

**Counseling and Career Development**  
**Master of Arts Program: 2024-2025 Annual Report**

*School of Education*  
*Colorado State University-Fort Collins*

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## Introduction

The Colorado State University Counseling and Career Development Master of Arts Program presents its annual report for Fall 2024 through Summer 2025. Results of evaluation of each program objective, including academic quality indicators, are provided next. These are followed by program improvement considerations and modifications based on program evaluation results.

## Evaluation of Program Objectives

### Program Objective 1

The Counseling and Career Development MA Program will promote an inclusive and equitable learning environment for all students.

#### Academic Quality Indicator 1.a

At least 80% of students who complete the University course surveys for courses taught by program faculty will indicate that inclusive environment (question 19), clarity of expectations and grading (question 20), accessibility and usefulness of materials (question 23), and support from instructor (question 25) are strengths (as determined from aggregated data from fall through summer).

#### Results

Not all data could be collected for this AQI due to it being a recent addition to the program evaluation as well as our inability to retrieve data for some affiliate faculty involved in the program the past year. However, course survey data was collected for at least half of the courses that have access to this survey (some fieldwork courses are not able to access this survey). See Table 1 for results.

Table 1. Learning Environment, Objective 1, AQI 1.a

| Course Survey Topic                       | Area of strength – Percentage agreed |
|---|--------------------------------------|
| Inclusive environment                     | 95%                                  |
| Clarity of expectations and grading       | 83%                                  |
| Accessibility and usefulness of materials | 96%                                  |
| Support from instructor                   | 95%                                  |

#### Academic Quality Indicator 1.b

At least 85% of respondents to the Alumni Survey, distributed every 3 years, will agree or strongly agree with statements related to inclusivity and equity in the learning environment.

### **Results**

The alumni survey is sent out every 3 years to alumni who graduated within the last 3 years. The next survey is scheduled for spring of 2026, thus there are no results to report at this time.

### **Academic Quality Indicator 1.c**

There will be a 90% retention rate of students (defined as continuing in the program from first to second year).

### **Results**

There was a 100% retention rate for students enrolling in Summer/Fall 2024 to their second year.

### **Program Objective 2**

The Counseling and Career Development MA Program will promote personal and professional exploration to foster appropriate counseling dispositions and behaviors.

### **Academic Quality Indicator 2.a**

Over the course of an academic year, 90% of students will meet expectations or show growth on each measure of the semesterly student reviews pertaining to counseling dispositions and behaviors. (Growth will be indicated by moving from a lower rating to a higher rating, such as from “does not meet” to “inconsistently meets” or “meets expectations” as applicable.)

### **Results**

For measures on the student review regarding professionalism, 95.8% of students met expectations and 97.9% met expectations and/or showed growth over the course of fall and spring semesters. For measures regarding ethical behavior and self-regulation, 100% of students met expectations.

### **Academic Quality Indicator 2.b**

One hundred percent of students will successfully complete a 10-hour group participant (self-growth) experience prior to graduating.

### **Results**

Of students who graduated, 100% successfully completed a 10-hour group participant experience.

### **Program Objective 3**

The Counseling and Career Development MA Program will provide a common core curriculum and practicum/internship experiences that will facilitate acquisition of awareness, knowledge, and skills to provide appropriate counseling services.

### Academic Quality Indicator 3.a

At least 85% of students will meet expectations on each measure of program KPIs that are based on CACREP core curriculum standards (\*on their first attempt). \*Note – Individual students that do not pass a majority of measures for each KPI undergo remediation.

#### Results

Table 2 provides a summary of results for KPIs based on the CACREP Core standards. See Appendix 1 for additional information regarding measures of KPIs.

