

# Colorado State University

## Counseling & Career Development MA

### 2019-2020 Annual Report

The Colorado State University Counseling and Career Development Master’s Degree Program presents its 2019-2020 Annual Report. Program evaluation methods are provided in Table 1 and are followed by a summary of evaluation results for each program objective.

*Table 1: Program Evaluation Metrics*

<b>Program Objective</b>	<b>Data to be Used</b>	<b>Collected</b>
<b>Promote a safe learning environment for all students.</b>	End-of-Course Evaluations: Items 12-23	Every Semester
	Alumni Survey Principle 1, Principle 2, & Principle 7	Every Three Years
<b>Provide counselors in training with high quality and comprehensive instruction to meet the academic qualifications necessary for state licenses and/or national certification.</b>	Credentialing Exam Results	Twice a Year
	Student Exit Survey	Graduation Semester
	Alumni Survey Principle 3, Principle 4, & Principle 5	Every Three Years
<b>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 setting-specific counseling services and programs.</b>	End-of-Course Evaluations: Items 1-11	Every Semester
	CCS-R	End of first semester, Practicum, Internship
	Student Exit Survey	Graduation Semester
	Internship Final Evaluation Addendum	End of internship
	Comprehensive Written Exam	Graduation Semester
	Comprehensive Oral Exam	Graduation Semester
	Survey of Employers	Every Three Years
	Alumni Survey Principle 6	Every Three Years
	Job Placement Rates	Every Year

<b>Program Objective</b>	<b>Data to be Used</b>	<b>Collected</b>
<b>Continue to expand efforts to use career, school, higher education, and clinical/community settings as learning laboratories to facilitate student learning, including expansion as appropriate for field-based experiences.</b>	Comprehensive Oral Exam	Graduation Semester
	Internship Site Database	Every Summer
	Student Exit Survey	Graduation Semester
	Qualitative data regarding opportunities	Throughout Year
<b>Encourage applicants from various backgrounds to enhance the diversity of the student body and instructional staff.</b>	Descriptive data on applicants and admitted students	Every Spring
<b>Promote personal exploration and social justice, activism, and advocacy.</b>	CCS-R Section 2	EDCO650, Practicum, Internship

### ***1. Promote a safe learning environment for all students.***

#### **Course Evaluations**

The CCD program had planned to use end-of-course evaluations to help evaluate this program objective. However, Colorado State University developed a new course evaluation that does not contain the items previously assessed for this program objective.

#### **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 2020 for alumni of the program graduating from 2017 through 2019. The survey was sent to 54 alumni. We received 23 responses for a 43% response rate. Principles 1 and 2 from the survey most closely assess this program objective.

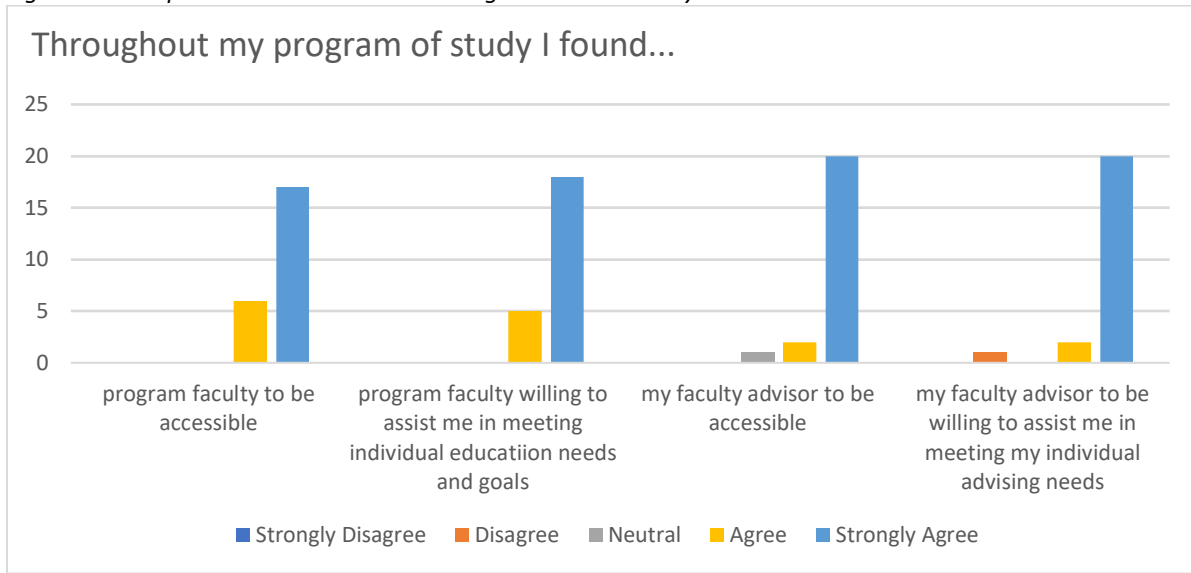
#### **Principle 1: Good Practice Encourages Student-Faculty Contact**

Responses ranged from strongly disagree (1) to strongly agree (5) for four prompts. Averages are provided next and Figure 1 provides additional details.

Prompt: Throughout my program I found...

- program faculty to be accessible. Avg. = 4.74
- program faculty willing to assist me in meeting my individual needs and goals. Avg. = 4.78
- my faculty advisor to be accessible. Avg. = 4.83
- my faculty advisor to be willing to assist me in meeting my individual advising needs. Avg. = 4.78

