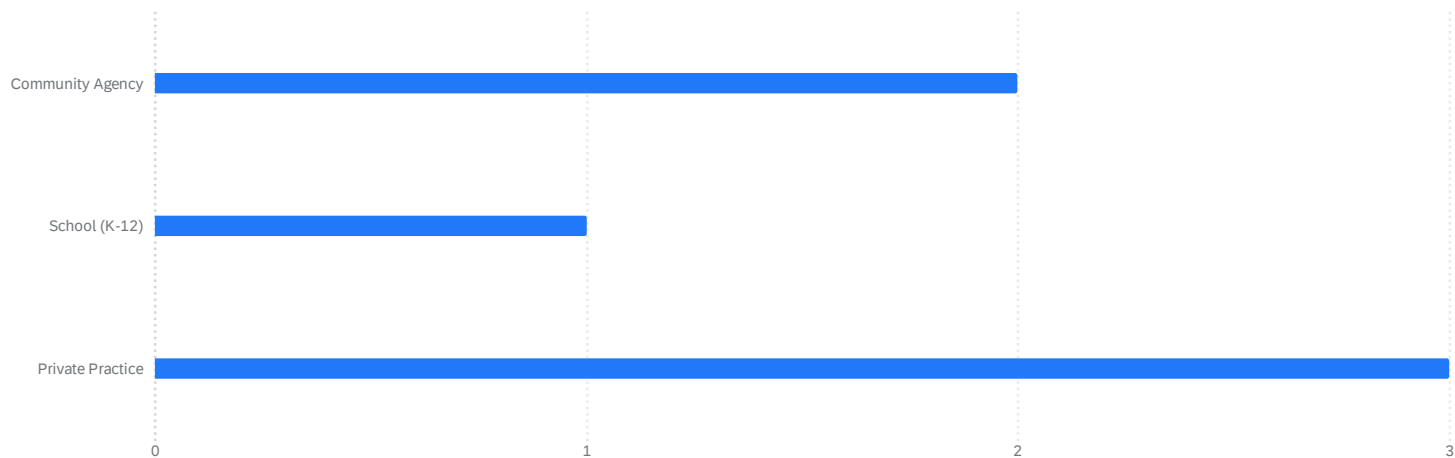
What was your area of concentration? 7 ⓘ



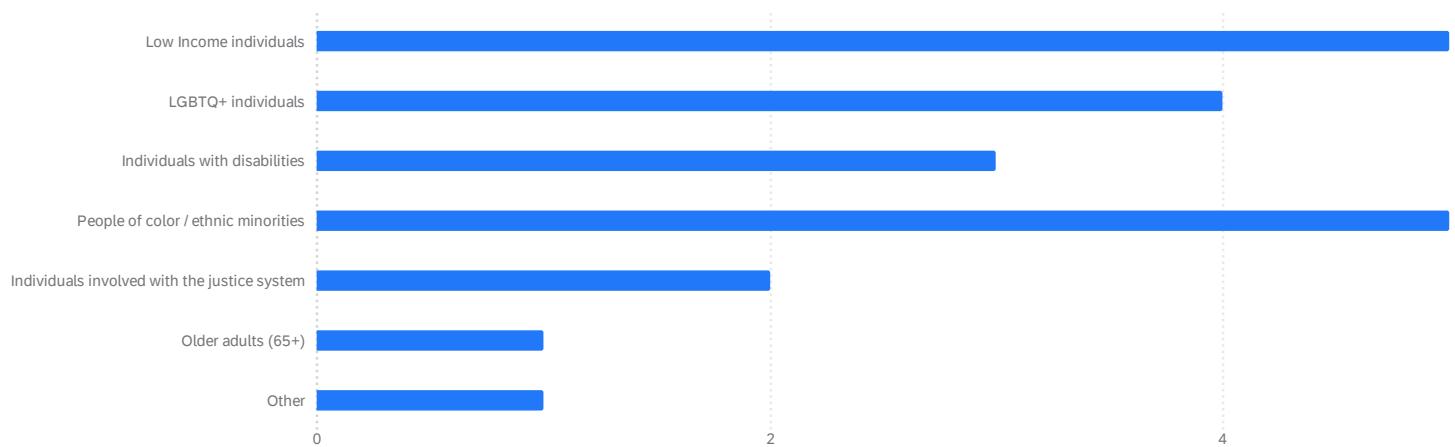
Are you currently employed in a counseling setting? 7 ⓘ