Table 2. KPIs-CACREP Core Standards, Objective 3, AQI 3.a

| KPI   | # of Measures | Performance Summary (%age met expectations) | AQI Status    |
|---|---------------|---|---------------|
| 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. | 4             | 100% on 3 measures; 86% on 1 measure        | Met           |
| KPI 1b - Students will demonstrate the ability to engage in appropriate self-evaluation and self-care.  | 3             | 100% on 2 measures; 95% on 1 measure        | Met           |
| KPI 2a - Students will understand how intersecting identities as well as points of privilege and oppression impact counseling practice.   | 4             | 100% on 3 measures; 95% on 1 measure        | Met           |
| KPI 2b - Students will demonstrate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.   | 2             | 100% on 1 measure; 82% on 1 measure         | Partially Met |
| KPI 3a - Students will demonstrate knowledge of human growth and development across the lifespan.   | 3             | 100% on 2 measures; 90% on 1 measure        | Met           |
| KPI 3b - Students will be able to identify differing abilities and utilize strategies for differentiated interventions.   | 2             | 100% on both measures                       | Met           |
| KPI 4a - Students will conceptualize career development, counseling, decision-making, and transition through a firm theoretical foundation.   | 3             | 100% on 1 measure; 96% on 1; 86% on 1       | Met           |
| 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.  | 3             | 100% on all measures                        | Met           |

| <b>KPI</b>   | <b># of Measures</b> | <b>Performance Summary (%age met expectations)</b> | <b>AQI Status</b> |
|--|----------------------|--|-------------------|
| KPI 5a - Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.   | 3                    | 100% on all measures                               | Met               |
| KPI 5b - Students will establish culturally appropriate therapeutic relationships utilizing counseling processes and interventions that are grounded in professional ethics and best practice.   | 2                    | 100% on 1 measure; 82% on 1 measure                | Partially Met     |
| KPI 6a - Students will demonstrate knowledge regarding screening and permissions for groups, group dynamics, group stages, activities, and evaluation with an appropriate theoretical framework. | 2                    | 100% on 1 measure; 95% on 1 measure                | Met               |
| KPI 6b - Students will facilitate a group using ethical and culturally relevant strategies and group counseling techniques.  | 2                    | 100% on both measures                              | Met               |
| KPI 7a - Students will articulate knowledge of core statistical concepts, standard scores, reliability, and validity as it relates to the utilization of standardized testing.                   | 2                    | 100% on 1 measure; 95% on 1 measure                | Met               |
| KPI 7b - Students will demonstrate the ability to select, administer, and interpret assessment measures.   | 3                    | 100% on all measures                               | Met               |
| KPI 8a - Students will demonstrate knowledge of how to critique research, including methodology and data analytical approaches, to inform counseling practice.                                   | 2                    | 100% on 1 measure; 81% on 1 measure                | Partially Met     |
| KPI 8b - Students will utilize counseling research and program evaluation to guide counseling practice.  | 4                    | 100% on all measures                               | Met               |

### **Academic Quality Indicator 3.b**

At least 85% of respondents to the Alumni Survey, distributed every 3 years, will agree or strongly agree that the curriculum and practicum/internship experiences prepared them to deliver appropriate counseling services.

#### **Results**

Because the alumni survey is next scheduled to be sent in 2026, no results are reported at this time.

### Academic Quality Indicator 3.c

At least 85% of respondents to the Employer Survey, distributed every 3 years, will agree or strongly agree that their employee, who graduated from the CCD program, provides appropriate counseling services.

#### Results

Because the employer survey is scheduled to be sent in 2026, no results are reported at this time.

### Program Objective 4

The Counseling and Career Development MA Program will provide specialization-specific curriculum and student internship experiences that facilitate acquisition of awareness, knowledge, and skills to provide appropriate specialization-specific counseling services.

### Academic Quality Indicator 4.a

At least 85% of students will meet expectations on each measure of specialization-specific KPIs (\*on their first attempt). \*Note – Individual students who do not meet expectations for majority of measures for each specialization-specific KPI undergo remediation.

#### Results

Table 3 provides a summary of results for specialization-specific KPIs. See Appendix 1 for additional information regarding measures of KPIs and data collection procedures.

