

2022-2023 Annual Report:
Counseling & Career Development
MA Program
School of Education
Colorado State University

Contents

Introduction	4
Evaluation of Program Objectives.....	5
Objective 1: Promote a safe, inclusive, and equitable learning environment for all students.	5
Culture Climate Survey	5
Alumni Survey	5
Summary for Objective 1	6
Objective 2: Promote personal and professional exploration to foster appropriate counseling dispositions and behaviors.	6
Counseling Competencies Scale-Revised© Section 2 (CCS-R; Lambie et al., 2015; 2018)	6
Successful completion of 10-hour group participant experience.....	7
Summary for Objective 2	7
Objective 3: Foster multicultural counseling, justice, and advocacy knowledge and competencies.....	7
Culture Climate Survey	7
Written Preliminary Examination—Multicultural Counseling Section	8
Final Oral Comprehensive Examination—Multicultural Counseling Section.....	8
Summary for Objective 3	8
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.	9
Written Preliminary Examination (student’s final semester)	9
Final Oral Comprehensive Examination.....	9
Final Internship Evaluation-CCS-R.....	10
Final Internship Evaluation—Specialization-Specific Addendum	10
Student Exit Survey (end of student’s last semester)	10
Alumni Survey	14
Employer Survey	15
Summary for Objective 4	16
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.....	17
Licensing & Credentialing Exam Results	17
Summary for Objective 5	17
Objective 6: Encourage applicants from various backgrounds to enhance diversity in the program and the field.....	17
Applicant Demographics (once per year)	17

Summary for Objective 6	18
Objective 7: Integrate academics, research, and engagement to enhance student learning and program outreach.....	18
Student participation in program, clinic, and/or faculty scholarly and engagement activities.....	18
Summary for Objective 7	19
Program Modifications Based on Program Evaluation Outcomes	19
Substantive Program Changes	20
References	20
Addendum: Aggregate Student Performance on Program Student Learning Goals (SLG) and Key Performance Indicators (KPI)	21

Introduction

The Colorado State University Counseling and Career Development Master of Arts Program presents its Fall 2022 through Summer 2023 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 Outcomes 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.	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.	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.	1. Culture Climate Survey (once a year) 2. Written Preliminary Examination-multicultural counseling section (final semester) 3. Final Oral Comprehensive Examination-multicultural counseling section (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.	1. Written Preliminary Examination (final semester) 2. Final Oral Comprehensive Examination (final semester) 3. Final Internship Evaluation—CCS-R 4. Final Internship Evaluation—Specialization-Specific Addendum 5. Student Exit Survey (end of final semester) 6. Alumni Survey: Survey Principles 3, 4, 5, & 6 (every 3 years; next due in 2023) 7. Employer Survey (every 3 years; due in 2023)
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.	1. Licensing & Credentialing Exam Results (approximately twice a year)

Program Objective	Data Collection (and timing)
6. Encourage applicants from various backgrounds to enhance diversity in the program and the field.	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.	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 distribute a program-specific culture climate survey based on the American Counseling Association's Multicultural Counseling Competencies (Ratts et al., 2016). The survey was distributed in spring of 2023. 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 that are particularly relevant for this objective.

The 15 students who fully completed the survey reported having been in the program from two to six semesters. Specifically, eight students were still in their first year of the program and seven students had completed their first year.

Table 2. CCD Culture Climate Survey select items

Question	Avg.
The CCD program promotes an inclusive environment for various student identities.	4.07
I can approach faculty to talk to them about my various identities as a counselor.	4.07
I can approach other students in the program to ask them for support.	4.47
I can approach other students in the program to talk to them about my various identities as a counselor.	4.07
I can approach faculty to ask them questions or consult on how to develop my multicultural competence to work with clients.	4.20

Alumni Survey

The CCD Alumni Survey is issued every three years and is based on Chickering and Gamson's (1986, 1991) seven principles for good practice in education. Data were collected in spring 2023 for alumni of the program graduating from 2020 through 2022. The survey was sent to 48 alumni. We received 13 responses for a 27% response rate. Principles 1, 2, and 7 from the survey most closely assess this program objective.

