

2021-2022 Annual Report:
Counseling & Career Development
MA Program
School of Education
Colorado State University

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Introduction

The Colorado State University Counseling and Career Development Master’s Degree Program presents its 2021-2022 Annual Report. Program objectives and evaluation methods are provided in Table 1 and are followed by a summary of evaluation results for each program objective. Following the report is an addendum that provides aggregate data regarding Student Learning Objectives and Key Performance Indicators.

Table 1. Program Evaluation Metrics

Program Objective	Data Collection (and timing)
1. Promote a safe, inclusive, and equitable learning environment for all students.	<ol style="list-style-type: none"> 1. Culture Climate Survey (once a year) 2. Alumni Survey: Survey Principles 1, 2, & 7 (every 3 years; next due in 2023)
2. Promote personal and professional exploration to foster appropriate counseling dispositions and behaviors.	<ol style="list-style-type: none"> 1. CCS-R Section 2 (final practicum assessment & final internship assessment) 2. Successful completion of 10-hour group participant experience (varies; gathered upon program completion)
3. Foster multicultural counseling, justice, and advocacy knowledge and competencies.	<ol style="list-style-type: none"> 1. Culture Climate Survey (once a year) 2. Written Preliminary Examination-multicultural counseling section (student’s final semester) 3. Final Oral Comprehensive Examination-multicultural counseling section (student’s final semester)
4. Prepare career, school, and clinical mental health counselors with a common core curriculum and areas of emphasis that permit acquisition of awareness, knowledge, and skills to provide specialization-specific counseling services and programming.	<ol style="list-style-type: none"> 1. Written Preliminary Examination (student’s final semester) 2. Final Oral Comprehensive Examination (student’s final semester) 3. Final Internship Evaluation—CCS-R 4. Final Internship Evaluation—Specialization-Specific Addendum (student’s final semester of internship) 5. Student Exit Survey (end of student’s last semester) 6. Alumni Survey: Survey Principle 6 (every 3 years; next due in 2023) 7. Employer Survey (every 3 years; next due in 2023)

Program Objective	Data Collection (and timing)
5. Provide counselors in training with high quality and comprehensive instruction to meet academic qualifications and provide the knowledge base to successfully pass national examinations necessary for licensure/certifications.	<ol style="list-style-type: none"> 1. Licensing & Credentialing Exam Results (approximately twice a year) 2. Alumni Survey (every 3 years; next due in 2023)
6. Encourage applicants from various backgrounds to enhance the diversity in the program and the field.	<ol style="list-style-type: none"> 1. Applicant demographics (once per year) 2. Student eligibility statistics for Western Regional Graduate Exchange Program (once per year)
7. Integrate academics, research, and engagement to enhance student learning and program outreach.	<ol style="list-style-type: none"> 1. Student participation in program, clinic, and/or faculty scholarly and engagement activities (varies)

Evaluation of Program Objectives

Objective 1: Promote a safe, inclusive, and equitable learning environment for all students.

Culture Climate Survey

To assess this program objective, CCD faculty disseminate a culture climate survey based on the American Counseling Association's Multicultural Counseling Competencies (Ratts et al., 2016). The survey was distributed in spring of 2022. The survey includes 14 questions with responses on a Likert-type scale (i.e., 5=strongly agree, 4=somewhat agree, 3=neither agree nor disagree, 2=somewhat disagree, 1=strongly disagree). See Table 2 for results of questions that are particularly relevant for this objective. Following these scale-type questions are open-ended questions gathering qualitative data about program strengths and areas for improvement.

The 16 students who completed the survey reported having been in the program from 1.5 to 6 semesters. Specifically, 7 were still in their first year of the program and 9 had completed their first year. While multicultural concepts are integrated throughout all courses, students experience a progressively deeper focus on cultural identities, including their own, as their time in the program continues.

Table 2. CCD Culture Climate Survey select items

Question	Avg. 1 st year students	Avg. 2 nd year & 2+ year students	Avg. all students
The CCD program promotes an inclusive environment for various student identities.	4.22	4.86	4.50
I have observed the CCD faculty taking action to increase their own awareness of their personal and social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases.	1.78	1.71	1.75

Question	Avg. 1 st year students	Avg. 2 nd year & 2+ year students	Avg. all students
I can approach faculty to talk to them about my various identities as a counselor.	4.44	4.86	4.63
In my classes I have felt comfortable talking about how my identities influence my counseling and the counseling profession.	3.89	4.43	4.13
I can approach other students in the program to ask them for support.	4.11	4.57	4.31
I can approach other students in the program to talk to them about my various identities as a counselor.	4.00	4.57	4.25
I can approach faculty to ask them questions or consult on how to develop my multicultural competence to work with clients.	4.78	4.86	4.81

Alumni Survey

The alumni survey was not conducted this past year; it is due to be distributed again in 2023.

Summary

In reviewing outcomes for Objective 1, it appears that overall, students agree the CCD program promotes a safe, equitable, and inclusive learning environment. Students appear to be most comfortable approaching faculty about their identity work and somewhat less comfortable in approaching other students and bringing up their identity work during class. There is a difference in response averages between those that are in their first year and those that have been in the program longer. It remains to be seen if this is due to increasing comfort with cohort members and faculty over time and/or if there are cohort differences.