Table 3. Specialization Specific KPIs, Objective 4, AQI 4.1

| Specialization-Specific KPI   | # of measures | Performance Summary (%age met expectations) | AQI Status |
|---|---------------|---|------------|
| Career KPI 1 – Career counseling specialization students will integrate and apply effective personal and career counseling skills, knowledge, and practices in a holistic manner.   | 4             | 100% on all measures                        | Met        |
| Career KPI 2 – Career counseling specialization students will demonstrate knowledge of, and the ability to advocate for, the unique needs and characteristics of multicultural and diverse populations to facilitate culturally-appropriate career interventions. | 3             | 100% on all measures                        | Met        |
| CMHC KPI 1 – CMHC specialization students will integrate and apply effective counseling practices that demonstrate awareness, knowledge, skills, and advocacy from a wellness model.  | 4             | 93% on 1 measure; 100% on 3 measures        | Met        |

| <b>Specialization-Specific KPI</b>   | <b># of measures</b> | <b>Performance Summary (%age met expectations)</b> | <b>AQI Status</b> |
|--|----------------------|--|-------------------|
| CMHC KPI 2 – CMHC specialization students will develop cultural competency through the demonstration of knowledge, skills, and awareness of how to help and advocate for diverse client populations.   | 3                    | 93% on 1 measure; 100% on 2 measures               | Met               |
| School KPI 1 – School counseling specialization students will demonstrate the ability to integrate developmentally appropriate counseling knowledge, skills, and practice to meet the academic, social-emotional, and career needs of K-12 students. | 3                    | 100% on 2 measures; 89% on 1 measure               | Met               |
| School KPI 2 – School counseling specialization students will utilize data-informed counseling, consulting and collaboration strategies to foster an equitable, and inclusive educational environment.   | 3                    | 100% on all measures                               | Met               |

**Academic Quality Indicator 4.b**

At least 85% of respondents to the Alumni Survey, distributed every 3 years, will agree or strongly agree that the curriculum and practicum/internship experiences prepared them to deliver counseling services appropriate to their specialization.

**Results**

Because the alumni survey is scheduled to be sent in 2026, no results are reported at this time.

**Academic Quality Indicator 4.c**

At least 85% of respondents to the Employer Survey, distributed every 3 years, will agree or strongly agree that their employee, who graduated from the CCD program, provides counseling services appropriate to their specialization.

**Results**

Because the employer survey is scheduled to be sent in 2026, no results are reported at this time.

**Academic Quality Indicator 4.d**

One hundred percent of students will have an approved site placement by the start of the semester in which they want to enroll in their specialization-specific internship.

The fieldwork coordinator works closely with students as they secure their internship sites and tracks placement data each semester for all students and within each CACREP

specialized practice area. Practicum placement data is not tracked because the CCD Program's practicum experience is provided by the program itself, thus there is a 100% placement rate for the practicum experience.

### **Results**

Each specialization had a 100% placement rate for internship prior to the start of their internship semester.

## **Program Objective 5**

The Counseling and Career Development MA Program will provide counselors-in-training with high quality and comprehensive instruction to provide the knowledge base to successfully advance their careers by passing national examinations necessary for licensure/certifications, as well as gaining employment related to their academic preparation and/or continuing academic studies in their chosen field.

### **Academic Quality Indicator 5.a**

At least 90% of students will pass licensing and/or credentialing exams (as appropriate to their specialization/career goals).

### **Results**

The state of Colorado utilizes the Praxis Exam for school counselor licensure. Eight students completed the PRAXIS (and associated their results with the CCD program) for the 2024-2025 PRAXIS results reporting year with a pass rate (best attempt) of 100%.

Additionally, based on the fall and spring reports from the National Board for Certified Counselors regarding the National Counselor Examination, 12 students from the CCD Program took the National Counselor Examination. The pass rate was 100%.

### **Academic Quality Indicator 5.b**

At least 90% of students who are actively searching for positions within their field will gain employment and/or earn admissions offers for continuing academics related to their academic preparation (e.g. doctoral programs) within 3-6 months following their graduation from the program.