Figure 1: Principle 1 - Good Practice Encourages Student-Faculty Contact



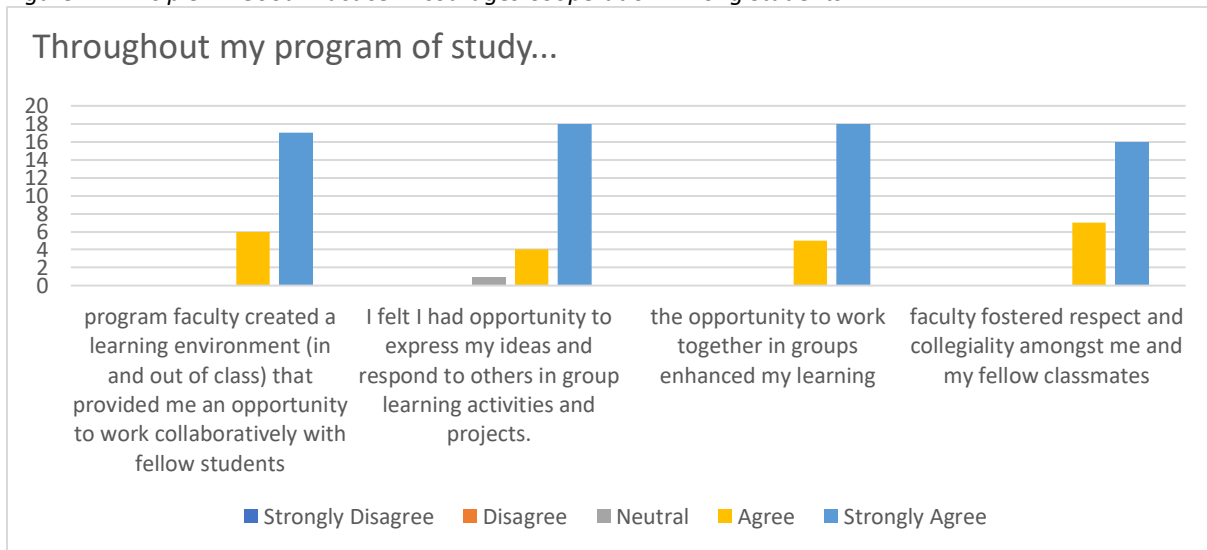
**Principle 2: Good Practice Encourages Cooperation Among Students**

Responses ranged from strongly disagree (1) to strongly agree (5) for four prompts. Averages are provided next and Figure 2 provides additional details.

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. = 4.74
- I felt I had opportunity to express my ideas and respond to others in group learning activities and projects. Avg. = 4.74
- I felt I had the opportunity to work together in groups enhanced my learning. Avg. = 4.78
- faculty fostered respect and collegiality amongst me and my fellow classmates. Avg. = 4.7

Figure 2: Principle 2 - Good Practice Encourages Cooperation Among Students



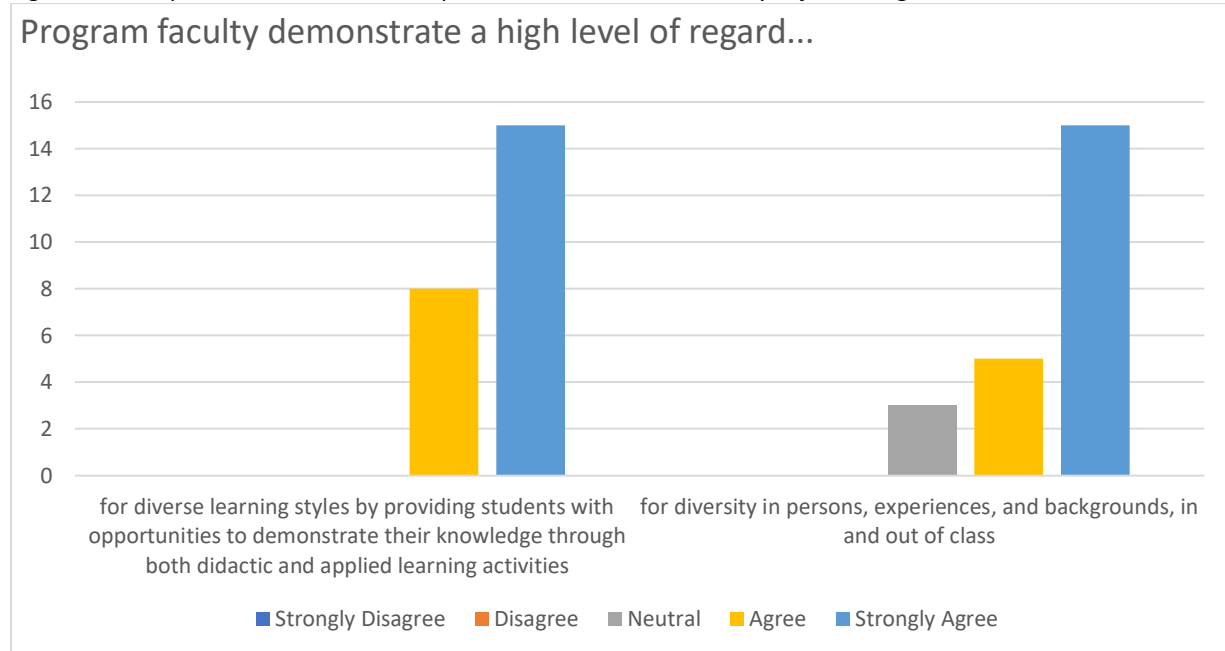
## Principle 7: Good Practice Respects Diverse Talents and Ways of Learning

Responses ranged from strongly disagree (1) to strongly agree (5) for two prompts. Averages are provided next and Figure 3 provides additional details.

Prompt: Program faculty demonstrate a high level of regard for...

- diverse learning styles by providing students with opportunities to demonstrate their knowledge through both didactic and applied learning activities 4.65
- diversity in persons, experiences, and backgrounds, in and out of class 4.52

Figure 3: Principle 7 – Good Practice Respects Diverse Talents and Ways of Learning



### Summary

In reviewing Objective 1, the overall evidence indicates that students believe they have a safe learning environment. Because there is always room for improvement, and it appears that continued work in the area of diversity, equity, and inclusion will be beneficial. Additionally, the CCD faculty will review this objective and assessment of it to determine updates as appropriate.

## ***2. Provide counselors in training with high quality and comprehensive instruction to meet the academic qualifications necessary for state licenses and/or national certification.***

### National Examinations

#### National Counselor Exam

No CCD students, to the best of our knowledge, took the NCE in fall of 2019. Due to the coronavirus pandemic, results from spring 2020 have not yet been disseminated. This report will be updated when those results become available.

## PRAXIS Licensure Exam for School Counselors

The state of Colorado utilizes the Praxis Exam for school counselor licensure. Six students took the PRAXIS (2019-2020) and all passed for a 100% pass rate. A passing score for the exam in Colorado is 156 and the mean score for CCD students was 177.67. The mean score on the test for the State of Colorado overall was 175.11.

### **Student Exit Survey**

Of the 23 students that graduated, 17 completed the student exit survey for a 74% response rate. The prompts in this survey focus on the 8 CACREP Core Areas and fieldwork alignment with CACREP standards. Each item is rated by the student on a 5-point scale with 1 being “very weak” and 5 being “very strong.” Table 2 presents results.