Survey results also indicated that students are not observing how faculty engage with their own process in terms of multicultural competence and critical consciousness. Specifically, they somewhat disagreed with the following statement: "I have observed the CCD faculty taking action to increase their own awareness of their personal and social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases." While faculty attempted to address this during the last academic year with examples in various classes, students either did not make the connection between those examples and this question, and/or they still find CCD faculty lacking in this area.

Objective 2: Promote personal and professional exploration to foster appropriate counseling dispositions and behaviors.

Students are consistently engaged in personal and professional exploration throughout their entire 60-credit program, from coursework to classroom engagement to clinical and supervision experiences and beyond.

Counseling Competencies Scale-Revised© Section 2 (CCS-R; Lambie et al., 2015; 2018)

While this data is gathered at multiple points (e.g., midterm practicum and midterm for each internship semester), for the purposes of evaluating this objective, student results from Section 2 of the CCS-R were used at the following milestones: (a) end of practicum and

(b) end of internship. The CCD program utilizes the CCS-R in a developmental manner with the expectation that students are performing at a 3/5 by the end of practicum and a 4/5 by the end of their internship. See the following for more details regarding these expectations.

CCS-R Section 2 at End of Practicum

At the end of their first fieldwork experience, practicum, students are expected to earn an average of 3 or better on section 2 of the CCS-R. This indicates “near expectations / developing towards competencies” as compared to a beginning professional counselor. One hundred percent of students met or exceeded program expectations (minimum score of 3/5). The mean score on section 2 of the final CCS-R evaluation was 3.85. The range of averages for each item in section 2 of the CCS-R was 3.7 to 4.1.

CCS-R Section 2 at End of Internship

By the end of their internship, it is expected that students will average ratings of 4 on both section 1 and section 2 of the CCS-R. A rating of 4 indicates “meets expectations/demonstrates competencies” as compared to a beginning professional counselor. One hundred percent of students met or exceeded program expectations (minimum score of 4/5). The mean score on section 2 of the final CCS-R evaluation was 4.77. The range of averages for each item in section 2 of the CCS-R was 4.69 to 4.88.

Successful completion of 10-hour group participant experience

One hundred percent of students that graduated from the CCD program from summer 2021 to spring 2022 completed their 10-hour group participant experience.

Summary

In reviewing outcomes for Objective 2, all CCD students met or exceeded program standards regarding professional dispositions and behaviors. These dispositions and behaviors are encouraged through coursework, classroom discussion and activities, and clinical and supervision experiences, to name a few. Supporting the assertion that these dispositions continue to develop throughout the program are their scores on the CCS-R which were an average of 3.85 at the end of the practicum experience (typically completed in students’ second semester) and 4.77 at the end of internship (and the end of their program). Additionally, all graduating students met the CACREP standard for participating in a group experience.

Objective 3: Foster multicultural counseling, justice, and advocacy knowledge and competencies.

Culture Climate Survey

To assess this program objective, CCD faculty disseminate a culture climate survey based on the American Counseling Association’s Multicultural Counseling Competencies (Ratts et al., 2016). The survey was distributed in spring of 2022. Following are results from the survey (Table 3).

Table 3. Culture Climate Survey all items

Question	Mean 1 st year students	Mean 2 nd year & 2+ year students	Mean all students
The CCD program provides opportunities for students to develop their counselor's self-awareness.	4.56	5.00	4.75
The CCD program has made opportunities available that help increase student knowledge about their salient identities.	4.22	4.86	4.50
The CCD program promotes an inclusive environment for various student identities.	4.22	4.86	4.50
The CCD program promotes the Multicultural and Social Justice Counseling Competencies.	4.22	5.00	4.56
I am increasing my awareness about my own areas of privilege and marginalization.	4.22	5.00	4.56
I have observed the CCD faculty taking action to increase their own awareness of their personal and social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases.	1.78	1.71	1.75
The CCD program has provided opportunities (in class or out of class) for me to take action to increase my own self-awareness of my personal and social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases.	3.89	5.00	4.38
The CCD program provides opportunities to better understand the attitudes, beliefs, prejudices, and biases held by privileged and marginalized clients.	4.00	4.86	4.38
I believe the CCD program is intentional in preparing me to explore with privileged and marginalized clients how community norms, values, and regulations embedded in society hinder and contribute to their growth and development.	3.89	4.71	4.25
I can approach faculty to talk to them about my various identities as a counselor.	4.44	4.86	4.63
In my classes I have felt comfortable talking about how my identities influence my counseling and the counseling profession.	3.89	4.43	4.13
I can approach other students in the program to ask them for support.	4.11	4.57	4.31
I can approach other students in the program to talk to them about my various identities as a counselor.	4.00	4.57	4.25
I can approach faculty to ask them questions or consult on how to develop my multicultural competence to work with clients.	4.78	4.86	4.81
The CCD program provides resources that help me increase my self-awareness of how identities influence the counseling relationship.	4.00	4.86	4.38

Written Preliminary Examination—Multicultural Counseling Section

In 2021-2022, 16 students completed the program's written preliminary examination. All students passed the multicultural section (with a cut off score of 70%). The mean percentage for that section was 88.39%. (See Table 4 in next section to compare exam sections.)