### **Results**

One hundred percent of students that were actively searching for a counseling related position secured a position in 6 months or less following graduation. (96% secured a position within 3 months of graduation.)

## **Program Objective 6**

In alignment with the University's land grant mission and heritage, the Counseling and Career Development MA Program will support the successful development of students from a broad range of backgrounds, talents, experiences, and viewpoints.

### **Academic Quality Indicator 6.a**

At least 90% of students who choose to go full time in the program will graduate within 7 semesters including summers they are registered for courses. For those choosing to go part-time, at least two-thirds (67%) will graduate within the University-prescribed time limit of 10 years. This second percentage is set lower because of the very few students that study part-time in our program, which causes the rate to have a high negative skew if even one student does not graduate.

For the purposes of program evaluation, data are broken down by CACREP specialization areas and when appropriate, separated for full-time and part-time students.

**Results**

One hundred percent of full-time students graduated within 7 semesters of study. Of those studying part-time, 75% graduated (3 of 4). See Table 4 for a breakdown by specialization.

Table 4. Student Completion by Specialization, Objective 6, AQI 6.a

| Specialization                                   | Part-Time Student Completion Rate | Full-Time Student Completion Rate |
|--|-----------------------------------|-----------------------------------|
| Career Counseling Specialization                 | 67%                               | n/a                               |
| Clinical Mental Health Counseling Specialization | n/a                               | 100%                              |
| School Counseling Specialization                 | 100%                              | 100%                              |

Appendix 2 provides data regarding demographics of students enrolled in the program for summer 2024 through spring 2025.

**Program Objective 7**

The Counseling and Career Development MA Program will integrate academics, research, and engagement to enhance student learning and program outreach.

**Academic Quality Indicator 7.a**

The majority of core faculty will provide opportunities for student participation in various faculty scholarly, academic, and engagement activities and/or faculty will engage in outreach activities in ways that serve the University’s land grant mission.

**Results**

Each core faculty provided opportunities for student participation in various scholarly, academic, and engagement outreach activities and/or engaged in outreach activities that served the CSU land grant mission. Following are examples of those activities from Fall 2024 through Summer 2025.

*Counseling and Career Development Training and Research Clinic*

The CCD clinic serves as the primary site for student practicum experiences. During spring 2025, 102 clients were served via the clinic. Sixty-three percent of these clients completed

between 11 to 15 sessions and 30% completed 6 to 10 sessions. Additionally, as part of clinic services, 85 individuals who needed a higher level of care and/or support with crisis management were provided with free screenings and personalized referrals. Of those receiving services through the campus clinic, 72% reported being at or below the federal poverty line.

### *School-Based Practicum*

Students in the school counseling specialization had the opportunity to participate in a Professional Development School Model for practicum. The faculty supervisor for this section partnered with a local school to offer an on-site practicum experience at a school. 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. Individual, triadic, and live supervision were conducted on site. During spring semester of 2025, 40 children were served at this site.

### *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. For example, in EDCO 680A2 – Play Therapy, students provided between 6-8 no-cost sessions for children attending local early childhood or elementary schools. Students in the EDCO 662 -Counseling Children and Adolescents course engaged in live interactions with children as well as documentation of progress in developmental milestones.

### *Scholarship Collaborations*

Faculty regularly attempt to involve interested students in research projects, publications, and presentations. For example, in 2024, one student was a second author on a refereed journal publication with a faculty member. Another faculty member who received an internal grant to explore the needs of Latina cancer survivors worked with two students who helped with qualitative interviews and other research activities. Those students also collaborated on a manuscript that is under review. A CCD faculty member also mentored a CCD student that wanted research experience to work on a research project involving an integrated care team that included a medical student and public health student.