*Table 2: Student Exit Survey*

<b>Learning Standard</b>	<b>Average</b>
<u>Professional Orientation &amp; Ethical Practice</u> : Studies that provide an understanding of all aspects of professional functioning. This includes a history of the counseling profession, professional roles and responsibilities, collaboration with other human service providers, self-care strategies, supervision models, professional organizations, licensure, credentialing, certification, professional advocacy, client advocacy, and ethical and legal considerations in professional counseling.	4.82
<u>Social &amp; Cultural Diversity</u> : Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society. This includes characteristics and concerns within and among diverse groups nationally and internationally, experiential learning activities designed to foster understanding of self and culturally diverse clients, theories of multicultural counseling and identity development, theories of social justice, counseling strategies for working with and advocating for diverse populations, multicultural counseling competencies, and counselors' roles in eliminating bias and oppression.	4.59
<u>Human Growth &amp; 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.	4.35
<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.	5
<u>Counseling &amp; Helping Relationships</u> : Studies that provide an understanding of the counseling process in a multicultural society. This includes an orientation to wellness and	4.82

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.	
<u>Group Counseling &amp; 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.	4.71
<u>Assessment &amp; 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.	4.47
<u>Research &amp; 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.	4.47
<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.	4.88
<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	4.82

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.	
<b>Supervision &amp; Clinic Facilities:</b> 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.	4.82

## Alumni Survey

### Principle 3: Good Practice Encourages Active Learning

Responses ranged from strongly disagree (1) to strongly agree (5) for nine prompts. Averages are provided next and Figures 4a and 4b provide additional details.

Prompt: The graduate 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. Avg. = 4.83
- counseling/helping skill development through demonstration and practice. Avg. = 4.91
- opportunities for personal reflection on learning. Avg. = 4.96
- field site visits. Avg. = 4.52
- group research and presentation activities. Avg. = 4.61
- classroom discussion. Avg. = 4.87
- supportive relationships between classroom faculty and site supervisors. Avg. = 4.57
- supervised practice. Avg. = 4.83
- critically think about and discuss research. Avg. = 4.35

Figure 4a: Principle 3 - Good Practice Encourages Active Learning

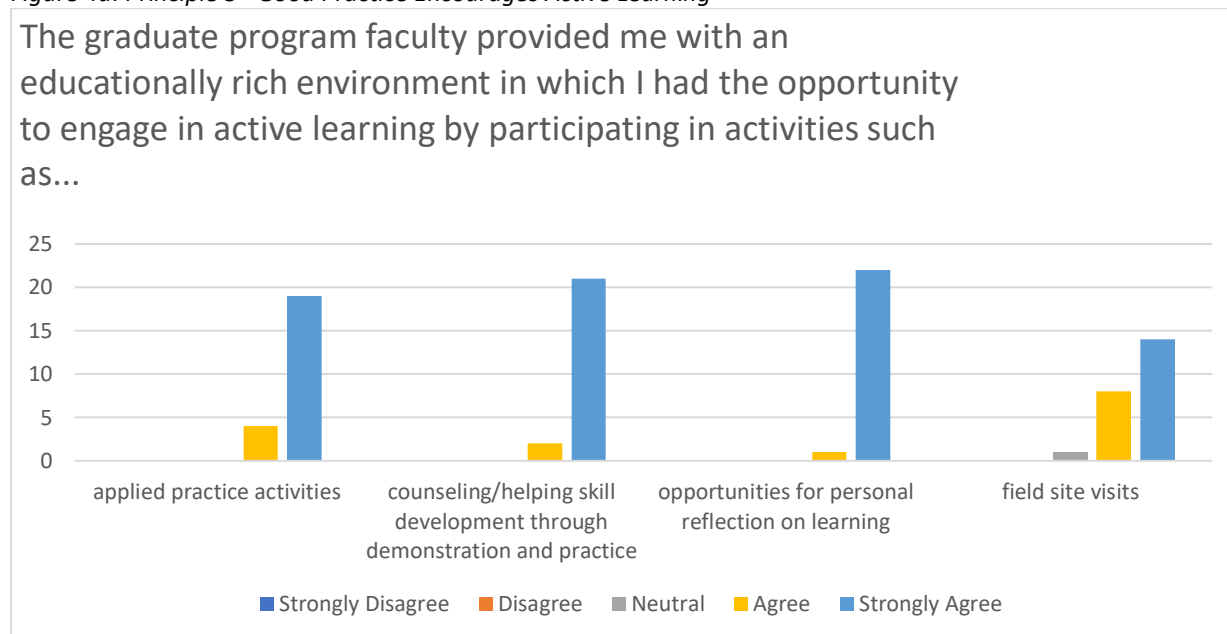
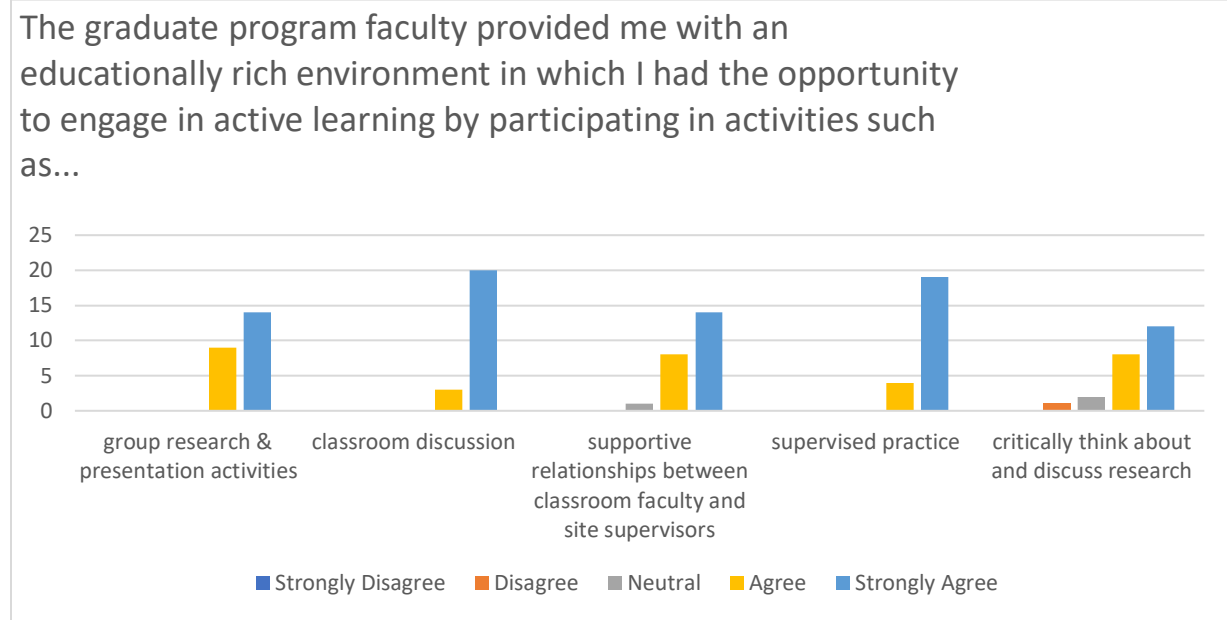