Please indicate your current counseling setting (select all that currently apply; i.e., select more than one if employed in more than one location) 5 ⓘ



Please select what, if any, marginalized or underserved populations you are currently serving in your clinical work. (select all that apply) 5 ⓘ



Please select what, if any, marginalized or underserved populations you are currently serving in your clinical work. (select all that apply): Other - Text 8 ⓘ

Other

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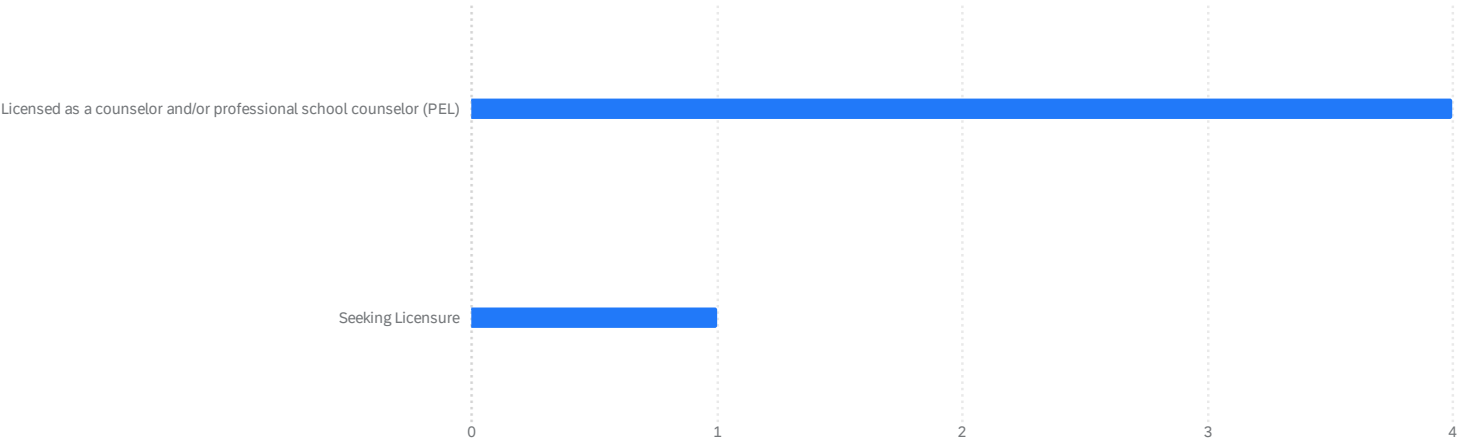
Kids

