

2020-2021 Annual Report:
Counseling & Career Development
MA Program
School of Education
Colorado State University

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Introduction

The Colorado State University Counseling and Career Development Master’s Degree Program presents its 2020-2021 Annual Report. Program objectives and evaluation methods are provided in Table 1 and are followed by a summary of evaluation results for each program objective. Following the report is an addendum that provides aggregate data regarding Student Learning Objectives and Key Performance Indicators, which while not included as part of the data for program objectives, clearly provide pertinent information.

Table 1. Program Evaluation Metrics

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

Program Objective	Data Collection (and timing)
examinations necessary for licensure/certifications.	
6. Encourage applicants from various backgrounds to enhance the diversity in the program and the field.	<ol style="list-style-type: none"> 1. Applicant demographics (once per year) 2. Student eligibility statistics for Western Regional Graduate Exchange Program (once per year)
7. Integrate academics, research, and engagement to enhance student learning and program outreach.	<ol style="list-style-type: none"> 1. Student participation in program, clinic, and/or faculty scholarly and engagement activities (varies)

Evaluation of Program Objectives

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

Culture Climate Survey

To better assess this program objective, CCD faculty spent fall 2020 creating a survey primarily based on the American Counseling Association's Multicultural Counseling Competencies (Ratts et al., 2016). The survey was distributed in spring of 2021. The survey includes 14 questions with responses on a Likert-type scale (i.e., strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, strongly disagree). See Table 2 for results. Following these scale-type questions were open-ended questions gathering qualitative data about program strengths and areas for improvement.

The 14 students who completed the survey reported having been in the program from two to eight semesters (with three semesters being the mode). Since the majority had only been in the program for not quite one year, the courses most students had completed were foundations of counseling, counseling skills, counseling ethics, and career development.

Table 2. CCD Culture Climate Survey

Question	Strongly agree	Somewhat agree	Neither agree nor disagree
The CCD program provides opportunities for students to develop their counselor's self-awareness.	93%	7%	
The CCD program has made opportunities available that help increase student knowledge about their salient identities.	57%	36%	7%
The CCD program promotes an inclusive environment for various student identities.	93%	7%	
The CCD program promotes the Multicultural and Social Justice Counseling Competencies.	86%	14%	
I am increasing my awareness about my own areas of privilege and marginalization.	93%	7%	
I have observed the CCD faculty taking action to increase their own awareness of their personal and social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes,	29%	43%	29%

Question	Strongly agree	Somewhat agree	Neither agree nor disagree
values, beliefs, and biases.			
The CCD program has provided opportunities (in class or out of class) for me to take action to increase my own self-awareness of my personal and social identities, social group statuses, power, privilege, oppression, strengths, limitations, assumptions, attitudes, values, beliefs, and biases.	43%	50%	7%
The CCD program provides opportunities to better understand the attitudes, beliefs, prejudices, and biases held by privileged and marginalized clients.	62%	38%	
I believe the CCD program is intentional in preparing me to explore with privileged and marginalized clients how community norms, values, and regulations embedded in society hinder and contribute to their growth and development.	64%	14%	21%
I can approach faculty to talk to them about my various identities as a counselor.	79%	14%	7%
In my classes I have felt comfortable talking about how my identities influence my counseling and the counseling profession.	57% (extremely comfortable)	43% (somewhat comfortable)	
I can approach other students in the program to ask them for support.	100%		
I can approach other students in the program to talk to them about my various identities as a counselor.	57%	36%	7%
I can approach faculty to ask them questions or consult on how to develop my multicultural competence to work with clients.	79%	14%	7%
The CCD program provides resources that help me increase my self-awareness of how identities influence the counseling relationship.	50%	50%	

**Not all percentages sum to 100% because they were rounded to the nearest whole number.*

Qualitative data from the survey's open-ended questions indicated that students wanted more connection with faculty and other students. However, many voiced that the restrictions in place due to the pandemic were likely the largest impact on those connections. Numerous comments pointed to the program having a safe and inclusive culture that encouraged students to consider their points of privilege and oppression and that these experiences were not limited to just the "multicultural" class but were integrated throughout the program's courses.