Figure 4b: Principle 3 - Good Practice Encourages Active Learning



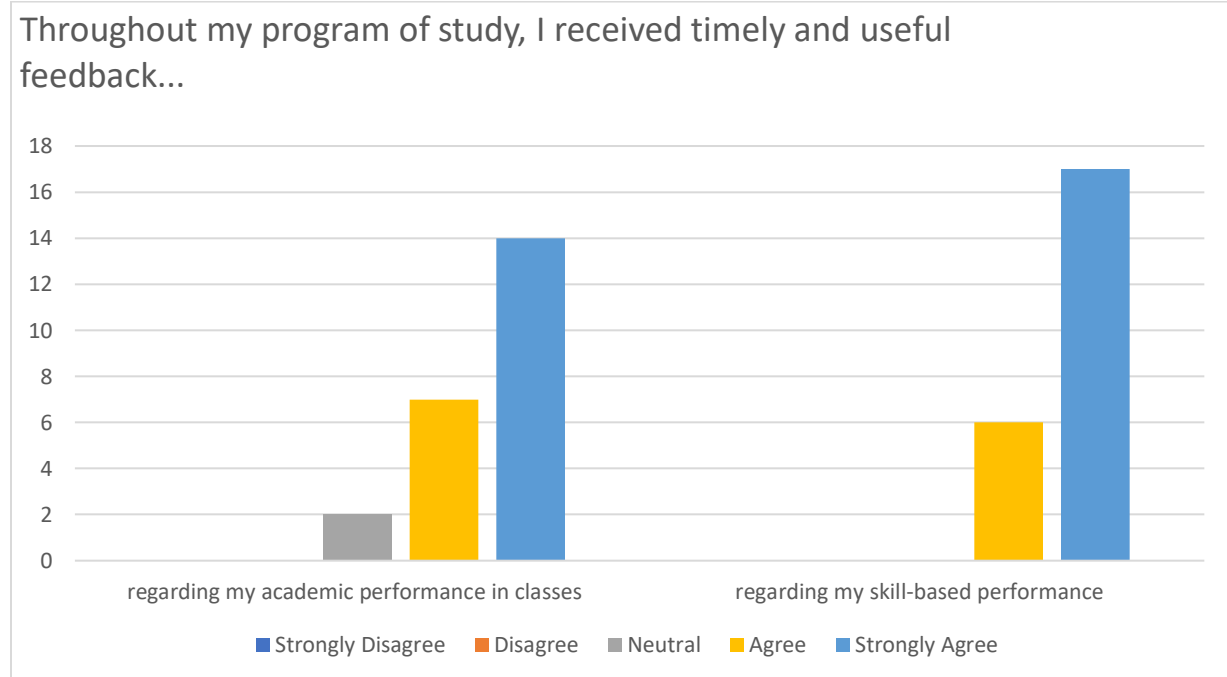
**Principle 4: Good Practice Gives Students Prompt Feedback**

Responses ranged from strongly disagree (1) to strongly agree (5) for two prompts. Averages are provided next and Figure 5 provides additional details.

Prompt: Throughout my program of study, I received timely and useful feedback...

- regarding my academic performance in classes. M = 4.52
- regarding my skill-based performance. M = 4.74

Figure 5: Principle 4 - Good Practice Gives Students Prompt Feedback





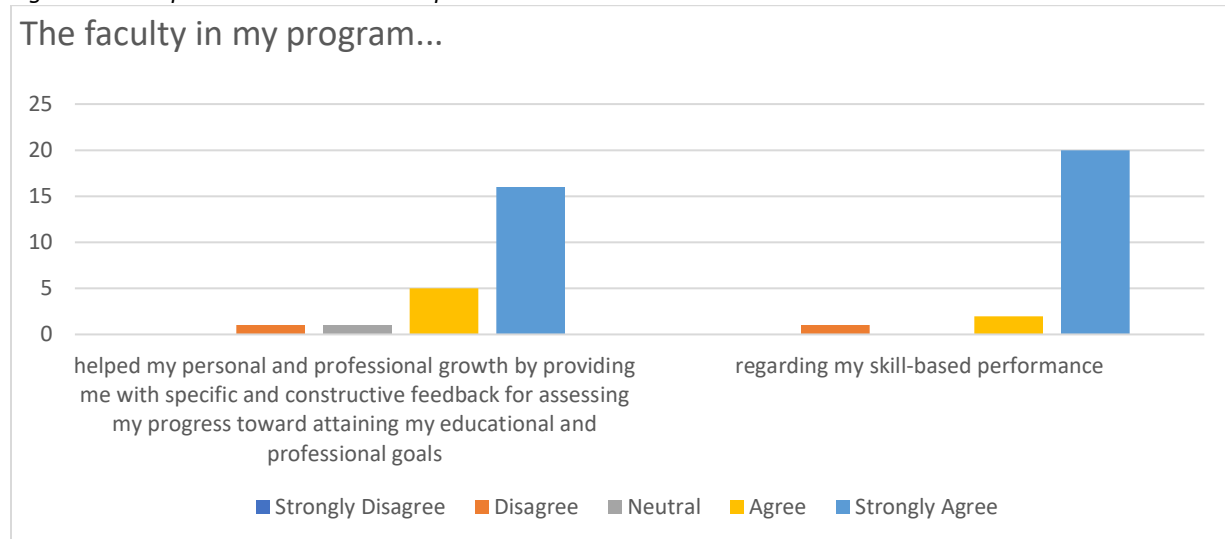
### Principle 5: Good Practice Emphasizes Time on Task

Responses ranged from strongly disagree (1) to strongly agree (5) for two prompts. Averages are provided next and Figure 6 provides additional details.

Prompt: The faculty in my graduate program...

- helped my personal and professional growth by providing me with specific and constructive feedback for assessing my progress toward attaining my educational and professional goals. M = 4.57
- prepared course syllabi that clearly articulated and outlined learning activities in such a fashion as to allow me sufficient time and opportunity to research, prepare, and present required assignments. M = 4.78

Figure 6: Principle 5 - Good Practice Emphasizes Time on Task



### Summary

It appears that CCD students continue to be academically well-prepared as evidenced by their pass rates on national examinations and alumni feedback. Two areas that stand out as potential areas of improvement are Human Growth and Development, and Research and Program Evaluation. These two areas are discussed more in the next section. Additionally, the CCD faculty will review this objective and assessment of it to determine updates as appropriate.