Final Oral Comprehensive Examination—Multicultural Counseling Section

For 2021-2022, 16 students completed the program's final comprehensive oral

examination. All students met expectations for the multicultural counseling section for a pass rate of 100% on this section.

Summary

In reviewing outcomes for Objective 3, students appear to be obtaining multicultural counseling, justice, and advocacy knowledge and competencies as evidenced by the Cultural Climate Survey, the Written Preliminary Examination, and the Final Oral Comprehensive Examination. Similar to last year, students' scores on the written preliminary examination were higher for the multicultural counseling section than they were for all but one other section.

Lower scores on the Culture Climate Survey regarding observing faculty engage with their own process surrounding multicultural counseling competence were addressed earlier in this report (see Objective 1). It is worth noting that last year the Culture Climate Survey indicated students would like continued work on exploring their own identities, however 10 of the 14 survey participants had been in the program for only 1-2 semesters when completing the survey. This year, those that were past their first year had stronger positive responses to almost all prompts on the survey, including those about increasing their awareness regarding self and others in terms of issues of identities, privilege, oppression, biases, etc. and how those can influence them as a counselor and the counseling process. Given that these responses likely were from many of the same students who took the survey last year, it is possible that these more positive results are indicative of the ongoing opportunities provided to students as they progress through the program. This inference is being treated with caution, though, as we continue to ascertain whether this growth is typical or if there are cohort differences.

Objective 4: Prepare career, school, and clinical mental health counselors with a common core curriculum and areas of emphasis that permit acquisition of awareness, knowledge, and skills to provide specialization-specific counseling services and programming.

Written Preliminary Examination (student's final semester)

For 2021-2022, 16 students completed the written preliminary examination with a 100% pass rate (cut off score of 70%) on the first attempt. Table 3 breaks down scores by CACREP core areas.

Table 4. Written Exam Results

CACREP CORE AREA	Mean Percentage
Professional Counseling Orientation & Ethical Practice	84.38
Social & Cultural Diversity	88.39
Human Growth & Development	86.16
Career Development	85.27
Counseling & Helping Relationships	93.75
Group Counseling & Group Work	86.16
Assessment & Testing	82.59
Research & Program Evaluation	82.14
TOTAL PERCENTAGE ON EXAM	85.19

Final Oral Comprehensive Examination

As part of their final oral exam, students prepare a presentation demonstrating their knowledge and professional development in which they are required to cover each of the eight core CACREP areas using professional terminology, models/theories, authors, and resources. Following the student presentation, committee members ask follow-up questions that add clarity or depth to the student presentation. The exam rubric covers the eight core CACREP areas. Twelve students completed their final oral exam for 2021-2022 with a 100% pass rate (defined as meeting expectations for at least six of the eight assessed areas) on their first attempt. Table 5 shows the pass rate for each area.

Table 5: Final Oral Exam Results

CACREP CORE AREA	Percent Pass Rate
Professional Counseling Orientation & Ethical Practice	100
Social & Cultural Diversity	100
Human Growth & Development	100
Career Development	100
Counseling & Helping Relationships	100
Group Counseling & Group Work	100
Assessment & Testing	100
Research & Program Evaluation	100

Final Internship Evaluation-CCS-R

The CCD program utilizes the CCS-R (Lambie et al., 2015, 2018) in a developmental manner. While student performance is evaluated at multiple points using the CCS-R (e.g., midterm practicum and midterm for each internship semester), for the purposes of evaluating this objective, it is expected that by the end of their internship, all students will average ratings of 4 on both section 1 and section 2 of the CCS-R. A rating of 4 indicates “meets expectations/demonstrates competencies” as compared to a beginning professional counselor (Lambie et al., 2015).

The program expectation of an average of 4/5 on section 1 of the CCS-R at the end of internship was met by 87.5% of students. The mean score on section 1 of the final CCS-R evaluation was 4.62. The range of averages for each item in section 1 of the CCS-R was 4.40 to 4.81.

All students met the program expectation of an average of 4/5 on section 2 of the CCS-R. The mean score on section 2 of their final CCS-R evaluation was 4.77. The range of averages for each item in section 2 of the CCS-R was 4.69 to 4.88.

Final Internship Evaluation—Specialization-Specific Addendum

A specialization-specific evaluation addendum is completed by internship site supervisors at midterm and end of semester for each semester a student is in internship. For purposes of evaluating this objective, only final evaluation addendums at the completion of students’ internships were included. By the end of their internship, it is expected that students will average a 4 (meets expectations/demonstrates competencies of a beginning professional counselor) on their specialization-specific internship final evaluation addendum. The

addendum items address CACREP specialization practice standards.

Career Counseling Specialization Final Evaluation Addendum

All students completing their internships in the career counseling specialization met or exceeded program expectations. The mean score on all items was 4.37 with item averages ranging from 4.0 to 4.5.

In reviewing the final evaluation addendum, faculty also take note of areas that were marked as “not observed” to continue to assess quality of opportunities at internship sites as well as if there are certain performance areas that would be better addressed with other program experiences. Two areas that are part of the final evaluation addendum for the career specialization include career program marketing and promotion, and program evaluation. It has been noted for this year, and in past years, that internship sites seem to offer less around this. Fortunately, this is already heavily addressed with a programming project in a required career counseling course.