Alumni Survey

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

Summary

In reviewing outcomes for Objective 1, it appears that overall, students agree that the CCD program provides an environment that encourages growth and exploration in terms of diversity, inclusion, equity, and multicultural competence. Specific questions on the survey that more directly address safety, inclusion, and equity had some mixed results, in particular, the following questions and results:

- “The CCD program promotes an inclusive environment for various student identities”
 - 93% strongly agreed, 7% somewhat agreed
- “I can approach faculty to talk to them about my various identities as a counselor.”
 - 79% strongly agree, 14% somewhat agreed, 7% neither agreed nor disagreed
- “In my classes I have felt comfortable talking about how my identities influence my counseling and the counseling profession.”
 - 57% extremely comfortable, 43% somewhat comfortable
- “I can approach other students in the program to ask them for support.”
 - 100% strongly agreed

Survey results indicated that students are interested in observing how faculty engage with their own process in terms of multicultural competence and critical consciousness. It is possible that this may increase feelings of safety, inclusion, and equity for students.

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

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

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

Section 2

While this data is gathered at multiple points (e.g., midterm practicum and midterm for each internship semester), for the purposes of evaluating this objective, the following milestones were assessed: (a) end of practicum and (b) end of internship using Section 2 of the CCS-R. The CCD program utilizes the CCS-R (Lambie, Mullen, Swank, & Blount, 2015) in a developmental manner with the expectation that students are performing at a 3/5 by the end of practicum and a 4/5 by the end of their internship. See the following for more details regarding these expectations.

CCS-R Section 2 at End of Practicum

At the end of their first fieldwork experience, practicum, students are expected to earn an average of 3 or better on section 2 of the CCS-R. This indicates “near expectations / developing towards competencies” as compared to a beginning professional counselor. One hundred percent of students met or exceeded program expectations (minimum score of 3/5). The average scores for all students combined on section 2 of their final CCS-R evaluation was 3.75.

CCS-R Section 2 at End of Internship

By the end of their internship, it is expected that students will average ratings of 4 on both section 1 and section 2 of the CCS-R. A rating of 4 indicates “meets expectations/demonstrates competencies” as compared to a beginning professional counselor. One hundred percent of students met or exceeded program expectations (minimum score of 4/5). The average scores for all students combined on section 2 of their

final CCS-R evaluation was 4.95.

Successful completion of 10-hour group participant experience

Students have typically completed this experience as part of their group counseling class with the CCD program providing an option for students to complete a group facilitated by an individual outside of the program. For those students who were unable to participate in a group in spring 2020 because of the pandemic, the program provided a group opportunity facilitated by an individual outside of the CCD program. One hundred percent of students that graduated from the CCD program from summer 2020 to spring 2021 completed this requirement.

Summary

In reviewing outcomes for Objective 2, all CCD students meet or exceeded program standards regarding professional dispositions and behaviors. These dispositions and behaviors are encouraged through coursework, classroom discussion and activities, and clinical and supervision experiences, to name a few. Supporting the assertion that these dispositions continue to develop throughout the program are their scores on the CCS-R which were an average of 3.75 at the end of the practicum experience (typically completed in students' second semester) and 4.95 at the end of internship (and the end of their program). Additionally, all graduating students met the CACREP standard for participating in a group experience.

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

Culture Climate Survey

To better assess this program objective, CCD faculty spent fall 2020 creating a survey primarily based on the American Counseling Association's Multicultural Counseling Competencies (Ratts et al, 2016). The survey was distributed in spring 2021. Please see results in Table 2 (earlier in this document).

Written Preliminary Examination—Multicultural Counseling Section

In 2020-2021, 12 students completed the program's written preliminary examination. All students passed (cut off score of 70%) the multicultural section with 89.29% as an average (mean) percentage on that section and percentages ranged from 71.43 to 100. (See Table 3 in next section to compare exam sections.)