### ***3. 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 setting-specific counseling and developmental programs and services.***

#### **Counseling Competencies Scale-Revised© (CCS-R; Lambie, Mullen, Swank, & Blount, 2015)**

While data is gathered at multiple points (e.g., midterm practicum and midterm for each internship semester), for the purposes of evaluating this objective, three milestones were assessed (end of first semester, end of practicum, end of internship) using the CCS-R. The CCD program utilizes the CCS-R (Lambie, Mullen, Swank, & Blount, 2015) in a development manner with the expectation that students are performing at 4/5 by the end of their internship. This

score, according to the assessment is considered meeting expectations for a beginning professional counselor (i.e., new graduate).

#### CCS-R at End of First Semester

Following their entry level counseling skills and theories coursework, students are expected to earn an average of 2.5 or better on section 1 of the CCS-R. This equates to approaching “near expectations/developing towards competencies” compared to a beginning professional counselor, which we deem to be developmentally appropriate at this very early stage of their program. One hundred percent of students met or exceeded program expectations. The average of all students combined was 3.0.

#### CCS-R 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 sections 1 and 2 of the CCS-R. This indicates “near expectations/developing towards competencies” compared to a beginning professional counselor. One hundred percent of students met or exceeded program expectations. The average of all students combined on section 1 of their final practicum CCS-R evaluation was 3.7, and on section 2 it was 3.7. Final CCS-R item averages for section 1 ranged from 3.5 to 4.2, and for section 2, they ranged from 3.4 to 4.3.

#### CCS-R 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 of all students combined on section 1 of their final CCS-R evaluation was 4.6, and on section 2 it was 4.7. Final CCS-R item averages for section 1 ranged from 4.1 to 5.0, and for section 2 they ranged from 4.6 to 4.9.

#### **Student Exit Survey**

Please see Table 2 presented earlier for survey results. Each item is rated by the student on a 5-point scale with 1 being “very weak” and 5 being “very strong.” Averages for survey items ranged from 4.35 to 5.

#### **Specialization-Specific Internship Final Evaluation Addendums**

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

#### Career Counseling Specialization Final Evaluation Addendum

All students completing their internships in the career counseling specialization met or exceeded program expectations. The average of all students combined on all items was 4.4 with individual item averages ranging from 4 to 4.8.

### Clinical Mental Health Counseling Specialization Final Evaluation Addendum

All students completing their internships in the career counseling specialization met or exceeded program expectations. The average of all students combined on all items was 4.4 with individual item averages ranging from 4.2 to 4.6.

### School Counseling Specialization Final Evaluation Addendum

All students completing their internships in the career counseling specialization met or exceeded program expectations. The average of all students combined on all items was 4.4 with individual item averages ranging from 4.3 to 4.9.

### **Comprehensive Written Exam**

In fall 2019 and spring 2020, a total of 23 students completed the program comprehensive written exam with a 100% pass rate on their first attempt. Table 3 breaks down scores by CACREP core areas.

*Table 3: Written Exam Results*

<b>CACREP CORE AREA</b>	<b>AVERAGE PERCENTAGE</b>
Professional Counseling Orientation & Ethical Practice	88
Social & Cultural Diversity	91
Human Growth & Development	92
Career Development	89
Counseling & Helping Relationships	94
Group Counseling & Group Work	88
Assessment & Testing	90
Research & Program Evaluation	79
<b>TOTAL PERCENTAGE ON EXAM</b>	<b>89</b>

### **Final oral exam**

As part of their final oral exam, students prepare a presentation demonstrating their learning 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. A total of 23 students underwent their final oral exam in fall 2019 and spring 2020 with a 100% pass rate on their first attempt.

### **Survey of Employers**

The CCD Employer Survey is issued every three years. Data were collected in spring 2020 for employers of program alumni graduating from 2017 through 2019. The survey was sent to 54 alumni and we requested that those alumni forward an employer survey link to their supervisor. We received six responses. Of those responses, three were from institutions of higher education, one was from a community agency, and two were from K-12 schools. One hundred percent of employer responses indicated “yes” to “do you believe the academic preparation of your employee was adequate?” There were also prompts in the following areas: (1) direct service; (2) research, testing, and evaluation; (3) administrative performance; and (4)

personal characteristics (i.e., professional dispositions). Responses ranged from very dissatisfied (1) to very satisfied (4). Table 4 provides averages for each area.

Table 4: Employer Survey Results

Area	Mean (scale of 1-4)
Direct Service (can include individual counseling, group counseling, career counseling, academic advising, crisis intervention, consultation)	3.63
Research, Testing, & Evaluation (can include appraisal, diagnosis, needs assessment, grant writing, program evaluation, research design, data analysis)	3.67
Administrative (can include program development, organization/professional advocacy, leadership/staff development, supervision, classroom management, case management, referral tasks)	3.47
Personal Characteristics (includes professionalism, ethical conduct, assertiveness, cultural sensitivity, creativity, ability to motivate, dependability, self-motivation, productivity)	3.80

### Alumni Survey

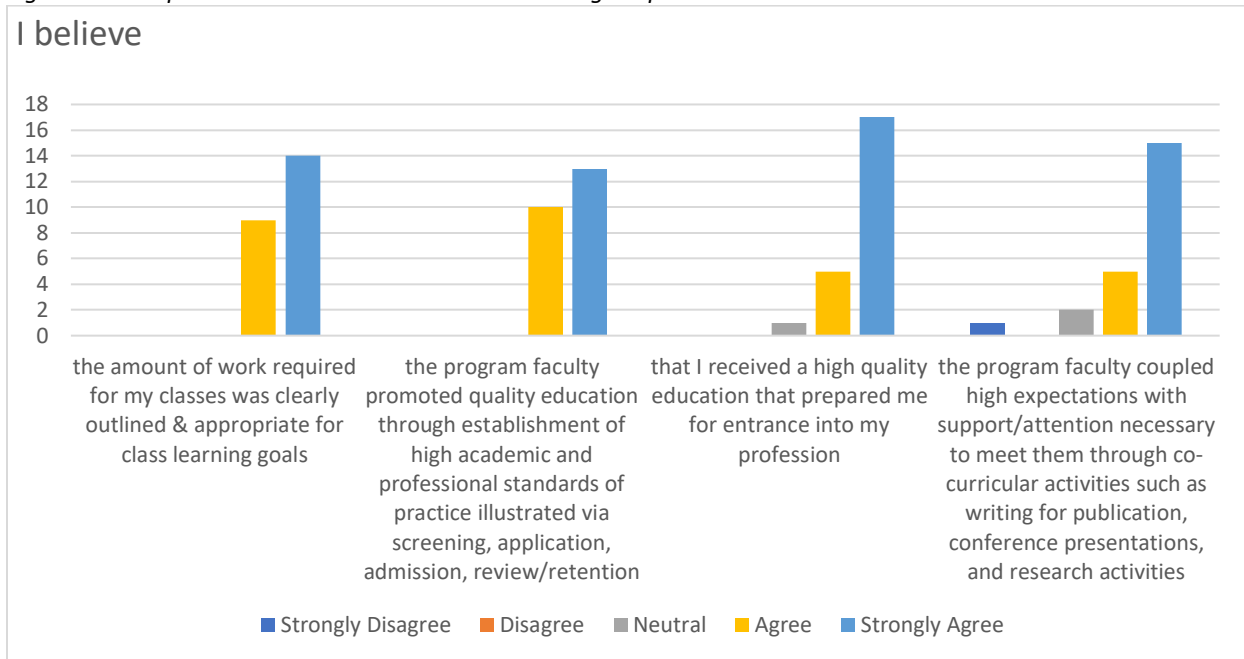
Responses ranged from strongly disagree (1) to strongly agree (5) for four prompts. Averages are provided next and Figure 8 provides additional details.