Principle 1: Good Practice Encourages Student-Faculty Contact

Responses ranged from strongly disagree (1) to strongly agree (5) for four prompts. Averages are provided next. Prompt: Throughout my program I found...

- program faculty to be accessible. Avg=4.62
- program faculty willing to assist me in meeting my individual educational needs and

goals. Avg=4.85

- my faculty advisor was accessible. Avg=4.77
- my faculty advisor to be willing to assist me in meeting my individual advising needs. Avg=4.85

Principle 2: Good Practice Encourages Cooperation Among Students

Responses ranged from strongly disagree (1) to strongly agree (5) for four prompts. Averages are provided next. Prompt: Throughout my program of study...

- program faculty created a learning environment (in and out of class) that provided me an opportunity to work collaboratively with fellow students. Avg=4.46
- I had opportunities to express my ideas and respond to others in group learning activities and projects. Avg=4.62
- working together in groups enhanced my learning. Avg=4.38
- Program faculty fostered respect and collegiality amongst me and my fellow classmates. Avg=4.62

Principle 7: Good Practice Respects Diverse Talents and Ways of Learning

Responses ranged from strongly disagree (1) to strongly agree (5) for two prompts. Averages are provided next. Prompt: Program faculty demonstrate a high level of regard for...

- diverse learning styles by providing students with opportunities to demonstrate their knowledge through various forms of learning activities. Avg=4.46
- diversity in persons, experiences, and backgrounds. Avg=4.31

Summary for Objective 1

In reviewing outcomes for Objective 1, students generally agreed the CCD program promotes a safe, equitable, and inclusive learning environment. Of note, responses from students that had been in the program for more than one year (three semesters) were lower, which has typically not been the case. It is possible that one confounding factor may have been a cohort influence since these students' scores were lower than average last year as well. CCD faculty will be carefully monitoring next year's results to see what happens with the current group of first-year students' scores.

Based on alumni survey responses, in looking back on their experiences in the CCD Program, alumni indicated they agree to strongly agree that there was appropriate student-faculty contact and faculty accessibility; a learning environment that was respectful, collegial, and collaborative; and diverse talents, ways of learning, people, experiences, and backgrounds were respected.

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 with opportunities occurring in coursework, classroom engagement, clinical and supervision experiences and more.

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

While this data is gathered at multiple points (e.g., midterm and end of practicum semester,

and midterm and end 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. The average score on section 2 of the final CCS-R evaluation was 3.93. The range of averages for each item in section 2 of the CCS-R was 3.62 to 4.29.

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. The average score on section 2 of the final CCS-R evaluation was 4.79. The range of averages for each item in section 2 of the CCS-R was 4.6 to 4.95.

Successful completion of 10-hour group participant experience

One hundred percent of students that graduated from the CCD program from summer 2022 to spring 2023 completed their 10-hour group participant experience.

Summary for Objective 2

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. 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 ask students to complete an anonymous program culture climate survey based on the American Counseling Association’s Multicultural Counseling Competencies (Ratts et al., 2016). The survey was distributed in spring of 2023. 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). The 15 students who fully completed the survey reported having been in the program from two to six semesters. Specifically, eight students were still in their first year of the program and seven students had completed their first year. Following are results from the survey (Table 3).

Table 3. Culture Climate Survey all items

Question	Avg.
The CCD program provides opportunities for students to develop their counselor's self-awareness.	4.33
The CCD program has made opportunities available that help increase student knowledge about their salient identities.	3.80
The CCD program promotes an inclusive environment for various student identities.	4.07
The CCD program promotes the Multicultural and Social Justice Counseling Competencies.	4.20
I am increasing my awareness about my own areas of privilege and marginalization.	4.20
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.	4.0
The CCD program provides opportunities to better understand the attitudes, beliefs, prejudices, and biases held by privileged and marginalized clients.	3.87
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.	3.87
I can approach faculty to talk to them about my various identities as a counselor.	4.07
The CCD program has created opportunities to engage in dialogue and coursework regarding how my identities influence my counseling and the counseling profession.	3.80
I can approach other students in the program to ask them for support.	4.47
I can approach other students in the program to talk to them about my various identities as a counselor.	4.07
I can approach faculty to ask them questions or consult on how to develop my multicultural competence to work with clients.	4.20
The CCD program provides resources that help me increase my self-awareness of how identities influence the counseling relationship.	4.07

Written Preliminary Examination—Multicultural Counseling Section

In 2022-2023, 20 students completed the program's written preliminary examination. All students passed the multicultural section (with a cut off score of 70%). The average percentage for that section was 86.79%. (See Table 4 in next section to compare exam sections.)