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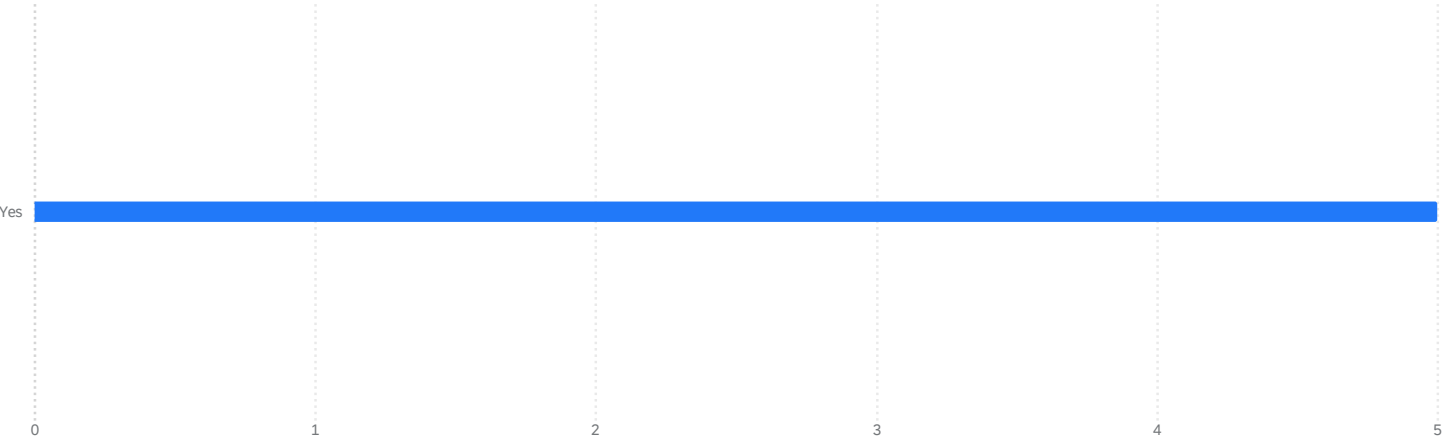
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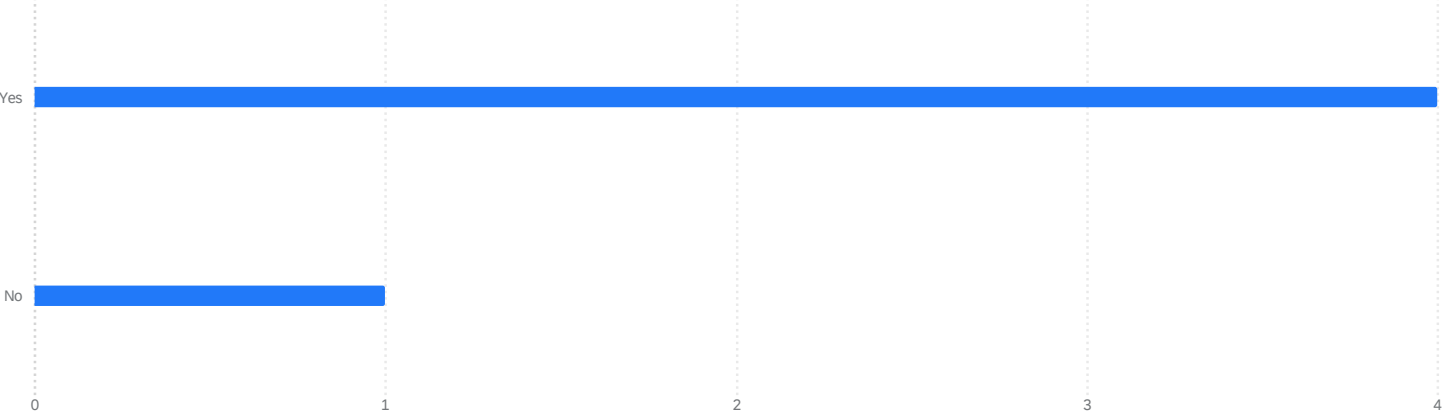
Indicate your current licensure status: 5 ⓘ