#### Principle 6: Good Practice Communicates High Expectations

Prompt: I believe...

- the amount of work required for my classes was clearly outlined and appropriate for the learning goals for the class. Avg = 4.61
- the program faculty promoted quality education through the establishment of high academic and professional standards of practice as illustrated by its screening, application, admission, and review and retention processes. Avg = 4.57
- that I received a high quality education that prepared me for entrance into my profession. Avg = 4.7
- the program faculty coupled their high expectations with the support and attention necessary for students to attain those expectations, through co-curricular activities such as writing for publication, conference presentations, and research activities. Avg = 4.43

Figure 7: Principle 6 – Good Practice Communicates High Expectations



### Job Placement Rates

Below are the job placement rates (0-6 months post-graduation) for students graduating in May and August of 2020.

- All students combined – 89.5% (17 of 19 graduates)
- Clinical Mental Health Counseling Specialization – 100% (4/4 students; 1 student not actively searching)
- Career Counseling Specialization – 80% (4/5 students)
- School Counseling Specialization – 89% (8/9 students)

Job placement rates were lower than typical (95-100%), most likely because of the financial crisis that ensued due to the Coronavirus pandemic.

### Course Evaluations

The CCD program had planned to use end-of-course evaluations to help evaluate this program objective. However, Colorado State University developed a new course evaluation that does not contain the items previously assessed for this program objective. The revision to the course evaluations are so extensive that there is no longer a reliable quantitative, nor anonymous, manner to obtain this data.

### Summary

While all areas assessed have good ratings, those that were lower appeared to be in Human Growth and Development, and Research and Program Evaluation. The former has already been addressed with continued collaboration with the department that teaches the primary course in that area. CCD faculty will also consider how to better apply the concepts learned in that class to their counseling courses. Discussions surrounding incorporation of research and program evaluation into program courses as well as providing additional student opportunities are also ongoing. In the last year, for example, at least two students were part of faculty

publications as independent studies. Faculty will continue to encourage interested students to get involved with faculty scholarship opportunities such as research, writing, and conference presentations. Additionally, faculty have incorporated program evaluation into some of the specialization-specific courses. The CCD faculty will review this objective and assessment of it to determine updates as appropriate.

***4. Continue to expand efforts to use career, school, higher education, and clinical/community settings as learning laboratories to facilitate student learning, including expansion as appropriate for field-based experiences.***

**Comprehensive Oral Exam**

The comprehensive oral exam requires that students provide case-based answers from their fieldwork experiences, and thus is a proxy measure of their learning experiences at their field sites. Twenty-three students took their final oral exam (fall 2019 and spring 2020) and 100% passed on their first attempt.

**Internship Site Database**

A review of the internship site database indicated that there were 24 total sites for the 2019-2020 academic year. Six of these sites were new for the clinical mental health counseling specialization, which is a more recent specialization, and thus shows good growth for this specialization. Furthermore, three other sites were interested in hosting an intern and may result in an expansion of options for the next academic year. Furthermore, new site relationships have expanded our network of potential options closer to Denver and Boulder for students living in those areas as well as sites in the Fort Collins area.

**Student Exit Survey**

Each item is rated by the student on a 5-point scale with 1 being “very weak” and 5 being “very strong.” Averages for survey items ranged from 4.35 to 5. Please refer to Table 2 on pages 5-7 for results.

**Qualitative Data**

School-Based Practicum Experience

In the spring of 2019, the Counseling and Career Development Program initiated a school counseling practicum experience based upon the professional development school model. The intention of this experience was to increase student experience with young clients prior to their internship and to help fill service gaps for school counselors in a local K-5 school. After the first year of the program, several local elementary schools became aware of the experience and initiated contact with the faculty to express interest. Consequently, the program was continued in spring of 2020 with the same structure, but at a K-8 school. This demonstrates a strengthening of relationships between the training program and local schools. Unfortunately, the 2020 experience had to be suspended mid-semester because of the COVID-19 pandemic.

Counseling and Career Development Training and Research Clinic

In the CCD Training and Research Clinic there has been ongoing research for the last three years on client outcomes, the therapeutic relationship, and counselors’ multicultural competence. Through this research initiative, students have engaged in applied research where they

administer to clients an outcome questionnaire at various points throughout the 16 weeks of their practicum experience and then interpret the results with their clients. In addition, students and clients complete a survey on how the therapeutic relationship is developing, as well as how comfortable both client and counselor are in talking about cultural issues in session. Then, students are prompted to discuss the outcome with their clients and supervisor. In sum, the current IRB-approved assessments in the CCD clinic provide applied research training for students and eventually will be disseminated within the counselor education field through presentations and publications.

Additionally, the CCD clinic continued to serve as the primary site for student practicum experiences. However, halfway through the spring 2020 semester, the clinic had to close due to the pandemic. The CCD practicum faculty supervisors and students quickly shifted and received training in telecounseling so that the clinic could reopen virtually a few weeks later and students could continue their training while also serving students in a time of great need. Following the reopening of the clinic on a virtual basis, 34 clients were seen for a total of 197 telecounseling sessions.