Clinical Mental Health Counseling Specialization Final Evaluation Addendum

Seventy-five percent of students completing their internships in the clinical mental health counseling specialization met or exceeded program expectations. The mean score for all items was 4.44 with item averages ranging from 4.25 to 5.0.

In reviewing the final evaluation addendum, faculty also take note of areas that were marked as “not observed” to continue to assess quality of opportunities at internship sites as well as if there are certain performance areas that would be better addressed with other program experiences. One area of the CMHC final evaluation addendum includes interfacing with the legal system regarding clients involved with the legal system. Not all students have this opportunity at their internship sites and thus this standard will be assessed by faculty to see how else the program might help students get more experience in this area.

School Counseling Specialization Final Evaluation Addendum

All students completing their internships in the school counseling specialization met or exceeded program expectations. The mean score including all items was 4.62 with item averages ranging from 4.20 to 4.88.

In reviewing the final evaluation addendum, faculty also take note of areas that were marked as “not observed” to continue to assess quality of opportunities at internship sites as well as if there are certain performance areas that would be better addressed with other program experiences. One area marked as “not observed” for more than one student included “uses developmentally appropriate career counseling interventions and assessments.” This area will be monitored to better determine if students are not able to integrate career development into their practice at the site or if students and supervisors need clarification regarding what constitutes “developmentally appropriate” career interventions. In investigating other areas marked as “not observed,” it was determined that those students met those items’ expectations at their first internship site. In the school counseling specialization, due to state licensure requirements regarding internship experience at multiple levels, several students complete two part-time internships at two different schools. Students take their advanced school counseling course typically during

their first semester of internship and one of the required components for their professional portfolio is a data-driven program implementation at their internship site. Because the addendum is completed by site supervisors, if students complete their second internship experience in a different school, the school counselor at the second site may not be aware of this work that the student completed. Consequently, program evaluation of the school counseling final evaluation addendum may need to include consideration of the addendum that is completed at the end of each semester versus the end of the internship.

Student Exit Survey (end of student's last semester)

Thirteen of the 16 students that graduated completed the student exit survey. The prompts in this survey focus on the eight CACREP Core Areas and fieldwork alignment with CACREP standards. Each item is rated by the student on a 5-point scale with 1 being "very weak" and 5 being "very strong." Table 6 presents results.

Table 6: Student Exit Survey

Learning Standard	Mean
<u>Professional Orientation & Ethical Practice</u> : Studies that provide an understanding of all aspects of professional functioning. This includes a history of the counseling profession, professional roles and responsibilities, collaboration with other human service providers, self-care strategies, supervision models, professional organizations, licensure, credentialing, certification, professional advocacy, client advocacy, and ethical and legal considerations in professional counseling.	4.62
<u>Social & Cultural Diversity</u> : Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society. This includes characteristics and concerns within and among diverse groups nationally and internationally, experiential learning activities designed to foster understanding of self and culturally diverse clients, theories of multicultural counseling and identity development, theories of social justice, counseling strategies for working with and advocating for diverse populations, multicultural counseling competencies, and counselors' roles in eliminating bias and oppression.	4.23
<u>Human Growth & Development</u> : Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. This includes theories of individual and family development and transitions, theories of learning and personality development, effects of trauma-causing events on persons of all ages, theories and models of resilience, a framework for understanding exceptional abilities and strategies for differential interventions, an understanding of environmental and developmental factors that affect both normal and abnormal behavior, theories and etiology of addictions and addictive behaviors, and theories for facilitating optimal development and wellness over the life span.	2.85
<u>Career Development</u> : Studies that provide an understanding of career development and related life factors. This includes career theories and decision-making models, occupational and labor market information resources and career information systems, program planning and implementation, program evaluation, understanding of the interrelationship among work and other life roles including multicultural contexts, career and educational planning as well as placement and follow-up/evaluation, assessment instruments and techniques relevant to career planning, and career counseling processes applicable to specific populations in a global economy.	4.77
<u>Counseling & Helping Relationships</u> : Studies that provide an understanding of the counseling process in a multicultural society. This includes an orientation to wellness and prevention as desired counseling goals, counselor characteristics and behaviors that influence	4.62

Learning Standard	Mean
<p>helping, essential interviewing and counseling skills, counseling theories that provide models for case conceptualization and guide the selection of appropriate counseling interventions, a systems perspective, a general framework for understanding and practicing consultation, and crisis intervention and suicide prevention models including the use of psychological first aid strategies.</p>	
<p><u>Group Counseling & Group Work</u>: Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. This includes principles of group dynamics including process components and therapeutic factors of the group, leadership or facilitation styles and approaches, theories of group counseling as well as pertinent research and literature, group counseling methods including counselor orientations and behavior as well as measures of effectiveness, and direct facilitation experience for a minimum of 10 clock hours over the course of one academic term.</p>	3.46
<p><u>Assessment & Testing</u>: Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. This includes historical perspectives concerning the nature and meaning of assessment, basic concepts of standardized and non-standardized testing and other assessments including norm referenced and criterion-referenced assessment, environmental and performance assessment, individual and group test and inventory methods, psychological assessments and behavioral observations, statistical concepts including scales of measurement as well as measures of central tendency and variability, shapes of distributions and correlation, instrument reliability including measurement of error and the use of reliability information, instrument validity including the types of validity and the relationship between reliability and validity, social and cultural factors related to assessment, and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in counseling.</p>	4.31
<p><u>Research & Program Evaluation</u>: Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. This includes the importance of research in advancing the counseling profession, research methods such as qualitative, quantitative, single-case, action, and outcome-based research, statistical methods used in research and evaluation, principles and models of using findings to effect program modifications, the use of research to inform evidence-based practice, and ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.</p>	3.85
<p><u>Practicum</u>: Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. This includes 40 hours of direct service to clients, one hour per week of individual and/or triadic supervision by a faculty member, 1 1/2 hours a week of group supervision, development of recordings or use of live supervision, and evaluation throughout the practicum experience.</p>	4.77
<p><u>Internship</u>: The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. This includes 240 clock hours of direct service including leading groups, one hour per week on individual and/or triadic supervision by a qualified site supervisor, 1 1/2 hours a week of group supervision, development of appropriate recordings and/or live supervision, the opportunity to become familiar with a variety of professional activities and resources in addition to direct</p>	4.62