Final Oral Comprehensive Examination—Multicultural Counseling Section

For 2022-2023, 18 students participated in 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 for Objective 3

In reviewing outcomes for Objective 3, students appear to be obtaining multicultural counseling, justice, and advocacy knowledge and competencies as evidenced by the Written Preliminary Examination and the Final Oral Comprehensive Examination. Because there were three areas averaging below a 4 on the program's culture climate survey, and all three of these areas had to do with students' multicultural counseling competencies, CCD faculty reviewed other outcomes data to try to uncover more about potential concerns. However, in reviewing outcomes of alumni surveys, student scores on internship evaluations, and student performance on national exams, it appears that CCD students are understanding and achieving

multicultural counseling competencies. CCD faculty will continue to intentionally attend to the CCD culture climate when concerns arise.

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 2022-2023, 20 students completed the written preliminary examination (cut off score of 70%) with 19/20 students passing on their first attempt (95% pass rate). Following remediation, the final student passed on their second attempt. Table 4 breaks down scores by CACREP core areas.

Table 4. Written Exam Results

CACREP CORE AREA	Avg Percentage
Professional Counseling Orientation & Ethical Practice	81.79
Social & Cultural Diversity	86.79
Human Growth & Development	88.57
Career Development	86.79
Counseling & Helping Relationships	91.43
Group Counseling & Group Work	85.71
Assessment & Testing	82.86
Research & Program Evaluation	74.64
TOTAL AVERAGE PERCENTAGE ON EXAM	85

Final Oral Comprehensive Examination

As part of their final oral examination, 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. Eighteen students completed their final oral exam for 2022-2023 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	95
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 and end of practicum semester, and midterm and end 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 4/5 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 100% of students. The average score on section 1 of the final CCS-R evaluation was 4.73. The range of averages for each item in section 1 of the CCS-R was 4.5 to 4.95.

All students met the program expectation of an average of 4/5 on section 2 of the CCS-R. The average score on section 2 of their final CCS-R evaluation was 4.79. The range of averages for each item in section 2 of the CCS-R was 4.6 to 4.95.

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. The addendum items address CACREP specialization practice standards. 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. Because counseling interns are sometimes able to engage in some activities one semester, but not another, prompts with “not observed” in their final evaluation at the end of their 600-hour internship may be substituted with the final evaluation score from the first semester. For example, school counseling interns often complete program evaluation activities in their first semester of internship, so scores from the first semester are then used.

Career Counseling Specialization Final Evaluation Addendum

All students completing their internships in the career counseling specialization met or exceeded program expectations. The average score on all items was 5.0 with all item averages also 5.0.

Clinical Mental Health Counseling Specialization Final Evaluation Addendum

All students completing their internships in the clinical mental health counseling specialization met or exceeded program expectations. The average score for all items was 4.38 with item averages ranging from 4.2 to 4.63.

School Counseling Specialization Final Evaluation Addendum

All students completing their internships in the school counseling specialization met or exceeded program expectations. The average score including all items was 4.57 with item averages ranging from 4.33 to 4.88.

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. Table 6 presents results by response percentages.