Final Oral Comprehensive Examination—Multicultural Counseling Section

For 2020-2021, 12 students completed the program's final oral examination. All but one student met expectations for the multicultural counseling section for a pass rate of 91.67% on this section. (See Table 4 in next section to compare exam sections.)

Summary

In reviewing outcomes for Objective 3, students' scores on the written preliminary examination were higher for the multicultural counseling section than all but one other section. However, it was one of three sections on the final oral comprehensive examination that did not have a 100% pass rate. The Culture Climate Survey indicated that students would like continued work on exploring their own identities, which is covered in greater depth in the

counseling for diversity course that most survey participants had not yet taken (only 4 of 14 had completed that course). Furthermore, they seem to want more opportunities to explore how their identities influence them as a counselor and the counseling process, to include more practice with engaging clients through broaching or other means to explore or raise critical consciousness. Again, this is covered in greater depth in the counseling for diversity course that most participants in this survey had not yet taken.

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

Written Preliminary Examination (student's final semester)

For 2020-2021, 12 students completed the written preliminary examination with a 100% pass rate (cut off score of 70%) on the first attempt. Table 3 breaks down scores by CACREP core areas.

Table 3. Written Exam Results

CACREP CORE AREA	AVERAGE PERCENTAGE
Professional Counseling Orientation & Ethical Practice	82.14
Social & Cultural Diversity	89.29
Human Growth & Development	87.50
Career Development	83.33
Counseling & Helping Relationships	89.88
Group Counseling & Group Work	82.74
Assessment & Testing	85.71
Research & Program Evaluation	80.95
TOTAL PERCENTAGE ON EXAM	85.19

Final Oral Comprehensive Examination

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. Twelve students completed their final oral exam for 2020-2021 with a 100% pass rate (defined as meeting expectations for at least six of the eight assessed areas) on their first attempt. Table 4 shows the pass rate for each area.

Table 4: Final Oral Exam Results

CACREP CORE AREA	Percent Pass Rate
Professional Counseling Orientation & Ethical Practice	91.67
Social & Cultural Diversity	91.67
Human Growth & Development	100
Career Development	100
Counseling & Helping Relationships	100
Group Counseling & Group Work	100
Assessment & Testing	91.67
Research & Program Evaluation	100

Final Internship Evaluation-CCS-R

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

One hundred percent of students met or exceeded program expectations (minimum score of 4/5). The average scores for all students combined on section 1 of their final CCS-R evaluation was 4.87, and on section 2, it was 4.95.

Final Internship Evaluation—Specialization-Specific Addendum

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

Career Counseling Specialization Final Evaluation Addendum

All students completing their internships in the career counseling specialization met or exceeded program expectations. The average of all students (n=3) combined on all items was 4.57 with individual item averages ranging from 4.0 to 5.0.

Clinical Mental Health Counseling Specialization Final Evaluation Addendum

All students completing their internships in the clinical mental health counseling specialization met or exceeded program expectations. The average of all students (n=2) combined on all items was 5.0.

School Counseling Specialization Final Evaluation Addendum

All students completing their internships in the school counseling specialization met or exceeded program expectations. The average of all students combined on all items was 4.76 with averages for individuals ranging from 4.5 to 5.0.

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

Eleven of the 12 students that graduated completed the student exit survey. The prompts in this survey focus on the eight CACREP Core Areas and fieldwork alignment with CACREP standards. Each item is rated by the student on a 5-point scale with 1 being "very weak" and 5 being "very strong." Table 5 presents results.