Learning Standard	Mean
service, and evaluation throughout the internship experience.	
<u>Supervision & Clinic Facilities:</u> Each faculty member who provides on-campus individual and/or group practicum and/or internship supervision has relevant and demonstrated training and supervision experience. Student supervisors have relevant and demonstrated training and supervision experience, and knowledge of the program's expectations, requirements, and evaluations procedures. The counseling practicum clinic is conducive to modeling, demonstration, and training. Individual and group tutorials are instructive and personally helpful.	4.46

Alumni Survey

The alumni survey will not be distributed again until 2023.

Employer Survey

The employer survey will not be distributed again until 2023.

Summary

In reviewing Objective 4, there were areas of concern, especially since these areas have not been issues in the past. Scores for the core areas of *Human Growth & Development*, *Group Counseling & Group Work*, and *Research & Program Evaluation* were considerably lower than in previous years. It is unknown as to why scores for *Human Growth & Development* were so much lower given that the main course covering this area was taught by the same professor. This is an area the program faculty will follow up on with the department that offers that course. In terms of scores for *Group Counseling & Group Work* and *Research & Program Evaluation*, almost all students completing this survey took the courses that emphasize those areas from an instructor that is no longer part of the CCD program, thus we are unable to obtain further information. We expect those scores to improve in the future. Fortunately, while students may have rated certain areas lower on the program exit survey, their scores on both program and national exams as well as the scores on fieldwork evaluations indicated that they still acquired the awareness, knowledge, and skills necessary to provide specialization-specific counseling services and programming.

Additionally, not all students met expectations for part 1 of the CCS-R, which focuses on counseling skills. Those that did not meet expectations were still close with an average above 3.8. The program also had students that had to cope with extenuating circumstances at their internship sites which were out of the program's control (such as resignations of site supervisors), resulting in some inconsistency in student training and evaluation. Factors that the program can influence are being considered, including additional training with site supervisors on the CCS-R to increase the reliability and validity of their scoring.

The final evaluation addendum for all specializations occasionally has items that are marked as "not observed." This last year, this was especially true for the CMHC final evaluation addendum regarding students interfacing with the legal system in terms of clients involved with the legal system. Not all students have this opportunity at their internship sites and thus this standard will be assessed by faculty to see how else the program might help students get more experience in this area. Additionally, given that school counseling students often intern at two different sites, CCD faculty propose to include a more

comprehensive review of the final specialization addendum for each term rather than just the final term.

Objective 5: Provide counselors in training with high quality and comprehensive instruction to meet academic qualifications and provide the knowledge base to successfully pass national examinations necessary for licensure/certifications.

Licensing & Credentialing Exam Results (approximately twice a year)

PRAXIS Licensure Exam for School Counselors

The state of Colorado utilizes the Praxis Exam for school counselor licensure. Seven students completed the PRAXIS (and associated their results with our program) from August 2021 to June 2022. All passed, for a 100% pass rate.

National Counselor Exam (NCE)

Twelve students from the CCD Program were included in the report from the National Board of Certified Counselors. They had a 100% pass rate on the National Counselor Exam.

Alumni Survey

As stated previously, the alumni survey will not be distributed again until 2023.

Summary

In reviewing Objective 5, it appears that CCD students continue to be well-prepared to pass national licensing and credentialing examinations.

Objective 6: Encourage applicants from various backgrounds to enhance the diversity in the program and the field.

Applicant Demographics (once per year)

In this report, we attempted to disaggregate data for better representation while also maintaining privacy of applicants.

Table 7: Demographics of Total Applicant Pool

Demographic Category	Percentage of applications (Spring 2021)	Percentage of applications (Spring 2022)
Race: American Indian or Alaska Native (Original Peoples)	1.80%	.42%
Race: Asian, Japanese, Chinese, Vietnamese, Korean, Filipino (Indian subcontinent)	4.95%	1.69%
Race: Black or African American (including Africa and Caribbean)	1.35%	2.11%
Race: Native Hawaiian or Other Pacific Islander (Original Peoples)	0%	.42%
Race: Biracial and Multiracial	5.41%	4.64%
Race: White, Anglo, Caucasian (including Middle East, Persia)	81.98%	83.12%
Race: Did not self-identify	4.5%	7.59%

Hispanic	9.91%	10.97%
Sex: Female	77.03%	80.17%
Sex: Male	22.52%	19.41%
Sex: Did not identify as Female or Male	.45%	.42%

In reviewing Objective 6, compared to last year, the program had approximately 1% less racial and ethnic diversity in its applicant pool. Additionally, there was a very slight increase in female applicants/decrease in male applicants (approximately 3%). It must be noted that the University application system only tracks sex, not gender. While there is an area on the application for gender, that information remains on each individual application and a query report for this demographic information is not possible in the system. We continue to be in discussions with admissions regarding this.