Table 6: Student Exit Survey

Learning Standard	Poor	Fair	Good	Very Good	Excellent
<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.	0	11.8	0	47.1	41.2
<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.	5.9	17.6	23.5	35.3	17.6
<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.	5.9	5.9	29.4	47.1	11.8

Learning Standard	Poor	Fair	Good	Very Good	Excellent
<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.	0	5.9	5.9	17.6	70.6
<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 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.	0	0	5.9	47.1	47.1
<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.	0	0	23.5	64.7	11.8

Learning Standard	Poor	Fair	Good	Very Good	Excellent
<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.	0	5.9	29.4	41.2	23.5
<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.	0	5.9	29.4	47.1	17.6
<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.	0	0	0	41.2	58.8

Learning Standard	Poor	Fair	Good	Very Good	Excellent
<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 service, and evaluation throughout the internship experience.	0	0	5.9	29.4	64.7

Alumni Survey

The CCD Alumni Survey is distributed every three years and is based on Chickering and Gamson's (1986, 1991) seven principles for good practice in education. Data were collected in spring 2023 for alumni of the program graduating from 2020 through 2022. The survey was sent to 48 alumni. We received 13 responses for a 27% response rate. Principles 3, 4, 5, and 6 from the survey are used to assess this program objective.

Principle 3: Good Practice Encourages Active Learning

Responses ranged from strongly disagree (1) to strongly agree (5) for four prompts. Averages are provided next. Prompt: Program faculty provided me with an educationally rich environment in which I had the opportunity to engage in active learning by participating in activities such as:

- applied practice activities and supervised practice. Avg = 4.69
- opportunities for personal reflection on learning. Avg = 4.62
- field site visits / field trips / guest speakers. Avg = 4.54
- group research and/or presentation activities. Avg = 4.54
- classroom discussion. Avg = 4.77

*Please note the following comment from one alum: "My graduate program was rich with classroom discussion. And even though half of my program occurred during the pandemic and we were limited in what sites we could visit, faculty still brought in guest speakers to help us learn more about other opportunities."

Principle 4: Good Practice Gives Student Prompt Feedback

Responses ranged from strongly disagree (1) to strongly agree (5) for four prompts. Averages are provided next. Prompt: Throughout my program of study, I received timely and useful feedback...

- regarding my academic performance in classes. Avg = 4.23
- regarding my skills-based performance. Avg = 4.38

- regarding my professional counseling dispositions (e.g., interpersonal skills, self-awareness, coping and self-care, ethical and cultural sensitivity). Avg = 4.31
- that helped my personal and professional growth by providing me with specific and constructive feedback for assessing my progress. Avg = 4.54

Principle 5: Good Practice Emphasizes Time on Task

Responses ranged from strongly disagree (1) to strongly agree (5) for two prompts. Averages are provided next. Prompt: Throughout my program of study...

- program faculty clearly articulated learning activities in ways that allowed me sufficient time and opportunity to research, prepare, and present required assignments. Avg = 4.46
- the amount of work required for my classes was appropriate for the learning goals of the class. Avg = 4.62

Principle 6: Good Practice Communicates High Expectations

Responses ranged from strongly disagree (1) to strongly agree (5) for two prompts. Averages are provided next. Prompt: I believe...

- the program faculty promoted quality education by establishing high academic and professional standards of practice. Avg = 4.54
- I received a high quality education that prepared me for entrance into my profession. Avg = 4.62
- the program faculty coupled their high expectations with the support and attention necessary for students to attain those expectations. Avg = 4.69
- the program held high standards and expectations as illustrated by its screening, application, admission, and review and retention processes. Avg = 4.62

Employer Survey

The CCD Employer Survey is issued every three years. Data were collected in spring 2023 from supervisors/employers of alumni of the program graduating from 2020 through 2022. The survey was sent to 48 alumni who were asked to send the employer survey to their supervisor. We received 2 responses. Responses to questions were on a Likert-type scale ranging from very dissatisfied (1) to very satisfied (5) and are reported next with average scores.

Employer level of satisfaction with employee from the CCD Graduate program in terms of:

- Direct service to clientele; Avg = 5
- Administrative responsibilities; Avg = 5
- Professional dispositions (e.g., ethical conduct, professional / personal boundaries, multicultural competencies, motivation to learn / grow, openness to feedback, self-awareness, flexibility / adaptability, congruence / genuineness); Avg = 5

Employer level of satisfaction with the training and academic preparation of your employee (from the CCD graduate program) regarding:

- Professional Counseling Orientation & Ethical Practice: An understanding of counseling roles and responsibilities, collaboration with other human service providers, professional advocacy, client advocacy, and ethical and legal

considerations in counseling. Avg = 5

- **Social & Cultural Diversity:** An understanding of the cultural context of relationships, issues, and trends in a multicultural society to implement multicultural counseling competencies in working with and advocating for diverse populations as well as identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.
- **Human Growth & Development:** An understanding of the nature and needs of persons at all developmental levels including biological, neurological, physiological, systemic, and environmental factors that affect human development, functioning, and behavior and the ability to understand provide differentiated interventions. Avg = 5
- **Career Development:** An understanding of career development and the interrelationships among work, mental well-being, relationships, and other life roles to provide ethical and culturally relevant strategies for addressing and advocating for clients' career development and life-work planning and management. Avg = 5
- **Counseling & Helping Relationships:** An understanding of counseling skills and the counseling process to implement ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted helping relationships. Avg = 5
- **Group Counseling and Group Work:** An understanding of group dynamics, process, methods, and facilitation skills to provide ethical and culturally relevant strategies for designing and facilitating groups. Avg = 4.5
- **Assessment & Testing:** An understanding of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, group and individual assessments, statistical concepts, reliability, and validity to provide ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results. Avg = 4.5
- **Research & Program Evaluation:** An understanding of research methods, statistical analysis, needs assessment, and program evaluation necessary for advancing the counseling profession, conducting program evaluation, and critiquing research to inform counseling practice. Avg = 4

Summary for Objective 4

In reviewing Objective 4, there are numerous data points to consider. Overall, students appear to leave the program believing they have been provided with a common core curriculum and areas of emphasis that have equipped them to be prepared as career, school, and clinical mental health counselors. Over 75% of students exiting the program indicated they receive good, very good, or excellent preparation in the 8 CACREP core areas. In the areas of Professional Orientation and Ethical Practice, Career Development, Counseling and Helping Relationships, and Group Counseling and Group Work, over 75% indicated they had very good to excellent preparation. Furthermore, all students rated their practicum experience as excellent, and all but one rated their internship experience as very good or excellent (with that student rating their internship experience as good). This is further corroborated by program

alumni, program examination scores, and as can be seen in the next objective, by the pass rates on national examinations. Only two employers completed the employer survey and while ratings were high, the low response rate does not allow for good evaluation of employers' beliefs regarding this objective.

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

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 the CCD program) from 2022 to 2023. All passed for a 100% pass rate.

National Counselor Exam (NCE)

Fifteen students from the CCD Program were included in the report from the National Board of Certified Counselors; three were from the Career Counseling Specialization, four were from the School Counseling Specialization, and eight were from the Clinical Mental Health Counseling Specialization. They had a 100% pass rate on the National Counselor Exam during the spring 2023 administration.

Summary for Objective 5

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

Objective 6: Encourage applicants from various backgrounds to enhance 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. See Table 7 for results.

Table 7: Demographics of Total Applicant Pool

Demographic Category	Percentage of applications (Spring 2021)	Percentage of applications (Spring 2022)	Percentage of applications (Spring 2023)
Race: American Indian or Alaska Native (Original Peoples)	1.80%	.42%	.51%
Race: Asian, Japanese, Chinese, Vietnamese, Korean, Filipino (Indian subcontinent)	4.95%	1.69%	2.56%
Race: Black or African American (including Africa and Caribbean)	1.35%	2.11%	.51%
Race: Native Hawaiian or Other Pacific Islander (Original Peoples)	0%	.42%	.51%
Race: Biracial and Multiracial	5.41%	4.64%	5.13%
Race: White, Anglo, Caucasian (including Middle East, Persia)	81.98%	83.12%	86.15%

Race: Did not self-identify	4.5%	7.59%	4.61%
Hispanic	9.91%	10.97%	10.27%
Sex: Female	77.03%	80.17%	78.97%
Sex: Male	22.52%	19.41%	21.03%
Sex: Did not identify as Female or Male	.45%	.42%	0%

Summary for Objective 6

In reviewing Objective 6, the program continues to have a lack of racially and ethnically diverse applicants. Other types of diversity are not accounted for by the University application system. 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 are in discussion with marketing and communications personnel for the College regarding marketing of the program.

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 (see Table 8) requests feedback on clinical supervision as well as CCD Clinic facilities.