Table 5: Student Exit Survey

Learning Standard	Average
<u>Professional Orientation & Ethical Practice</u> : Studies that provide an understanding of all aspects of professional functioning. This includes a history of the counseling profession, professional roles and responsibilities, collaboration with other human service providers, self-care strategies, supervision models, professional organizations, licensure, credentialing, certification, professional advocacy, client advocacy, and ethical and legal considerations in professional counseling.	4.64
<u>Social & Cultural Diversity</u> : Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society. This includes characteristics and concerns within and among diverse groups nationally and internationally, experiential learning activities designed to foster understanding of self and culturally diverse clients, theories of multicultural counseling and identity development, theories of social justice, counseling strategies for working with and advocating for diverse populations, multicultural counseling competencies, and counselors' roles in eliminating bias and oppression.	4.45
<u>Human Growth & Development</u> : Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts. This includes theories of individual and family development and transitions, theories of learning and personality development, effects of trauma-causing events on persons of all ages, theories and models of resilience, a framework for understanding exceptional abilities and strategies for differential interventions, an understanding of environmental and developmental factors that affect both normal and abnormal behavior, theories and etiology of addictions and addictive behaviors, and theories for facilitating optimal development and wellness over the life span.	4.55
<u>Career Development</u> : Studies that provide an understanding of career development and related life factors. This includes career theories and decision-making models, occupational and labor market information resources and career information systems, program planning and implementation, program evaluation, understanding of the interrelationship among work and other life roles including multicultural contexts, career and educational planning as well as placement and follow-up/evaluation, assessment instruments and techniques relevant to career planning, and career counseling processes applicable to specific populations in a global economy.	4.82
<u>Counseling & Helping Relationships</u> : Studies that provide an understanding of the counseling process in a multicultural society. This includes an orientation to wellness and prevention as desired counseling goals, counselor characteristics and behaviors that influence helping, essential interviewing and counseling skills, counseling theories that provide models for case conceptualization and guide the selection of appropriate counseling interventions, a systems perspective, a general framework for understanding and practicing consultation, and crisis intervention and suicide prevention models including the use of psychological first aid strategies.	4.91
<u>Group Counseling & Group Work</u> : Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and	4.55

Learning Standard	Average
<p>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>	
<p><u>Assessment & Testing</u>: Studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. This includes historical perspectives concerning the nature and meaning of assessment, basic concepts of standardized and non-standardized testing and other assessments including norm referenced and criterion-referenced assessment, environmental and performance assessment, individual and group test and inventory methods, psychological assessments and behavioral observations, statistical concepts including scales of measurement as well as measures of central tendency and variability, shapes of distributions and correlation, instrument reliability including measurement of error and the use of reliability information, instrument validity including the types of validity and the relationship between reliability and validity, social and cultural factors related to assessment, and ethical strategies for selecting, administering and interpreting assessment and evaluation instruments and techniques in counseling.</p>	4.82
<p><u>Research & Program Evaluation</u>: Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation. This includes the importance of research in advancing the counseling profession, research methods such as qualitative, quantitative, single-case, action, and outcome-based research, statistical methods used in research and evaluation, principles and models of using findings to effect program modifications, the use of research to inform evidence-based practice, and ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.</p>	4.55
<p><u>Practicum</u>: Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. This includes 40 hours of direct service to clients, one hour per week of individual and/or triadic supervision by a faculty member, 1 1/2 hours a week of group supervision, development of recordings or use of live supervision, and evaluation throughout the practicum experience.</p>	4.36
<p><u>Internship</u>: The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. This includes 240 clock hours of direct service including leading groups, one hour per week on individual and/or triadic supervision by a qualified site supervisor, 1 1/2 hours a week of group supervision, development of appropriate recordings and/or live supervision, the opportunity to become familiar with a variety of professional activities and resources in addition to direct service, and evaluation throughout the internship experience.</p>	4.82
<p><u>Supervision & Clinic Facilities</u>: Each faculty member who provides on-campus individual and/or group practicum and/or internship supervision has relevant and demonstrated training and supervision experience. Student supervisors have relevant and demonstrated training and supervision experience, and knowledge of the program's expectations, requirements, and evaluations procedures. The counseling practicum clinic is conducive to modeling, demonstration, and training. Individual and group tutorials are instructive and personally helpful.</p>	4.45

Alumni Survey

The alumni survey was distributed last year and will not be sent out again until 2023.

Employer Survey

The employer survey was distributed last year and will not be sent out again until 2023.