### *Mental Health Awareness/Outreach*

In addition to the outreach provided through some of the aforementioned activities, during a university mental health and wellness event, a student and faculty member engaged the student community in stress reduction activities. Additionally, another faculty member provided an opportunity in the group counseling course for CCD students to co-facilitate a group with her in the community for stroke survivors.

## **Evaluation Summary**

Evaluation of academic quality indicators (AQIs) across the seven program objectives for the Counseling and Career Development MA Program at Colorado State University demonstrated that most indicators were met. Those indicators were situated around

inclusive learning environments, student retention, counseling dispositions and behaviors, overall counselor preparation based on CACREP core standards, specialization-specific preparation, fieldwork placement rates, licensure exam pass rates, employment outcomes, graduation rates, and faculty engagement with students in outreach and scholarship.

A few AQIs were partially met rather than fully met, specifically within the CACREP Core KPIs. For one KPI centered around student multicultural competencies, performance was just slightly below the benchmark on one of the two measures (82% of students met expectations versus 85%). However, on the other measure for that AQI, 100% of students met expectations. The same occurred for KPI 5b regarding establishment of culturally appropriate therapeutic relationships using counseling processes and interventions grounded in ethics and best practice (82% met on one measure and 100% on the other measure). The final AQI centered on program KPIs that was partially met was regarding the ability to critique research with 81% meeting expectations for one measure. Again, though, 100% met expectations on the other measure of this KPI.

Indicators tied to alumni and employer surveys could not be evaluated due to the scheduled survey cycle not coming up until spring 2026.

## **Program Modifications Based on Program Evaluation Outcomes**

CCD faculty made some adjustments to program objectives to ensure alignment with 2024 CACREP Standards. One of these changes was the addition of Academic Quality Indicators (AQIs). Another change was modifications to some of the measures to better track data regarding both program KPIs and program objectives.

Based on this year's program evaluation, CCD faculty added measures to various KPIs for the next evaluation cycle so that every KPI has at least three measures. Additionally, changes were recently made to student reviews to better capture professional counseling dispositions and behaviors. The CCD program is also enlisting the support and knowledge of its advisory committee as we seek to update the alumni and employer surveys. Lastly, the CCD program is making changes to the research course so that it more specifically addresses areas of need for students in a counseling program.

## **Substantive Program Changes**

No substantive program changes have occurred. The program conducted a tenure-track faculty search over the course of this past year and was successful in hiring one full-time tenure-track assistant professor who will lead the school counseling specialization. This successful hire has ensured continued alignment with CACREP standards.

## **Appendix 1: KPI Descriptions and Measures**

**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.**

- EDCO 686 Final CCS-R; Meets  $\geq 3.0$  average on Items 2.A, 2.B, and 2.C
- EDCO 687 Final CCS-R of internship; Meets  $\geq 4.0$  average on Items 2.A, 2.B, and 2.C
- Written Comprehensive Exam; Professional Orientation & Ethics section; Meets  $\geq 70\%$
- Final Project; Final Project Rubric section 1 (ethical decision-making) meets expectations

**KPI 1b: Students will demonstrate the ability to engage in appropriate self-evaluation and self-care.**

- EDCO 686 Final CCS-R; Meets  $\geq 3.0$  average on Items 2.C, 2.G - 2.K
- EDCO 687 Final CCS-R; Meets  $\geq 4.0$  average on Items 2.C, 2.G - 2.K
- EDCO 652 Professional ethical identity assignment; Meets expectations on rubric

**KPI 2a: Students will understand how intersecting identities, as well as points of privilege and oppression, impact counseling practice.**

- EDCO 653 Personal culture exploration assignment; Meets expectations-rubric
- EDCO 653 Cultural immersion/experience project; Meets expectations-rubric
- Written Comprehensive Exam; Social & Cultural Diversity section; Meets  $\geq 70\%$
- EDCO 687 Final Project; Final Project Rubric section 2 (multicultural competencies) meets expectations