In the program's third year of participating in the Western Regional Graduate Program (where students from WICHE states can receive in-state tuition at Colorado State University) the percentage of applicants from WICHE states showed a very slight decrease (33.76% for spring 2022 versus 36.49% for spring 2021). The CCD program and faculty remain committed to exploring ways to enhance representation in the counseling field and increase access.

Objective 7: Integrate academics, research, and engagement to enhance student learning and program outreach.

Student participation in program, clinic, and/or faculty scholarly and engagement activities

Student Exit Survey

The Student Exit Survey requests feedback on clinical supervision as well as CCD Clinic facilities.

<u>Supervision & Clinic Facilities:</u> Each faculty member who provides on-campus individual and/or group practicum and/or internship supervision has relevant and demonstrated training and supervision experience. Student supervisors have relevant and demonstrated training and supervision experience, and knowledge of the program's expectations, requirements, and evaluations procedures. The counseling practicum clinic is conducive to modeling, demonstration, and training. Individual and group tutorials are instructive and personally helpful.	4.46
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Counseling and Career Development Training and Research Clinic

The CCD clinic continued to serve as the primary site for student practicum experiences. We were able to fully reopen our clinic for Spring 2022 with almost all clients seen in person. During spring 2022, 90 clients were served via the clinic with more than 50 counseling sessions provided to Coloradans in rural areas via telehealth. Fifty percent of clients averaged 6 to 10 sessions and 22% stayed for 11 to 15 sessions. Additionally, as part of the clinic services, 60 individuals who needed a higher level of care and/or support with crisis management were provided free screenings and personalized referrals. Furthermore, one student was trained and assisted with clinic screenings (while receiving supervision).

School-Based Practicum

Students in the school counseling specialization had the opportunity to participate in an alternative Professional Development School Model of Practicum. The faculty supervisor for this section of practicum partners with a local school to offer an in-school practicum experience. The faculty supervisor accompanies counselors in training to the local school every week for six hours where practicum students provide individual counseling and group counseling. Individual, triadic, and live supervision are conducted on site during this time. During spring semester of 2022, 33 students were provided with counseling services at a K-8 school.

Course Projects - Engagement/Service

In the EDCO 661-Counseling for Career and Life Design course, students completed a needs assessment of students attending the University that had not yet declared a major. From this assessment, they determined needs, developed program objectives and a workshop to address those needs, and provided the workshop to students on campus. The students in the course also conducted a program evaluation and provided recommendations for program (workshop) improvement.

In EDCO 651-Group Guidance and Counseling, students create an evidence-based 6-week group curriculum for a population of their interest. Some of these students may go on to implement and evaluate this group in internship.

In EDRM 600-Introduction to Educational Research, students are invited to participate in engaged faculty research projects and during the past academic year these projects included a study of first-generation student career needs in a large metropolitan school district, a qualitative study regarding middle school student experience with their school counselor during COVID-19 virtual schooling, and a study with practicing special education teachers regarding professional collaboration with school counselors.

In EDCO 656-Assessment and Appraisal, students administer and interpret a formal assessment with a volunteer client.

Scholarship Collaborations

Faculty regularly attempt to involve interested students in research projects, publications, and presentations. Following are examples of faculty-student collaborations from Summer 2021 through Spring 2022.

- Two students collaborated with a CCD faculty member to analyze, report, and present on data gathered in the CCD clinic.
- Two students collaborated with a CCD faculty member to analyze data for a qualitative study.
- Two students have been collaborating on a manuscript with a CCD faculty member.
- Four students have been working with a CCD faculty member on two separate qualitative studies.
- One student co-presented at a state conference with faculty on work that they completed through their course assignment.

Summary

In reviewing Objective 7, the CCD program provides a wide variety of opportunities for the integration of academics, research, and engagement with a focus on enhancing student learning and providing outreach.

Program Modifications Based on Program Evaluation Outcomes

CCD faculty are continually and intentionally considering opportunities to enhance outcomes for objective one (promoting a safe, inclusive, and equitable learning environment for all students) and objective three (fostering multicultural counseling, justice, and advocacy knowledge and competencies). Previously, CCD faculty attempted to send out a monthly email to CCD students and alumni to share ways of working with varying populations, ways that faculty are engaged in work surrounding multicultural counseling, and/or ways that faculty are engaged in their own journeys with their own multicultural competence. Engagement with that was met with limited success, though. CCD faculty will continue to develop intentionality regarding ways to inform students on how we have been incorporating diversity, equity, and inclusion aspects into coursework throughout the curriculum versus assume those aspects and learning objectives are apparent. Additionally, while there is still a primary faculty member teaching EDCO 653-Counseling for Diversity, each program faculty member is attending at least one class session in the fall to speak on a topic and/or on their experiences with issues of diversity, equity, inclusion, and justice.