Table 8: Supervision/Clinic

Learning Standard	Poor	Fair	Good	Very Good	Excellent
<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.	0%	5.9%	5.9%	41.2%	47.1%

Counseling and Career Development Training and Research Clinic

The CCD clinic serves as the primary site for student practicum experiences. During spring 2023, 92 clients were served via the clinic. Forty-eight percent of clients averaged 6 to 10 sessions and 30% stayed for 11 to 15 sessions. Additionally, as part of clinic services, 40 individuals who needed a higher level of care and/or support with crisis management were provided free screenings and personalized referrals. Furthermore, one internship student more 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 for practicum. The faculty supervisor for this section partnered with a local school to offer an in-school practicum experience. The faculty supervisor accompanied counselors in training to the local school for a minimum of six hours every week where practicum students provided individual counseling and group counseling. Individual, triadic, and live supervision were conducted on site. During spring semester of 2023, 40 students were provided with counseling services at a K-8 school.

Engaged Learning in Academic Coursework

Students are involved in engaged learning during most of their coursework. These engaged activities include counseling practice opportunities, field visits and inquiries, needs assessment and programming activities, and other activities/assignments that bring course material to life.

Scholarship Collaborations

Faculty regularly attempt to involve interested students in research projects, publications, and presentations. In this past year, two students have been involved with conducting interviews and research related to a faculty member's grant regarding Latina breast cancer survivors and mental health needs.

Summary for Objective 7

In reviewing Objective 7, the CCD program provides a 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 will hold at least two meetings in fall 2023 to connect with students and address questions and concerns especially as they relate to promoting a safe, inclusive, and equitable learning environment for all students (objective 1). Faculty continue to integrate multicultural counseling, justice, and advocacy knowledge and competencies into all the courses they teach (see objective 3).

Faculty have made changes to and/or added some assignments to better meet student needs and address program KPIs to continue to improve program performance on objective 4 (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). One such change is the addition of a research article discussion in internship whereby students will be assessed on their ability to identify an empirical article and discuss the implications of it to exhibit their ability to use research to inform their counseling practice. Students will also be completing assignments regarding appropriate assessment identification in the EDCO 500 Career and Employment Concepts course, and they also will be administering and interpreting at least one assessment during EDCO 686 Counseling Practicum.

Improving on diversifying the program's applicant pool (objective 6) continues to be an elusive goal and one being addressed at various levels in the University. CCD program faculty will continue to advocate for assistance in that area. Additionally, faculty have scheduled a virtual

informational session for fall 2023 and will be posting an informational video on the program's landing page to engage with potential applicants.

