

*Master of Arts in Counseling and Career Development
Colorado State University
2018-2019 Vital Statistics Table (summer 2018 – spring 2019)*

Specialization	Applicants	Admission Offers/ Matriculated	Enrollment	Graduates	Completion Rate	Licensure Exam Pass Rate	Placement Rate
Career Counseling	14	9/4	6	0	NA	NA	NA
Clinical Mental Health Counseling (began in Fall 2018)	55	11/3	4	0	NA	NA	NA
School Counseling	45	17/9	29	14	100%	100%	100%
Total	114	37/16	39	14	100%	100%	100%

Counseling and Career Development Program Annual Report (summer 2018 – spring 2019)

*Comprehensive Assessment Plan/Evaluation Markers for
The Counseling and Career Development Program at Colorado State University*

Program Evaluation		
Evaluation Activity	Objective	When to be Conducted
Regular Program Faculty Meetings	To review program strengths and areas for improvement	Every other week during academic year
Advisory Committee Meetings	To review program data and provide guidance for programmatic changes	Once each academic year (during fall semester)
Annual Advising Survey	To assess student satisfaction with their advising experience	Once each academic year at the end of spring semester
Student Exit Survey	To assess student perception of successful attainment of CACREP standards	As each student applies for graduation
Internship Site Administrator Survey	To assess site satisfaction with field coordination policies and procedures	Once each academic year at end of spring semester (First to be completed fall 2019)
CCD Alumni Survey	To assess learning climate from alumni perspective	Once every three years (fall 2016 -- to be completed fall 2019)
Employer Survey	To examine graduates knowledge and skill from their employer's perspective	Once every three years (fall 2016 – to be completed fall 2019)

Program Evaluation		
Internship Supervisor Evaluations	To ensure that all students are meeting expectations of their internship experience	Twice each semester for each student enrolled in internship
Comprehensive Written Exam	To measure attainment of Core Key Performance Indicators and Student Learning Goals	Last Semester of Enrollment
Comprehensive Oral Exam	To measure attainment of Core Key Performance Indicators and Student Learning Goals	Last Semester of Enrollment
Review of Institutional Results on Licensure/Certification Exams	To examine student/graduate performance through a normative lens	National Counselors Exam – twice a year PRAXIS Exam for School Counselors – once a year

Each Evaluation Activity identified in the first column is addressed under the headings below. Please note that some of the activities are not conducted every year.

Program Faculty Meetings:

During the 2018-2019 academic year the Counseling and Career Development Program held 15 regular faculty meetings and one two-day faculty retreat in the fall of 2018. Faculty meetings were devoted to curricular decisions, program processes, establishing dates and deadlines, implementing policies, reviewing student progress, reviewing program data, determining program improvements, and ensuring adherence to accreditation standards. The 2018 faculty retreat was dedicated primarily to the refinement of evaluation measures for the Key Performance Indicators and the Student Learning Goals. During the retreat faculty were also introduced to the use of the Office 365 Planner to divide and complete portions of the 2019 self-study. All sections of the self-study were placed into the team workspace where one or two faculty assumed leadership for that section but all faculty could access and edit the document in real-time.

Advisory Committee:

The Counseling and Career Development Program intended to have advisor committee meetings in fall of 2018 and spring of 2019 and due to unforeseen circumstances, a face to face advisory council meeting was not able to be held. Most committee members are alumni of the program and/or field placement site supervisors. Faculty have the ability to communicate with these committee members regularly in dyadic communications that include conversations regarding how to improve the processes and outcomes related to the particular specialization that the committee member represents. The CCD faculty is committed to more formally re-engaging the committee fall of 2019. The advisory council met on the CSU campus Sept. 10th and the agenda included review of the 2018-2019 outcomes report and preparation for the October CACREP site visit. Further discussion centered on ways to fully engage alumni and to enhance responses to the upcoming employer survey.

Annual Advising Survey:

As each counseling and career development student submits the application for graduation, they are asked to complete an advising survey. The advising survey is facilitated by the SOE graduate programs office. The table below presents the data from advising surveys returned by CCD students this past year:

My Advisor Stem	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Made themselves available to address my advising needs	7	5	0	0	0	0
Responded in a timely manner to my request for interaction or information	6	5	1	0	0	0
Provided clear expectations regarding how they will work with me through degree completion	6	3	0	3	0	0
Has been actively engaged with me when we have discussed advising or mentoring	9	2	1	0	0	0
Appears to understand CSU policies and resources to help me in the advising process	7	2	2	1	0	0
Appears to be supportive of me and is responsive to my ideas	11	0	1	0	0	0
Helps me think through my ideas and helps me formulate plans and strategies for my research	4	1	0	0	0	7
Effectively challenges me to do my best	7	3	0	2	0	0

My Advisor Stem	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Provides timely feedback on my submitted work for my final project	5	2	0	1	0	4
Fosters a healthy and inclusive relationship of trust and honesty	10	1	0	1	0	0
Provided guidance regarding my professional goals after graduation	5	3	1	2	0	1