**KPI 2b: Students will demonstrate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.**

- EDCO 686 Final CCS-R; Meets  $\geq 3.0$  average on Part 1, 2.F
- EDCO 687 Final CCS-R; Meets  $\geq 4.0$  average on Part 1, 2.F

**KPI 3a: Students will demonstrate knowledge of human growth and development across the lifespan.**

- HDFS 505 Final course grade; Meets  $\geq B-$
- EDCO 687 Final Project: Final Project Rubric section 3 (human growth and development); meets expectations
- Written Comprehensive Exam; Human Growth & Development section; Meets  $\geq 70\%$

**KPI 3b: Students will be able to identify differing abilities and utilize strategies for differentiated interventions.**

- EDCO 686 Case presentation; Meets expectations-rubric

- EDCO 687 Final Project; Final Project Rubric section 3 (human growth and development) meets expectations

**KPI 4a: Students will conceptualize career development, counseling, decision-making, and transition through a firm theoretical foundation.**

- EDCO 500 Career case study; Meets expectations-rubric
- EDCO 660 Career counseling practice assignment; Meets expectations-rubric
- Written Comprehensive Exam Career Development section; Meets  $\geq 70\%$

**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.**

- EDCO 500 Career case study; Meets expectations-rubric
- EDCO 660 Career counseling practice assignment; Meets expectations-rubric
- EDCO 665-Advocacy for career development assignment; Meets expectations-rubric

**KPI 5a: Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.**

- EDCO 650 Case conceptualization assignment; Meets expectations-rubric
- EDCO 686 Case presentation; Meets expectations-rubric
- EDCO 687 Final project; final Project Rubric section 4 (counseling theory) meets expectations

**KPI 5b: Students will establish culturally appropriate therapeutic relationships utilizing counseling processes and interventions that are grounded in professional ethics and best practice.**

- EDCO 686 Final CCS-R; Meets  $\geq 3.0$  average on CCS-R Part 1, 2.A, 2.B, 2.C, 2.F, 2.G
- EDCO 687 Final CCS-R ; Meets  $\geq 4.0$  average on CCS-R Part 1, 2.A, 2.B, 2.C, 2.F, 2.G

**KPI 6a: Students will demonstrate knowledge regarding screening and permissions for groups, group dynamics, group stages, activities, and evaluation with an appropriate theoretical framework.**

- EDCO 651 Group curriculum assignment; Meets expectations-rubric
- Written Comprehensive Exam Group Counseling & Group Work section; Meets  $\geq 70\%$

**KPI 6b: Students will facilitate a group using ethical and culturally relevant strategies and group counseling techniques.**

- EDCO 651-Co-facilitate psychoeducational group assignment; Meets expectations-rubric
- EDCO 686/687 group facilitation hours  $\geq 6$  hours

**KPI 7a: Students will articulate knowledge of core statistical concepts, standard scores, reliability, and validity as it relates to the utilization of standardized testing.**

- EDCO 656 Test critique assignment; Meets expectations-rubric
- Written Comprehensive Exam Appraisal and Assessment section; Meets  $\geq 70\%$

**KPI 7b: Students will demonstrate the ability to select, administer, and interpret assessment measures.**

- EDCO 656 Case study assignment-volunteer client; Meets expectations-rubric
- EDCO 500 Case study assignment-Assessment selection & rationale; Meets expectations-rubric
- EDCO 686 Administer and interpret assessment; Meets expectations-rubric

**KPI 8a: Students will demonstrate knowledge of how to critique research, including methodology and data analytical approaches, to inform counseling practice.**

- EDRM 600 Final course grade; Meets  $\geq B$ -
- Written Comprehensive Exam-Research & Program Evaluation section; Meets  $\geq 70\%$

**KPI 8b: Students will utilize counseling research and program evaluation to guide counseling practice.**

- EDCO 651 Group curriculum assignment; Meets expectations-rubric
- EDCO 660 Career programming assignment; Meets expectations-rubric (target population & needs)
- EDCO 660 Career programming assignment; Meets expectations-rubric (evaluation)
- EDCO 687 Research article discussion assignment; Meets expectations-rubric