Regarding objective two (promoting personal and professional exploration to foster appropriate counseling dispositions and behaviors) and objective four (preparing career, school, and clinical mental health counselors with a common core curriculum and areas of emphasis that permit acquisition of awareness, knowledge, and skills to provide specialization-specific counseling services and programming), CCD faculty plan to meet together to work on assuring adequate inter-rater reliability when completing the CCS-R for practicum. Additionally, more guidelines and/or training for internship site supervisors on the CCS-R is also being developed.

In addressing the student exit survey concerns (addressed in objective four) about the human development course, the program chair will meet with the instructor of that course and any others deemed appropriate to provide feedback and inquire as to how we can best be of support. Additionally, faculty will continue to consciously address the application of human growth and development within other courses. We will also monitor student feedback regarding the other two areas of concern (group counseling and research) but expect to see those scores improve given the change in instructors for those courses.

The program has addressed objective six (encouraging applicants from various backgrounds to enhance the diversity in the program and the field) in various ways. At the end of the spring 2021 semester and start of the summer 2022 term, the CCD program was part of a university grant that will support low-income students and students from rural areas who are entering the behavioral health fields. We are also encouraged by recent legislation regarding loan forgiveness for students in school counseling and financial assistance during their internship year. We will disseminate information to our students as more details emerge regarding the grants/legislation.

In December 2021, we attempted a social media campaign that was successful in terms of spreading the word about our program. However, it did not appear to result in a higher percentage of applicants with diverse identities. A new marketing person has recently joined the College and we hope to work more with that individual on this issue.

Additionally, while gender (including non-binary options) has been added to the application system, we have been limited in approval for running queries to gather aggregate data. As such, we will pursue ways to gather that data through other means.

Substantive Program Changes

There are no substantive program changes to report.

References

- Lambie, G. W., Mullen, P. R., Swank, J. M., & Blount, A. (2015). The Counseling Competencies Scale-Revised.
- Lambie, G. W., Mullen, P. R., Swank, J. M., & Blount, A. (2018). The Counseling Competencies Scale: Validation and refinement. *Measurement and Evaluation in Counseling and Development*, 51(1). <https://doi.org/10.1080/07481756.2017.1358964>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28–48. <https://doi.org/10.1002/jmcd.12035>

Addendum: Aggregate Student Performance on Program Student Learning Goals (SLG) and Key Performance Indicators (KPI)