Student Exit Survey:

Students are required to complete the student exit survey as one of their tasks in the Tevera platform as they complete tasks for graduation. Each item is rated by the student on a 5 point scale with 1 being very weak and 5 being very strong. The following presents results from the thirteen spring 2019 graduates:

Learning Standard	Average
Studies that provide an understanding of all aspects of professional functioning. This includes a history of the counseling profession, professional roles and responsibilities, collaboration with other human service providers, self-care strategies, supervision models, professional organizations, licensure, credentialing, certification, professional advocacy, client advocacy, and ethical and legal considerations in professional counseling.	4.3
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.	3.9
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.	3.6
Studies that provide an understanding of career development and related life factors. This includes career theories and decision-making models, occupational	4.9

Learning Standard	Average
<p>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.</p>	
<p>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.</p>	4.7
<p>Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. This includes principles of group dynamics including process components and therapeutic factors of the group, leadership or facilitation styles and approaches, theories of group counseling as well as pertinent research and literature, group counseling methods including counselor orientations and behavior as well as measures of effectiveness, and direct facilitation experience for a minimum of 10 clock hours over the course of one academic term.</p>	4.5
<p>Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. This includes historical perspectives concerning the nature and meaning of assessment, basic concepts of standardized and non-standardized testing and other assessments including norm-referenced and criterion-referenced assessment, environmental and performance assessment, individual and group test and inventory methods, psychological assessments and behavioral observations, statistical concepts including scales of measurement as well as measures of central tendency and variability, shapes of distributions and correlation, instrument reliability including measurement of error and the use of reliability information, instrument validity including the types of validity and the relationship between reliability and validity, social and cultural factors related to assessment, and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in counseling.</p>	3.7
<p>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</p>	3.8

Learning Standard	Average
interpreting and reporting the results of research and/or program evaluation studies.	
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.	4.4
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.	4.4
Each faculty member who provides on-campus individual and/or group practicum and/or internship supervision has relevant and demonstrated training and supervision experience. Student supervisors have relevant and demonstrated training and supervision experience, and knowledge of the program's expectations, requirements, and evaluations procedures. The counseling practicum clinic is conducive to modeling, demonstration, and training. Individual and group tutorials are instructive and personally helpful.	4.5

CCD Alumni Survey:

The CCD alumni survey is scheduled to be conducted in the fall of 2019.

CCD Employer Survey:

The CCD employer survey is scheduled to be conducted in the fall of 2019.

CCD Internship Site Administrator Survey:

The internship site administrator survey is scheduled to be conducted in fall of 2019.

Internship Supervisor Evaluations:

The Counseling and Career Development faculty regularly review the midterm and final Counseling Competencies Scale-Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) completed by site supervisors each semester. Evaluations are aggregated and charted to explore areas of student performance that need improvement. Primary focus is placed upon final evaluations for each semester. Supervisor options for each item include Unable to Observe (0), Harmful (1), Below Expectations/Unacceptable (2), Near Expectations/Developing Competency (3), Meets Expectations/Demonstrates Competency (4) and Exceeds Expectations/Demonstrates Competency (5). Students are expected to average a score of 4 on all items at their final

evaluation after 600 hours of internship. Here are the group average scores of the final CCS-R evaluations for fall semester 2018 (generally after students have completed 300 hours of internship) and spring semester 2019 (generally after students have completed 600 hours of internship):

Skill Assessed	Fall 2018	Spring 2019
Body Position, Eye Contact, Posture	4.67	4.89
Minimal Encouragers & Door Openers	4.67	4.89
Use of Appropriate Open & Closed Questioning	4.53	4.67
Basic Reflection of Content - Paraphrasing	4.40	4.78
Reflection of Feelings	4.53	4.78
Summarizing content, feelings, behaviors, & future	4.40	4.72
Advanced Reflection of Meaning, including Values	4.00	4.28
Counselor challenges clients	3.53	3.83
Counselor collaborates with clients	4.40	4.67
Counselor focuses (or refocuses) clients	4.40	4.61
Empathy & Caring	4.80	4.83
Respect & Compassion	4.80	4.78
Adheres to the ethical guidelines of the ACA, ASCA	4.64	4.72
Behaves in a professional manner	4.80	4.72
Maintains appropriate boundaries	4.60	4.78
Demonstrates knowledge of and adherence to policies and procedures	4.67	4.72
Completes all weekly record keeping & tasks correctly	4.47	4.83
Demonstrates respect for culture	4.33	4.67
Demonstrates self-awareness and emotional stability	4.53	4.83
Demonstrates engagement in learning & development	4.60	4.67

Skill Assessed	Fall 2018	Spring 2019
Responds non-defensively & alters behavior in accordance with direction	4.67	4.83
Demonstrates ability to adapt to changing circumstances	4.40	4.72
Demonstrates ability to be present	4.73	4.78

In reviewing the site supervisor evaluations, it seems as if students in our program would benefit from more guidance on how to confront clients appropriately to enhance client growth.