Summary

In reviewing Objective 4, multiple measures indicate that students are engaging in a common core curriculum as well as courses in their specialization that are helping them acquire the awareness, knowledge, and skills to provide setting-specific counseling services and programming. The lower scores (but still above 4) for practicum, supervision, and clinic facilities on the student exit survey may be reflective of that fact the students completing the survey were those that had disruptions to their practicum experience in the spring of 2020 when the COVID-19 pandemic shut down operations, which were then moved to telehealth counseling. While both students and supervisors undertook additional training in telehealth counseling and supervision, and faculty worked to make the transition as smooth as possible, it was a very challenging time.

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

Licensing & Credentialing Exam Results (approximately twice a year)*PRAXIS Licensure Exam for School Counselors*

The state of Colorado utilizes the Praxis Exam for school counselor licensure. Four students and two alumni completed the PRAXIS (and associated their results with our program) in 2020-2021. All passed, for a 100% pass rate. A passing score for the exam in Colorado is 156. The average score for CCD students/alumni was 175.67.

National Counselor Exam (NCE)

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

Alumni Survey

As stated previously, the alumni survey was distributed last year and will not be sent out again until 2023.

Summary

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

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

Applicant Demographics (once per year)

In this report, we attempted to disaggregate data for better representation while also maintaining privacy of applicants, thus Tables 6, 7, and 8 only provide percentages and not actual numbers of applicants, applicants invited, and matriculants. Table 6 provides information on demographics of the total applicant pool. Table 7 provides information

regarding demographics of the pool that was invited.

In reviewing Objective 6, compared to last year, the program has a more ethnic and racially diverse incoming cohort. However, it continues to be comprised primarily of White females. In general, the CCD Program is inviting a more diverse group percentage wise than are applying, but we would like to continue to increase the number of diverse individuals who are applying. An attempt was made last year to partner with marketing for a social media campaign, but that campaign was unable to be completed by the marketing personnel. In the program's second year of participating in the Western Regional Graduate Program, there was a sizable increase in number of applicants eligible. The CCD program and faculty are committed to exploring ways to have representation of varying student identities.

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

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

Student Exit Survey

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

<p><u>Supervision & Clinic Facilities:</u> Each faculty member who provides on-campus individual and/or group practicum and/or internship supervision has relevant and demonstrated training and supervision experience. Student supervisors have relevant and demonstrated training and supervision experience, and knowledge of the program's expectations, requirements, and evaluations procedures. The counseling practicum clinic is conducive to modeling, demonstration, and training. Individual and group tutorials are instructive and personally helpful.</p>	<p>4.45</p>
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Counseling and Career Development Training and Research Clinic

The CCD clinic continued to serve as the primary site for student practicum experiences. We were able to reopen our clinic for Spring 2021. While clients were not on site, students were able to use the clinic to conduct telehealth counseling sessions with clients. During spring 2021, 99 clients were seen for a total of 709 sessions. The average number of appointments per client was 7, and 17% of the clients stayed for 11 to 15 sessions.

School-Based Practicum

Students in the school counseling specialization have an opportunity to participate in an alternative Professional Development School Model of Practicum. The faculty supervisor for this section of practicum partners with a local school to offer an in-school practicum experience. Prior to the semester the faculty supervisor and the school counselor work together to articulate critical information for student volunteers and to identify public school students who would benefit from working with a school counselor in training. The faculty supervisor accompanies counselors in training to the local school every week for six hours where practicum students provide individual counseling and group counseling. Individual, triadic, and live supervision are conducted on site during this time. Over the course of the last two years over 60 K-8 students have been provided with over 400 hours of individual and group counseling through this collaboration. Unfortunately, due to the COVID-19 pandemic, the 2021 school-based practicum experience was unable to be conducted. Students instead completed their hours in the CCD clinic.

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. Furthermore, students are able to experience administration and interpretation of standardized assessments and receive feedback on their cultural competence.

Scholarship Collaborations

Faculty regularly attempt to involve interested students in research projects, publications, and presentations. One publication (reference provided next) from 2019 received the 2020 Award for Distinction in Research: Community Engagement Category, College of Health and Human Sciences Research Day, Colorado State University, Fort Collins, CO, illustrating faculty and student collaboration on research and community engagement.