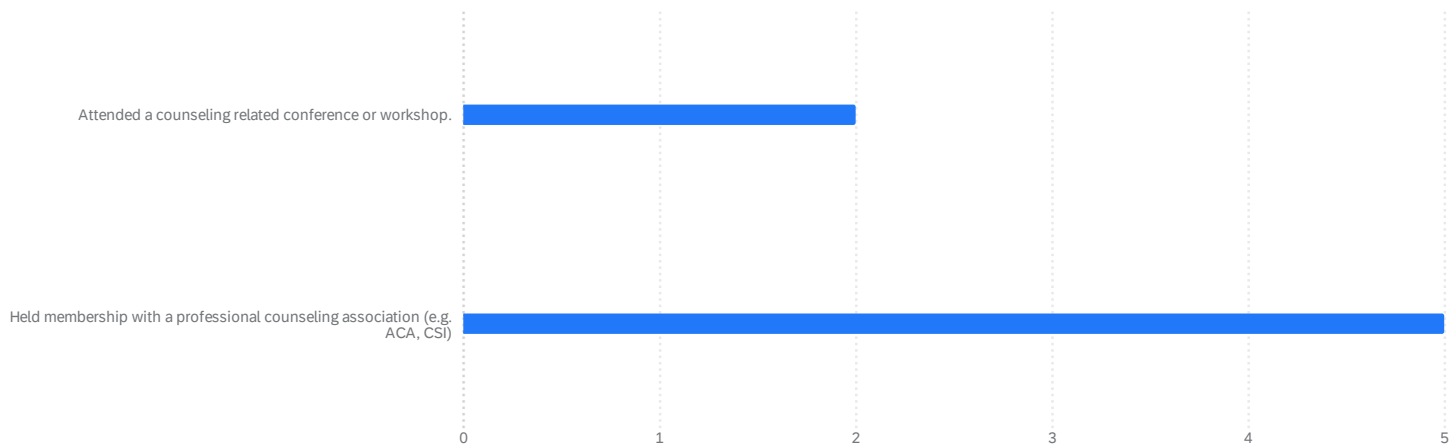
During your educational experience, was licensure, including pathways to licensure discussed? 5 ⓘ



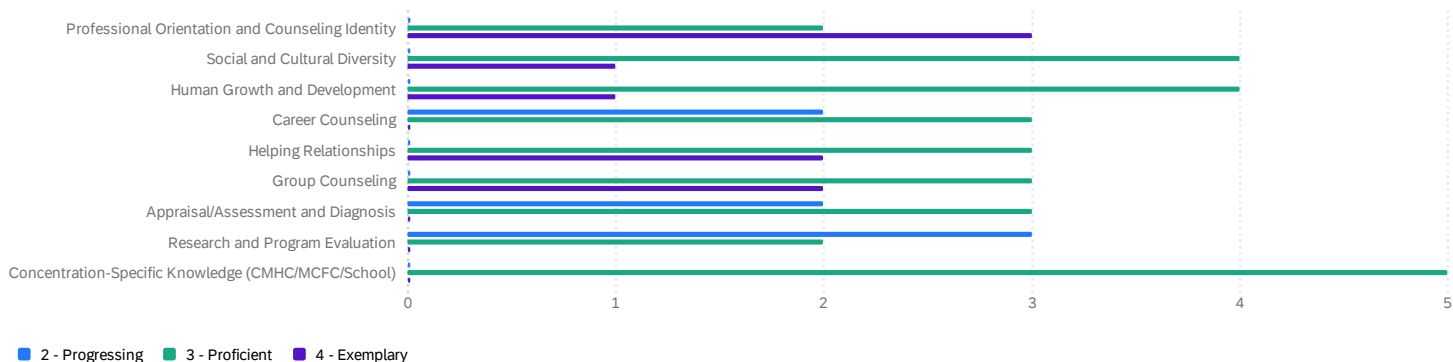
Are you currently a member of a professional counseling association (e.g., Illinois Counseling Association, American Counseling Association, Chi Sigma Iota, etc.)? 5 ⓘ