#### Community Engagement

For the last two years, two CCD faculty members have fostered relationships with local community agencies within the Northern Colorado community and have co-lead a group for stroke survivors and their caregivers at a local community center. Students in EDCO 651 Group Counseling and EDCO 686 Counseling Practicum courses are invited to co-lead and develop the curriculum for this psychoeducational group with the two faculty members as their supervisors. In the past two years, an average of 10 CCD students have engaged in this opportunity and have been able to directly apply what they are learning in the courses.

#### **Summary**

Unfortunately, the Coronavirus pandemic interrupted the CCD program's ongoing engagement efforts that provide a combination of learning, research, and outreach efforts. However, the program proved to be creative and resilient in quickly pivoting to provide quality learning opportunities for students, including enhancement of their training in telecounseling.

### ***7. Encourage applicants from various backgrounds to enhance the diversity of the student body and instructional staff.***

#### **Descriptive Data on Applicants and Admitted Students**

In spring 2019, the CCD program had 116 applicants. Of those applicants, a total of 37 were invited to the program with 16 eventually matriculating. See details regarding demographic data in Table 3.

Table 3

	Hispanic	Asian, Japanese, Chinese, Vietnamese, Korean, Filipino	American Indian, Alaska Native	Black, African American	Foreign National	White	Male	Female	Non- binary	Total
<b>Applicants</b>	8	6	3	4	6	97	36	79	1	116
<b>Invited</b>	3	4	2	4	4	26	15	22	0	37
<b>Matricu- lated</b>	1	1	1	0	3	12	9	7	0	16

\*Numbers may not equal total due to students identifying as more than one race or ethnicity.

### Summary

This year was remarkable in having more male students than females who enrolled. The increase in numbers of male applicants may have been in part due to a targeted social media campaign conducted in January 2019. However, the majority of enrolled students and applicants continue to be white and thus increasing diversity in the program continues to be a priority.

## **8. Promote personal exploration and social justice, activism, and advocacy.**

### CCS-R Section 2

Section 2 of the CCS-R© measures professional dispositions which we have used as a proxy for personal exploration and awareness. Included in section 2 are also measures of multicultural competence and ethics. The CCD program utilizes the CCS-R in a development manner with the expectation that students are performing at 4/5 by the end of their internship, which is consider meeting expectations/demonstrating competencies for a beginning professional counselor. One hundred percent of students met or exceeded program expectations. The average of all students combined on section 2 was 4.7. Final CCS-R item averages for section 2 ranged from 4.6 to 4.9.

### Advising Survey

The School of Education Advising Survey that is distributed each fall was revised and no longer provides an appropriate measure for this objective.

### Summary

CCD faculty will review this objective in fall 2020 as well as potential assessment measures.

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

- To ensure continuous program quality improvement, CCD faculty will review and update program objectives and assessment measures as appropriate during their fall semester retreat and subsequent faculty meetings. Additionally, program key performance indicators (KPIs) will likely be included as measures for future program objectives. While



not listed as measures in this report, student performance on the program's Student Learning Goals and KPIs are included in the addendum.

- Based on program evaluation results, and specifically regarding objectives 1 and 7, CCD faculty have determined that in addition to surveying alumni regarding their experience in the program it is also critical to have ongoing opportunities to receive anonymous feedback regarding the program's climate surrounding issues of diversity, inclusion, and equity. This will enhance our efforts to not only attract diverse candidates, but better support them on their journey through the program. Towards that end, an anonymous survey is being developed that will be disseminated to students.
- Based on various data points from program evaluation efforts (especially for objectives 2 and 3), CCD faculty continue to work with the Human Development and Family Studies department which houses the human growth and development course offered to CCD students. Faculty will continue to monitor this course as well as provide ways for students to more fully integrate their learnings from that course into their other coursework and experiences.
- The program is developing a course shell in the University's Learning Management System that will not only be used to provide online assistance for orientation and onboarding students, but also will serve as a resource throughout students' time in the program. While the clinical training/fieldwork management system (Tevera) has provided some of this information for the past two years, it has been determined that the learning management system may provide greater customization for both program and student needs.
- Due to the Coronavirus pandemic, the Counseling and Career Development Training and Research Clinic was transitioned to provide remote services. Faculty are in ongoing discussions regarding how to continue to provide students opportunities to provide telecounseling health (although not as the majority of their experience) after returning to on-campus operations given the importance of this training in today's world.

### ***Substantial Program Changes***

Temporary program changes were undertaken as part of the program's COVID-19 Pandemic Response. Those changes were provided to CACREP and a copy of the memo is provided next. Besides the changes noted next, no other substantial program changes have occurred. Furthermore, Colorado State University is returning to at least partial on-campus operations in Fall 2020 and it is anticipated that the majority of the CCD program courses will have substantial face-to-face components.

There are no other substantial program changes to report.

### **COVID-19 Pandemic Response for Colorado State University's Counseling and Career Development Program**

Copy of Memo for CACREP as of April, 1, 2020

Per university requirements we have had to move all courses online and will have to do the same for summer courses. Faculty are engaging in both synchronous and asynchronous teaching through multiple platforms including but not limited to Canvas, Zoom, Microsoft

Teams, and Google. Considerations in regard to student disability are a part of every instructional decision and faculty are supported in this through a variety of resources such as the Student Disability Office, the Institute for Learning and Teaching, and the technology support staff in the School of Education.

Practicum: We are moving to telehealth counseling for practicum students. Both supervisors and students are receiving and documenting training; consent, disclosure, and other forms are being updated; and we are ensuring HIPAA and FERPA compliance. Students will receive an incomplete this semester and practicum will continue into the summer with current faculty supervisors continuing to provide supervision through the Zoom platform. Supervisors will provide both live and taped observations and students will continue to meet weekly for individual/triadic and group tele-supervision (also with HIPAA and FERPA compliance). For those unable to complete hours over the summer, they will still be allowed to enroll in internship in the fall but will have to complete their practicum hours before beginning internship.

Internship: Internship students are required to provide proof of tele-health training or go through our suggested training for telehealth counseling. They will be able to use their overage of direct and indirect hours from practicum to supplement their internship hours. We are tracking this through Tevera, our fieldwork training management system. At this time, it is anticipated that internship students will be able to accrue necessary hours by the end of the semester. If any students do not, then they will receive an incomplete and be able to continue into the summer with faculty and site supervision.

Any student receiving an incomplete does not need to re-register nor pay for the course during the summer. We have also been in contact with administration and have been told there will likely be fee waivers for any fees associated with extension into the summer.