Gonzalez-Voller, J., Wood, A. W., *Marrs, F., Ephraimson-Abt, V., Sharp, J., & *Garcia, A. (2019). A randomized-controlled pilot study comparing a one-day and four-week mindfulness-based group intervention for family caregivers, *The Journal for Specialists in Group Work*, 44(4), 228-234. <https://doi.org/10.1080/01933922.2019.1669753>

Following are publications and presentations involving faculty and student collaborations from Summer 2020 through Spring 2021 (* denotes student).

Peila-Shuster, J. J., *Tandy, K. N., & Gonzalez-Voller, J. (2021). Turning the page: A career construction counseling group design for mid-to-late career unemployed adults. *Journal for Specialists in Group Work*, 46(2), 172-186, <https://doi.org/10.1080/01933922.2021.1900957>

Gonzalez-Voller, J., Wood, A., Lamb, B., & *Sladkowski, C. (under review). Brief psychoeducational group for stroke survivors and caregivers. *The Professional Counselor*.

Peila-Shuster, J. J., & *Tandy, K. N. (July 2020). "Supporting Unemployed Mid-to-Late Career Adults Through the Lens of Schlossberg's 4-S Transition Model." Presidential Choice Live Event at 2020 National Career Development Association Virtual Global Conference.

Summary

In reviewing Objective 7, the CCD program provides various opportunities for the integration of academics, research, and engagement with a focus on enhancing student learning and providing outreach. While the pandemic has disrupted various engagement efforts, much was still accomplished for 2020-2021.

Program Modifications Based on Program Evaluation Outcomes

CCD faculty are continually and intentionally considering opportunities to enhance outcomes for objective one (promoting a safe, inclusive, and equitable learning environment for all students) and objective three (fostering multicultural counseling, justice, and advocacy knowledge and competencies). In fall 2022, CCD faculty began a monthly email to CCD students and alumni to share ways of working with varying populations, ways that faculty are engaged in work surrounding multicultural counseling, and/or ways that faculty are engaged in their own journeys with their own multicultural competence. CCD faculty have also determined that we may need to be more intentional in informing students how we have been incorporating diversity, equity, and inclusion aspects into their coursework versus assume those aspects and learning objectives are apparent.

Regarding objective two, promoting personal and professional exploration to foster appropriate counseling dispositions and behaviors, CCD faculty have specifically addressed the personal group experience requirement due to ethical concerns regarding dual relationships between students (as classmates, colleagues, and group members) with potential impacts on students' experiences in the program. Consequently, the CCD faculty updated this requirement such that the 10-hour group participant experience can be completed anytime during the program. Part of this requirement includes students obtaining approval from their advisor regarding appropriate group experiences as well as completing a reflection that is submitted and approved by their advisor. Furthermore, the program no longer provides the previously mentioned group opportunity in an effort to have students utilize group opportunities that are tailored to their needs while also protecting their privacy and reducing dual relationships with their program peers. Faculty are closely monitoring the personal group experience requirement to assure that students are able to successfully meet that requirement.

While the program evaluation found that objective four (preparing career, school, and clinical mental health counselors with a common core curriculum and areas of emphasis that permit acquisition of awareness, knowledge, and skills to provide setting-specific counseling services and programming) is being met successfully, the program is consistently looking at ways to improve. As part of that, it is apparent that telehealth counseling is here to stay and will likely continue to grow in the future. Towards that end, the program continues to provide learning opportunities surrounding telehealth counseling ranging from coursework to fieldwork experiences, while adhering to ethical, legal, and accreditation guidelines. This also addresses objective 7 in that with telehealth counseling, the CCD clinic will be able to have a greater reach to Colorado community members who would otherwise not be able to come to campus. Furthermore, program modifications discussed earlier regarding multicultural competence, diversity, equity, and justice are expected to further enhance student learning and outcomes in objective four.