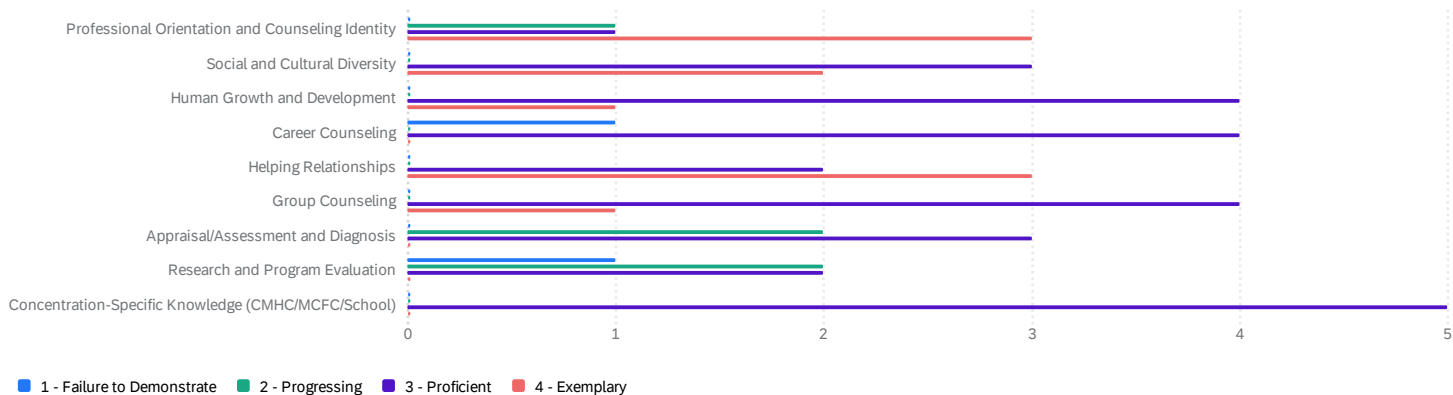
While in the HDC Program, I: (select all that apply) 5 ⓘ



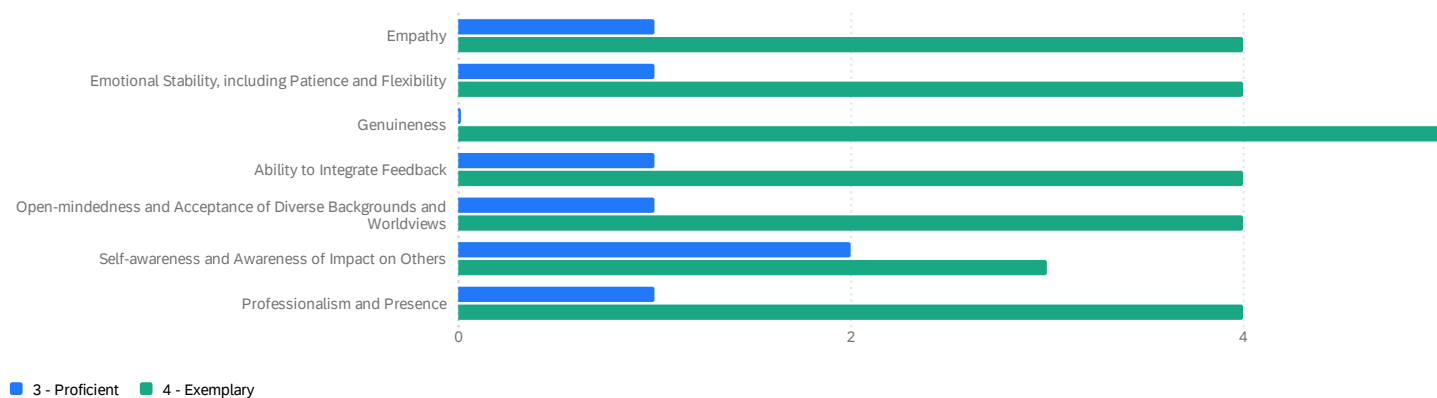
Upon graduation from the HDC Program, how would you rate your Knowledge in the following areas: 1 – Failure to demonstrate: Significantly below or complete lack of knowledge expected for an entry-level counselor 2 – Progressing: Knowledge are appropriate and show promise, and need further development 3 – Proficient: Acceptable knowledge for developmental level 4 – Exemplary: Knowledge level which exceeds developmental expectations of an entry-level counselor 5