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

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p><b>SLG 1</b> Students will actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity and inclusion.</p>	<p><b>KPI 2a</b> Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> <li>1. EDCO 653: Personal culture exploration assignment; Cultural immersion/experience project; 100%</li> <li>2. Written Comprehensive Exam: Social &amp; Cultural Diversity; 96%</li> <li>3. Final Oral Exam: Social &amp; Cultural Diversity; 100%</li> </ol>
<p><b>SLG 1</b> Students will actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity and inclusion.</p>	<p><b>KPI 2b</b> Students will demonstrate multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients.</p>	<ol style="list-style-type: none"> <li>1. EDCO 650: CCS-R Part I; 100%</li> <li>2. EDCO 686: CCS-R final; 100%</li> <li>3. EDCO 687: CCS-R final; 100%</li> </ol>
<p><b>SLG 2</b> 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><b>KPI 4a</b> Students will conceptualize career development, counseling, decision-making, and transition through a firm theoretical foundation.</p>	<ol style="list-style-type: none"> <li>1. EDCO 500: Career autobiography and theoretical analysis assignment; 100%</li> <li>2. EDCO 660: Career counseling practice assignment; 90%</li> <li>3. Written Comprehensive Exam: Career Development; 100%</li> <li>4. Final Oral Exam: Career Development; 100%</li> </ol>
<p><b>SLG 2</b> 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><b>KPI 4b</b> Students will apply ethical and culturally relevant strategies to address career development, decision-making, planning, and/or transition in a developmentally appropriate manner.</p>	<ol style="list-style-type: none"> <li>1. EDCO 660: Career counseling practice assignment; 90%</li> <li>2. Final Oral Exam: Career Development; 100%</li> </ol>

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

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 1a</b> 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"> <li>1. EDCO 686: CCS-R final; 100%</li> <li>2. EDCO 687: CCS-R final; 100%</li> <li>3. Written Comprehensive Exam: Professional Orientation &amp; Ethics; 100%</li> <li>4. Final Oral Exam: Professional Orientation &amp; Ethics; 100%</li> </ol>
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 2a</b> Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> <li>1. EDCO 653: Personal culture exploration assignment &amp; Cultural immersion /experience project; 100%</li> <li>2. Written Comprehensive Exam: Social &amp; Cultural Diversity; 96%</li> <li>3. Final Oral Exam: Social &amp; Cultural Diversity; 100%</li> </ol>
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 3b</b> Students will be able to identify differing abilities and utilize strategies for differentiated interventions.</p>	<ol style="list-style-type: none"> <li>1. EDCO 650: Mock session assignment; 100%</li> <li>2. EDCO 686: Case presentation &amp; write up; 100%</li> <li>3. EDCO 687: Case presentation &amp; write up; 100%</li> <li>4. Final Oral Exam; 100%</li> </ol>
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 5b</b> Students will establish ethical and culturally appropriate therapeutic relationships utilizing evidence-based counseling processes and interventions.</p>	<ol style="list-style-type: none"> <li>1. EDCO 650: CCS-R Part I; 100%</li> <li>2. EDCO 686: CCS-R final; 100%</li> <li>3. EDCO 687: CCS-R final; 100%</li> </ol>

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 6a</b> Students will demonstrate knowledge regarding screening and permissions for groups, group dynamics, group stages, activities, and evaluation with an appropriate theoretical framework.</p>	<ol style="list-style-type: none"> <li>1. EDCO 651: Group curriculum assignment; 100%</li> <li>2. Written Comprehensive Exam: Group Counseling &amp; Group Work; 96%</li> <li>3. Final Oral Exam: Group Counseling &amp; Group Work; 100%</li> </ol>
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 6b</b> Students will facilitate a group using ethical and culturally relevant strategies and group counseling techniques.</p>	<ol style="list-style-type: none"> <li>1. EDCO 651: Co-facilitate psychoeducational group assignment; 100%</li> <li>2. Final Oral Exam: Group Counseling &amp; Group Work; 100%</li> </ol>
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 7a</b> Students will articulate knowledge of core statistical concepts, standard scores, reliability, and validity as it relates to the utilization of standardized testing.</p>	<ol style="list-style-type: none"> <li>1. EDCO 656: Test critique assignment; 98%</li> <li>2. Written Comprehensive Exam: Appraisal and Assessment; 100%</li> </ol>
<p><b>SLG 4</b> Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p><b>KPI 7b</b> Students will demonstrate the ability to select, administer and interpret assessment measures.</p>	<ol style="list-style-type: none"> <li>1. EDCO 656: Case study assignment-volunteer client; 100%</li> <li>2. Final Oral Exam: Appraisal and Assessment; 100%</li> </ol>
<p><b>SLG 5</b> Students will effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.</p>	<p><b>KPI 8a</b> Students will demonstrate knowledge of how to critique research, including methodology and data analytical approaches, to inform counseling practice.</p>	<ol style="list-style-type: none"> <li>1. EDRM 600: Final Research Project; *100% (incomplete data; unable to get information from all faculty teaching this course)</li> <li>2. Written Comprehensive Exam: Research &amp; Program Evaluation; 83%</li> </ol>

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p><b>SLG 5</b> Students will effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.</p>	<p><b>KPI 8b</b> Students will utilize evidence-based counseling interventions/strategies and program evaluation to inform counseling practice.</p>	<ol style="list-style-type: none"> <li>1. EDCO 500: Literature review assignment; 85%</li> <li>2. EDCO 651: Group curriculum assignment; 100%</li> <li>3. Final Oral Exam: Research &amp; Program Evaluation; 100%</li> </ol>
<p><b>SLG 6</b> 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><b>KPI 1a</b> 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"> <li>1. EDCO 686: CCS-R final; 100%</li> <li>2. EDCO 687: CCS-R final; 100%</li> <li>3. Written Comprehensive Exam: Professional Orientation &amp; Ethics; 100%</li> <li>4. Final Oral Exam: Professional Orientation &amp; Ethics; 100%</li> </ol>
<p><b>SLG 7</b> 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><b>KPI 1a</b> 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"> <li>1. EDCO 686: CCS-R final; 100%</li> <li>2. EDCO 687: CCS-R final; 100%</li> <li>3. Written Comprehensive Exam: Professional Orientation &amp; Ethics; 100%</li> <li>4. Final Oral Exam: Professional Orientation &amp; Ethics; 100%</li> </ol>
<p><b>SLG 7</b> 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><b>KPI 2a</b> Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> <li>1. EDCO 653: Personal culture exploration assignment; Cultural immersion/experience project; 100%</li> <li>2. Written Comprehensive Exam: Social &amp; Cultural Diversity; 96%</li> <li>3. Final Oral Exam: Social &amp; Cultural Diversity; 100%</li> </ol>

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