The program has addressed objective six (encouraging applicants from various backgrounds to enhance the diversity in the program and the field) in various ways. We have attempted to work with the departmental marketing individual on a social media campaign, but that has but put on hold due to changes in that person's role. We will continue to look into other options for appealing to a wider and more diverse population. We have also inquired with the

university to track gender on applications and to do so on a more inclusive scale. Lastly, we will be encouraging students to complete the demographics section in the program's fieldwork management system so we may be able to get more accurate and thorough information as well as aggregated reports. Each question in the demographics section has a choice to not disclose, thus students will still be able to control what information they choose to share.

Substantial Program Changes

There are no substantial program changes to report. The CCD program returned to face-to-face classes during the last session of the summer 2021 session. Six of eight courses in fall 2021 were delivered face-to-face, with some having hybrid components due to COVID-19 restrictions. All spring 2022 courses were held face-to-face. Because of the pandemic, students and faculty had to wear masks on campus, were physically distanced by six feet in the classroom, and had to disinfect their seating area using University provided disinfectant wipes. While restrictions posed some difficulties for a counseling program that is highly interactive, both faculty and students rose to the challenge. Additionally, video conferencing into class was provided for any student who was feeling ill, in quarantine, or had substantial concerns about health and safety. In spring 2021, the practicum students were able to use the CCD Clinic for counseling sessions. Due to the pandemic, sessions were conducted via telecounseling with students in private CCD clinic rooms and clients at a distance (but in the state of Colorado).

References

- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and Social Justice Counseling Competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development, 44*(1), 28–48. <https://doi.org/10.1002/jmcd.12035>

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

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2020-2021 Outcome Results (percent of students meeting KPI)
<p>SLG 1 Students will actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity, and inclusion.</p>	<p>KPI 2a Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> 1. EDCO 653: Personal culture exploration assignment; Cultural immersion/experience project; 100% 2. Written Comprehensive Exam: Social & Cultural Diversity; 100% 3. Final Oral Exam: Social & Cultural Diversity; 92%
<p>SLG 1 Students will actively advocate on behalf of clients and the counseling profession in a way that embraces and advances diversity, equity, and inclusion.</p>	<p>KPI 2b Students will demonstrate multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 100%
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 4a Students will conceptualize career development, counseling, decision-making, and transition through a firm theoretical foundation.</p>	<ol style="list-style-type: none"> 1. EDCO 500: Career autobiography and theoretical analysis assignment; 93% 2. EDCO 660: Career counseling practice assignment; 93% 3. Written Comprehensive Exam: Career Development; 92% 4. Final Oral Exam: Career Development; 100%
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 4b Students will apply ethical and culturally relevant strategies to address career development, decision-making, planning, and/or transition in a developmentally appropriate manner.</p>	<ol style="list-style-type: none"> 1. EDCO 660: Career counseling practice assignment; 100% 2. Final Oral Exam: Career Development; 100%

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 5b Students will establish ethical and culturally appropriate therapeutic relationships utilizing evidence-based counseling processes and interventions.</p>	<ol style="list-style-type: none"> 1. EDCO 625: CCS-R Part I; 100% 2. EDCO 686: CCS-R final; 100% 3. EDCO 687: CCS-R final; 100%
<p>SLG 2 Students will examine, integrate, and apply career and personal counseling knowledge and practices in a holistic manner to effectively encourage and facilitate meaningful life design.</p>	<p>KPI 7b Students will demonstrate the ability to select, administer and interpret assessment measures.</p>	<ol style="list-style-type: none"> 1. EDCO 656: Case study assignment-volunteer client; 100% 2. Final Oral Exam: Assessment & Testing; 92%
<p>SLG 3 Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<p>KPI 3a Students will demonstrate knowledge of theories of individual and family development across the lifespan.</p>	<ol style="list-style-type: none"> 1. HDFS 505: Complete course with B or better; 100% 2. Written Comprehensive Exam: Human Growth & Development; 100% 3. Final Oral Exam: Human Growth & Development; 100%
<p>SLG 3 Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<p>KPI 5a Students will conceptualize clients, client issues, and counseling interventions through a firm theoretical foundation.</p>	<ol style="list-style-type: none"> 1. EDCO 650: Case conceptualization assignment; 100% 2. EDCO 686: Case presentation & write up; 100% 3. EDCO 687: Case presentation & write up; 100% 4. Final Oral Exam: Counseling & Helping Relationships; 100%