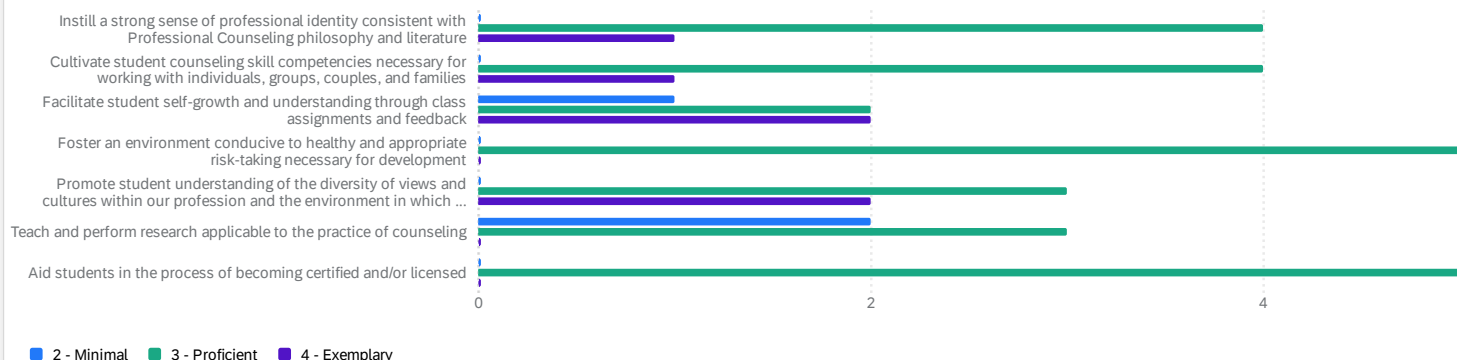
Upon graduation from the HDC Program, how would you rate your Skill in the following areas: 1 – Failure to demonstrate: Significantly below or complete lack of expected skill development for an entry-level counselor 2 – Progressing: Skill development are appropriate and show promise, and need further development 3 – Proficient: Acceptable skill for developmental level 4 – Exemplary: Skill level which exceeds developmental expectations of an entry-level counselor 5



Upon graduation from the HDC Program, how would you rate your development in regard to the following dispositions: 1 – Failure to demonstrate: Significantly below or complete lack of expected development for an entry-level counselor 2 – Progressing: Development are appropriate and show promise, and need further development 3 – Proficient: Acceptable for developmental level 4 – Exemplary: Exceeds developmental expectations of an entry-level counselor 5



How would you rate the following HDC Program Objectives in "reflecting current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society" (CACREP, 2016, 2.B.). 1 – Failure to reflect current knowledge or projected needs 2 – Minimally reflects current knowledge and projected needs 3 – Meets expected current knowledge and projected needs 4 – Exceeds expectations of meeting current knowledge and projected needs 5



Please provide any feedback on how the current HDC Program Objectives "reflect current knowledge and counseling practice" (CACREP, 2016, 2.B.). 8 ⓘ

Please provide any feedback on how the current HDC Program Objectives "refl...

As acknowledged by my circled responses above, HDC does well at teaching about counseling philosophy, professional identity and diversity of views and cultures. During my time in the program, I felt feedback, both on assignments and in person/regarding skill and growth, were lacking. This was evident in the way we often did not receive grades on assignments for months at a time or ever in certain classes. Numerous people within my cohort tried to provide feedback and fill out end of semester surveys asking for these grades/feedback but nothing changed. This lack of feedback affects student confidence and ability to take risks and practice skills.

I feel that all of the professors had a huge emphasis on continuing education. This was demonstrated in lectures, professors discussing their own continuing education and passing along information about continuing education and best practices to students.