Examination Results:

Written Comprehensive Exam: The CCD written comprehensive exam is offered every fall and spring semester for CCD students who have completed the majority of their coursework. The exam consists of 112 multiple choice questions covering the 8 core CACREP areas. All of the questions are written by CCD faculty who teach the topic being tested, or are in consultation with the instructor (particularly Human Growth and Development). Students are required to score a 70% on the exam to pass. If a student fails to attain a 70% overall, each individual subject area is explored for those that fall below the 70% threshold. Students are then asked to write an essay exam for subject areas below 70% and those essays are graded by the faculty responsible for instruction in that subject area. Every year after the final administration, CCD faculty review pertinent item statistics and revise the exam as necessary. During the 2018-2019 academic year, 15 students took the CCD written comprehensive exam with a 100% pass rate. Group performance for each section and the exam as a whole is presented in the chart below that articulates the average percentage earned:

TOTAL	86%
Human Growth and Development	84%
Helping Relationships	87%
Group	83%
Career Development	87%
Appraisal	90%
Research and Program Evaluation	75%
Professional Orientation	80%
Social and Cultural	90%

Core Key Performance Indicators (KPIs) and Student Learning Goals (SLGs) are also assessed through performance on the comprehensive written exam. KPIs feed into the SLGs and the threshold for meeting expectations is a score of 70% on the related sections. The following chart indicates the percentage of students that met each SLG based upon their performance on the comprehensive written exam:

Student Learning Goal	% Meets
1. Actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity and inclusion.	94

2. Examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.	94
3. Conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.	94
4. Establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.	100
5. Effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.	75
6. 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.	100
7. 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.	100

The faculty recognizes that these results indicate room for improvement in research and program evaluation. Upcoming discussions will address cross-walking program evaluation standards in multiple courses and possible enhancements to the core research course.

CCD Oral Examination: After a student successfully completes their written comprehensive exam, they are required to complete the oral comprehensive exam. This milestone consists of sharing key learning and experiences in each of the core CACREP areas and the student's specialization. Each student prepares a guided presentation and then also answers any pertinent questions from their committee. 100% of the students who took the oral exam in the 2018-2019 academic year passed and the following chart indicates the percentage of students that met each SLG based upon their performance on the comprehensive oral exam:

Student Learning Goal	% Meets
1. Actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity and inclusion.	93
2. Examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.	93
3. Conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.	93
4. Establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.	100

PRAXIS Licensure Exam for School Counselors: The state of Colorado utilizes the Praxis Exam for school counselor licensure. Nine students took the PRAXIS and funneled results back to the institution. All nine students passed for a 100% pass rate. A passing score for the exam in

Colorado is 156 and the average score for CCD students was 181.2. The national median score on the test is 170.

National Counselors Exam: Five students took the National Counselor's Exam in October of 2018 and 6 students took the exam in April of 2019 with a 100% pass rate. The national average score for the 2018-2019 year was 104.78, the average score for CSU students in fall 2018 was 109.00 and the average score for CSU students in spring 2019 was 122.83. In reviewing subscales, CSU students exceeded national averages on all subscales. The students most exceeded national scores in the area of career development and performed closest to the national average in the area of research and program evaluation. The CCD faculty discussed the seeming advantage for students to wait and take the NCE in spring so future advising will share that with students considering which administration to sit for.

Program Changes and Innovations: The Counseling and Career Development faculty is committed to enhancing the student experience and engaging in comprehensive and ongoing student evaluation. To that end, the program faculty chose to purchase the Tevera student management system to create a longitudinal and comprehensive outcome-based record system for student growth. The program chair, field experience coordinator, and key faculty participated in the onboarding process during the summer of 2018 and the program was initiated with students in the fall of 2018. All students are given a lifetime subscription to the service through their differential tuition funds. The program has been successfully implemented to support field experience requirements and the program continues to fully integrate outcome assessment points throughout the Tevera platform. A big focus this next year will be to ensure that all milestone-related assessments are integrated into the program and that the supervisor and alumni resources are fully functional.

The CCD faculty is proud that through differential tuition money and several successful grant RFP's the Counseling and Career Development Training Clinic has been enhanced through both a physical renovation and integrated research. During the summer of 2018, the clinic in the Education building was completely remodeled, increasing counseling rooms from four to five, adding a client waiting area, updating lighting and ventilation, improving soundproofing, enhancing security features, improving technology, and modernizing furnishings. Clients and counselors in training now have a modern and safe place to work together. During the 2017-2018 academic year, the CCD faculty applied for and received a grant to infuse research in the training clinic to expose students to applied assessments and also receive clinic feedback on the counseling process. The purpose of this research is to understand both client and counselors-in-training perspectives of how the therapeutic relationship and counselors' multicultural competence may predict client outcomes.