**Career KPI 1: Career counseling specialization students will integrate and apply effective personal and career counseling skills, knowledge, and practices in a holistic manner.**

- EDCO 660 Career counseling case conceptualization assignment; Meets expectations rubric
- EDCO 660 Career counseling practice assignment; Meets expectations-rubric (skills section)
- EDCO 687 Final CCS-R; Meets  $\geq 4.0$  average on Part 1 & 2.F
- EDCO 687 Career Counseling Intern Evaluation Addendum; Items 1,2,3,5,6,7 (some items may be dependent upon semester); Meets  $\geq 4.0$  average

**Career KPI 2: Career counseling specialization students will demonstrate knowledge of, and the ability to advocate for, the unique needs and characteristics of multicultural and diverse populations to facilitate culturally-appropriate career interventions.**

- EDCO 660 Programming project pitch; Meets expectations rubric (overall score)
- EDCO 687 Final CCS-R; Meets  $\geq 4.0$  average on Items 1.I - 1.L and 2.F
- EDCO 687 Career Counseling Intern Evaluation Addendum; Items 4,9 Meets  $\geq 4.0$  average

**CMHC KPI 1: Clinical mental health counseling specialization students will integrate and apply effective counseling practices that demonstrate awareness, knowledge, skills, and advocacy from a wellness model.**

- EDCO 675 Client case conceptualization presentation/paper assignment; Meets expectations-rubric
- EDCO 686 Final CCS-R; Meets  $\geq 3.0$  average Part 1 and 2.F
- EDCO 687 Final CCS-R; Meets  $\geq 4.0$  average Part 1 and 2.F
- EDCO 687 Clinical Mental Health Counseling Intern Evaluation Addendum

**CMHC KPI 2: Clinical mental health counseling specialization students will develop cultural competency through the demonstration of knowledge, skills, and awareness of how to help and advocate for diverse client populations.**

- EDCO 686 Final CCS-R; Meets  $\geq 3.0$  average Part 1 and 2.F
- EDCO 687 Final CCS-R; Meets  $\geq 4.0$  average Part 1 and 2.F
- EDCO 675 Client case conceptualization presentation/paper assignment; Meets expectations-rubric

**School KPI 1: School counseling specialization students will demonstrate the ability to integrate developmentally appropriate counseling knowledge, skills, and practice to meet the academic, social-emotional, and career needs of K-12 students.**

- EDCO 550 Theories case study assignment; Meets expectations-rubric
- EDCO 687 Final CCS-R; Meets  $\geq 4.0$  average Part 1 and 2.F
- EDCO 687 School Counseling Internship Evaluation Addendum items 2, 3, 4, 5, 6, 7, 8, 9 (some items may be dependent upon semester); Meets  $\geq 4.0$  average

**School KPI 2: School counseling students will utilize data-informed counseling, consulting, and collaboration strategies to foster an equitable and inclusive educational environment.**

- EDCO 550 Closing the Achievement Gap Assignment; Meets expectations-rubric
- EDCO 552 Data-Driven Programming Assignment; Meets expectations-rubric
- EDCO 687 School Counseling Intern Evaluation Addendum Items 1, 10 (some items may be dependent upon semester); Meets  $\geq 4.0$  average

## Appendix 2: Enrolled Student Demographics for Summer 2024- Spring 2025

| Demographic Category   | Percentage |
|--|------------|
| Race: American Indian or Alaska Native (Original Peoples)                          | 2%         |
| Race: Asian, Japanese, Chinese, Vietnamese, Korean, Filipino (Indian subcontinent) | 4%         |
| Race: Black or African American (including Africa and Caribbean)                   | 5%         |
| Race: White, Anglo, Caucasian (including Middle East, Persia)                      | 78%        |
| Race: Other  | 2%         |
| Hispanic/Latino  | 9%         |

Note. Students may identify with more than one identity; thus numbers may not sum to 100%.