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; 2022-2023 Outcomes (percent of students meeting KPI)
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.	KPI 2a Students will understand how intersecting identities as well as points of privilege and oppression impact counseling practice.	1. EDCO 653: Personal culture exploration assignment; 100% 2. EDCO 653: Cultural immersion/experience project; 100% 3. Written Comprehensive Exam: Social & Cultural Diversity Meets $\geq 70\%$; 100% 4. Final Oral Exam: Social & Cultural Diversity; 100%
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.	KPI 2b Students will demonstrate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 100%
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.	KPI 4a Students will conceptualize career development, counseling, decision-making, and transition through a firm theoretical foundation.	1. EDCO 500: Career case study and theoretical analysis assignment; 100% 2. EDCO 660: Career counseling practice assignment; 91% 3. Written Comprehensive Exam: Career Development Meets $\geq 70\%$; 100% 4. Final Oral Exam: Career Development; 100%
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.	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.	1. EDCO 660: Career counseling practice assignment; 91% 2. Final Oral Exam: Career Development; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2022-2023 Outcomes (percent of students meeting KPI)
<p>SLG 2</p> <p>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</p> <p>Students will establish ethical and culturally appropriate therapeutic relationships utilizing counseling processes and interventions that are grounded in professional ethics and best practice.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 100%
<p>SLG 2</p> <p>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</p> <p>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; 95%
<p>SLG 3</p> <p>Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<p>KPI 3a</p> <p>Students will demonstrate knowledge of human growth and development across the lifespan.</p>	<ol style="list-style-type: none"> 1. HDFS 505: Complete course with B- or better; 96% 2. Written Comprehensive Exam: Human Growth & Development Meets $\geq 70\%$; 95% 3. Final Oral Exam: Human Growth & Development; 100%
<p>SLG 3</p> <p>Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<p>KPI 5a</p> <p>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; 100% 3. EDCO 687: Case presentation; 95% 4. Final Oral Exam: Counseling & Helping Relationships; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2022-2023 Outcomes (percent of students meeting KPI)
<p>SLG 4</p> <p>Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 1a</p> <p>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; 100% 3. Written Comprehensive Exam: Professional Orientation & Ethics Meets $\geq 70\%$; 90% 4. Final Oral Exam: Professional Orientation & Ethics; 100%
<p>SLG 4</p> <p>Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 2a</p> <p>Students will understand how intersecting identities 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; 100% 2. EDCO 653: Cultural immersion/experience project; 100% 3. Written Comprehensive Exam: Social & Cultural Diversity Meets $\geq 70\%$; 100% 4. Final Oral Exam: Social & Cultural Diversity; 100%
<p>SLG 4</p> <p>Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 3b</p> <p>Students will be able to identify differing abilities and utilize strategies for differentiated interventions.</p>	<ol style="list-style-type: none"> 1. EDCO 686: Case presentation; 100% 2. EDCO 687: Case presentation; 100% 3. Final Oral Exam: Human Growth & Development; 100%
<p>SLG 4</p> <p>Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 5b</p> <p>Students will establish ethical and culturally appropriate therapeutic relationships utilizing counseling processes and interventions that are grounded in professional ethics and best practice.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2022-2023 Outcomes (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.	1. EDCO 651: Group curriculum assignment; 95% 2. Written Comprehensive Exam: Group Counseling & Group Work Meets $\geq 70\%$; 95% 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.	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.	1. EDCO 656: Test critique assignment; 100% 2. Written Comprehensive Exam: Appraisal and Assessment Meets $\geq 70\%$; 80%
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.	1. EDCO 656: Case study assignment- volunteer client; 100% 2. Final Oral Exam: Appraisal and Assessment; 95%
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.	1. EDRM 600: Final course grade B- or better; 96% 2. Written Comprehensive Exam: Research & Program Evaluation Meets $\geq 70\%$; 75%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2022-2023 Outcomes (percent of students meeting KPI)
<p>SLG 5</p> <p>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</p> <p>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; 93% 2. EDCO 651: Group curriculum assignment; 90% 3. Final Oral Exam: Research & Program Evaluation; 100%
<p>SLG 6</p> <p>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</p> <p>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; 100% 3. Written Comprehensive Exam: Professional Orientation & Ethics Meets $\geq 70\%$; 90% 4. Final Oral Exam: Professional Orientation & Ethics; 100%
<p>SLG 7</p> <p>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</p> <p>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; 100% 3. Written Comprehensive Exam: Professional Orientation & Ethics Meets $\geq 70\%$; 90% 4. Final Oral Exam: Professional Orientation & Ethics; 100%
<p>SLG 7</p> <p>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</p> <p>Students will understand how intersecting identities 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; 100% 2. EDCO 653: Cultural immersion/experience project; 100% 3. Written Comprehensive Exam: Social & Cultural Diversity Meets $\geq 70\%$; 100% 4. Final Oral Exam: Social & Cultural Diversity; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2022-2023 Outcomes (percent of students meeting KPI)
<p>SLG 7</p> <p>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</p> <p>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; 100%
<p>SLG 7</p> <p>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</p> <p>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; 100% 3. EDCO 687: Case presentation; 95% 4. Final Oral Exam: Counseling & Helping Relationships; 100%
<p>SLG 7</p> <p>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</p> <p>Students will establish ethical and culturally appropriate therapeutic relationships utilizing counseling processes and interventions that are grounded in professional ethics and best practice.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 100%
<p>SLG 8</p> <p>Students will engage in meaningful self-reflection and care that leads to enhanced professional practice and improved client outcomes.</p>	<p>KPI 1b</p> <p>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; 100% 3. EDCO 652: Professional ethical identity assignment; 100%