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2020-2021 Outcome Results (percent of students meeting KPI)
<p>SLG 1 Students will actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity, and inclusion.</p>	<p>KPI 2a Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> 1. EDCO 653: Personal culture exploration assignment; Cultural immersion/experience project; 100% 2. Written Comprehensive Exam: Social & Cultural Diversity; 100% 3. Final Oral Exam: Social & Cultural Diversity; 100%
<p>SLG 1 Students will actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity, and inclusion.</p>	<p>KPI 2b Students will demonstrate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 88%
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 4a Students will conceptualize career development, counseling, decision-making, and transition through a firm theoretical foundation.</p>	<ol style="list-style-type: none"> 1. EDCO 500: Career case study and theoretical analysis assignment; 100% 2. EDCO 660: Career counseling practice assignment; 95% 3. Written Comprehensive Exam: Career Development; 94% 4. Final Oral Exam: Career Development; 100%
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 4b Students will apply ethical and culturally relevant strategies to address career development, decision-making, planning, and/or transition in a developmentally appropriate manner.</p>	<ol style="list-style-type: none"> 1. EDCO 660: Career counseling practice assignment; 100% 2. Final Oral Exam: Career Development; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 5b Students will establish ethical and culturally appropriate therapeutic relationships utilizing evidence-based counseling processes and interventions.</p>	<ol style="list-style-type: none"> 1. EDCO 625: CCS-R Part I; 100% 2. EDCO 686: CCS-R final; 100% 3. EDCO 687: CCS-R final; 88%
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 7b Students will demonstrate the ability to select, administer and interpret assessment measures.</p>	<ol style="list-style-type: none"> 1. EDCO 656: Case study assignment-volunteer client; 100% 2. Final Oral Exam: Assessment & Testing; 100%
<p>SLG 3 Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<p>KPI 3a Students will demonstrate knowledge of theories of individual and family development across the lifespan.</p>	<ol style="list-style-type: none"> 1. HDFS 505: Complete course with B or better; 100% 2. Written Comprehensive Exam: Human Growth & Development; 100% 3. Final Oral Exam: Human Growth & Development; 100%
<p>SLG 3 Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<p>KPI 5a Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<ol style="list-style-type: none"> 1. EDCO 650: Case conceptualization assignment; 100% 2. EDCO 686: Case presentation & write up; 100% 3. EDCO 687: Case presentation & write up; 100% 4. Final Oral Exam: Counseling & Helping Relationships; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 1a Students will demonstrate knowledge of and adherence to ethical standards of professional counseling organizations and credentialing bodies, and of applications of ethical and legal considerations in professional counseling.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 88% 3. Written Comprehensive Exam: Professional Orientation & Ethics; 100% 4. Final Oral Exam: Professional Orientation & Ethics; 100%
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 2a Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> 1. EDCO 653: Personal culture exploration assignment & Cultural immersion / experience project; 100% 2. Written Comprehensive Exam: Social & Cultural Diversity; 100% 3. Final Oral Exam: Social & Cultural Diversity; 92%
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 3b Students will be able to identify differing abilities and utilize strategies for differentiated interventions.</p>	<ol style="list-style-type: none"> 1. EDCO 650: Case conceptualization assignment; 100% 2. EDCO 686: Case presentation & write up; 100% 3. EDCO 687: Case presentation & write up; 100% 4. Final Oral Exam; 100%
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 5b Students will establish ethical and culturally appropriate therapeutic relationships utilizing evidence-based counseling processes and interventions.</p>	<ol style="list-style-type: none"> 1. EDCO 625: CCS-R Part I; 100% 2. EDCO 686: CCS-R final; 100% 3. EDCO 687: CCS-R final; 88%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.	KPI 6a Students will demonstrate knowledge regarding screening and permissions for groups, group dynamics, group stages, activities, and evaluation with an appropriate theoretical framework.	<ol style="list-style-type: none"> 1. EDCO 651: Group curriculum assignment; 100% 2. Written Comprehensive Exam: Group Counseling & Group Work; 100% 3. Final Oral Exam: Group Counseling & Group Work; 100%
SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.	KPI 6b Students will facilitate a group using ethical and culturally relevant strategies and group counseling techniques.	<ol style="list-style-type: none"> 1. EDCO 651: Co-facilitate psychoeducational group assignment; 100% 2. Final Oral Exam: Group Counseling & Group Work; 100%
SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.	KPI 7a Students will articulate knowledge of core statistical concepts, standard scores, reliability, and validity as it relates to the utilization of standardized testing.	<ol style="list-style-type: none"> 1. EDCO 656: Test critique assignment; 100% 2. Written Comprehensive Exam: Appraisal and Assessment; 94%
SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.	KPI 7b Students will demonstrate the ability to select, administer and interpret assessment measures.	<ol style="list-style-type: none"> 1. EDCO 656: Case study assignment-volunteer client; 100% 2. Final Oral Exam: Appraisal and Assessment; 100%
SLG 5 Students will effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.	KPI 8a Students will demonstrate knowledge of how to critique research, including methodology and data analytical approaches, to inform counseling practice.	<ol style="list-style-type: none"> 1. EDRM 600: Final Research Project; 100% 2. Written Comprehensive Exam: Research & Program Evaluation; 88%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p>SLG 5 Students will effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.</p>	<p>KPI 8b Students will utilize evidence-based counseling interventions/strategies and program evaluation to inform counseling practice.</p>	<ol style="list-style-type: none"> 1. EDCO 500: Literature review assignment; 88% 2. EDCO 651: Group curriculum assignment; 100% 3. Final Oral Exam: Research & Program Evaluation; 100%
<p>SLG 6 Students will critically examine, evaluate, and utilize their core values as they relate to the practice of professional ethics; understand and apply ethical principles, virtues, and standards of practice; and competently implement ethical decision-making processes.</p>	<p>KPI 1a Students will demonstrate knowledge of and adherence to ethical standards of professional counseling organizations and credentialing bodies, and of applications of ethical and legal considerations in professional counseling.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 88% 3. Written Comprehensive Exam: Professional Orientation & Ethics; 100% 4. Final Oral Exam: Professional Orientation & Ethics; 100%
<p>SLG 7 Students will demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.</p>	<p>KPI 1a Students will demonstrate knowledge of and adherence to ethical standards of professional counseling organizations and credentialing bodies, and of applications of ethical and legal considerations in professional counseling.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 88% 3. Written Comprehensive Exam: Professional Orientation & Ethics; 100% 4. Final Oral Exam: Professional Orientation & Ethics; 100%
<p>SLG 7 Students will demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.</p>	<p>KPI 2a Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> 1. EDCO 653: Personal culture exploration assignment; Cultural immersion/experience project; 100% 2. Written Comprehensive Exam: Social & Cultural Diversity; 100% 3. Final Oral Exam: Social & Cultural Diversity; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p>SLG 7 Students will demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.</p>	<p>KPI 2b Students will demonstrate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<ol style="list-style-type: none"> 1. EDCO 625: CCS-R Part I; 100% 2. EDCO 686: CCS-R final; 100% 3. EDCO 687: CCS-R final; 88%
<p>SLG 7 Students will demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.</p>	<p>KPI 5a Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<ol style="list-style-type: none"> 1. EDCO 650: Case conceptualization assignment; 100% 2. EDCO 686: Case presentation & write up; 100% 3. EDCO 687: Case presentation & write up; 100% 4. Final Oral Exam: Counseling & Helping Relationships; 100%
<p>SLG 7 Students will demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.</p>	<p>KPI 5b Students will establish ethical and culturally appropriate therapeutic relationships utilizing evidence-based counseling processes and interventions.</p>	<ol style="list-style-type: none"> 1. EDCO 625: CCS-R Part I; 100% 2. EDCO 686: CCS-R final; 100% 3. EDCO 687: CCS-R final; 88%
<p>SLG 8 Students will engage in meaningful self-reflection and care that leads to enhanced professional practice and improved client outcomes.</p>	<p>KPI 1b Students will demonstrate the ability to engage in appropriate self-evaluation and self-care.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 88% 3. EDCO 652: Professional ethical identity assignment; 100%