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

Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 6a 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"> 1. EDCO 651: Group curriculum assignment; 100% 2. Written Comprehensive Exam: Group Counseling & Group Work; 92% 3. Final Oral Exam: Group Counseling & Group Work; 100%
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 6b Students will facilitate a group using ethical and culturally relevant strategies and group counseling techniques.</p>	<ol style="list-style-type: none"> 1. EDCO 651: Co-facilitate psychoeducational group assignment; 100% 2. Final Oral Exam: Group Counseling & Group Work; 100%
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 7a 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"> 1. EDCO 656: Test critique assignment; 100% 2. Written Comprehensive Exam: Appraisal and Assessment; 92%
<p>SLG 4 Students will establish quality therapeutic relationships with clients and utilize appropriate counseling processes to foster maximal client wellness.</p>	<p>KPI 7b Students will demonstrate the ability to select, administer and interpret assessment measures.</p>	<ol style="list-style-type: none"> 1. EDCO 656: Case study assignment-volunteer client; 100% 2. Final Oral Exam: Appraisal and Assessment; 92%

<p>SLG 5 Students will effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.</p>	<p>KPI 8a 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">1. EDRM 600: Final Research Project; 100%2. Written Comprehensive Exam: Research & Program Evaluation; 92%
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Student Learning Goal	Key Performance Indicators	Where & How Assessed; 2019-2020 Outcome Results (percent of students meeting KPI)
<p>SLG 5 Students will effectively identify, competently implement, and critically evaluate prevailing and emerging counseling interventions that generate and inform evidence-based practice.</p>	<p>KPI 8b Students will utilize evidence-based counseling interventions/strategies and program evaluation to inform counseling practice.</p>	<ol style="list-style-type: none"> 1. EDCO 500: Literature review assignment; 100% 2. EDCO 651: Group curriculum assignment; 100% 3. Final Oral Exam: Research & Program Evaluation; 100%
<p>SLG 6 Students will critically examine, evaluate, and utilize their core values as they relate to the practice of professional ethics; understand and apply ethical principles, virtues, and standards of practice; and competently implement ethical decision- making processes.</p>	<p>KPI 1a Students will demonstrate knowledge of and adherence to ethical standards of professional counseling organizations and credentialing bodies, and of applications of ethical and legal considerations in professional counseling.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 100% 3. Written Comprehensive Exam: Professional Orientation & Ethics; 92% 4. Final Oral Exam: Professional Orientation & Ethics; 92%
<p>SLG 7 Students will demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.</p>	<p>KPI 1a Students will demonstrate knowledge of and adherence to ethical standards of professional counseling organizations and credentialing bodies, and of applications of ethical and legal considerations in professional counseling.</p>	<ol style="list-style-type: none"> 1. EDCO 686: CCS-R final; 100% 2. EDCO 687: CCS-R final; 100% 3. Written Comprehensive Exam: Professional Orientation & Ethics; 92% 4. Final Oral Exam: Professional Orientation & Ethics; 92%
<p>SLG 7 Students will demonstrate through professional practice and involvement how their ethical self; knowledge of counseling theories and practice; and commitment to issues of diversity, equity and inclusion comprise their identity as a master's level counselor.</p>	<p>KPI 2a Students will understand how cultural/racial identity as well as points of privilege and oppression impact counseling practice.</p>	<ol style="list-style-type: none"> 1. EDCO 653: Personal culture exploration assignment; Cultural immersion/experience project; 100% 2. Written Comprehensive Exam: Social & Cultural Diversity; 100% 3. Final Oral Exam: Social & Cultural Diversity; 92%

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