

University of Colorado Denver

Counseling Program Evaluation Report

2023 – 2024 Academic Year

Description of Counseling Program

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in clinical mental health settings, school systems, private practice, and business settings. During the 2023-2024 academic year the Counseling Program offered two separate degree tracks: Clinical Mental Health Counseling, and School Counseling, which are both accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP Accreditation requires that programs meet several specific learning standards in 8 “core” areas and additional standards specific to each specialty track. The 63-credit counseling MA also includes field work within the specialty area. Field work is comprised of a one semester practicum experience, composed of two 3-credit classes, during which students provide closely supervised mental health counseling services. The practicum experience is followed by Internship, 6 to 12 credits of community-based field work in students’ specialty area over one or more semesters. The overall philosophy of the Counseling program is to prepare master’s level counselors/therapists with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

This report will address the CACREP accredited tracks of the MA program: Clinical Mental Health Counseling, and School Counseling. Both of these MA specialty tracks lead to licensure by the State of Colorado, which uses the CACREP standards to qualify MA programs for state licensure. CACREP mandates specific standards for all programs. A complete list of core standards can be found in Appendix A, page 19. There are over 200 standards covered across both MA specialty tracks. The program submits annual reports to CACREP that includes evaluation of learning outcomes as well as other metrics such as job placement rate and student-faculty ratios. All CACREP accredited programs undergo an extensive review process that includes a multiday site visit every seven years.

In December 2023, the program completed a CACREP report as part of the 7-year accreditation cycle, specifically to address one standard related to the hiring of a program assistant. A program assistant was hired in fall 2023, so the faculty are anticipating a favorable decision at the July 2024 board meeting. A favorable decision would extend accreditation under the 2016 CACREP standards for both programs until March 2028.

Overview of the Comprehensive Assessment Plan

The Assessment Plan for the Counseling Program at CU Denver aims to help faculty regularly and systematically review student outcomes and program objectives. Assessment of student learning includes a review of (a) students' competence in core and specialized knowledge and skill areas as established by the CACREP 2016 standards and the Counseling Program faculty; (b) students' professional and personal disposition development prior to acceptance to the program, while in the program, and after graduation; and (c) student demonstration of counselor professional identity development. Assessment of program objectives includes the evaluation of program outcomes that faculty established in congruence with the Mission of the Program and the University of Colorado Denver. Figure 1 shows an overview of the components of the Comprehensive Assessment Plan and their relationship to one another. This report focuses on student learning outcomes, but it is important to note other ways in which both students and the program is evaluated due to the range of requirements that exist for licensed counselors nationally and in the State of Colorado

The Mission Statement of the program informs the overall program objectives. The CACREP core curriculum standards and the CACREP student learning outcomes for the specialized program areas of Clinical Mental Health Counseling, Couple and School Counseling also inform the objectives. Both the program curriculum (comprised of all core courses and specialty areas courses) and the admissions process are informed by the mission statement, program objectives, and the CACREP 2016 standards. The program curriculum has been developed to enable students to demonstrate knowledge and skills competence with CACREP standards, to meet program objectives, and fulfill our program mission. The over 200 CACREP standards (Appendix A) are each taught and evaluated in at least one specific assignment, a "signature assignment" in a designated course.

Groups of CACREP standards are combined into Key Performance Indicators, or KPIs. The program has a total of 13 KPIs, each of which is associated with one of four program objectives. A complete list of the KPIs and their CACREP standards and program objectives can be found on the following page. While student performance on all CACREP standards are evaluated and assessed during the program, the KPIs serve as summary evaluations for ongoing program evaluation and improvement. Objectives are written to reflect the outcomes (both program objectives and accreditation standards/KPIs) we aim for in our Counseling Program. The methods of instructional delivery and measurements of Key Performance Indicators (KPIs) are informed by the curriculum, accreditation standards, and common practices for instructional delivery and assessment in counseling programs. Finally, the outcomes that we measure in terms of student learning and program objectives help us to revise all aspects of our assessment plan, from specific course level objectives, to the admissions process, to program objectives, and even our mission statement.

The mission statement of the program and professional expectations related to licensure guide the broad program objectives. Program objectives are reflected and evaluated in Key Performance indicators (KPIs). Each KPI is made up of multiple specific CACREP standards, each of which is taught and evaluated with specific assignments (signature assignments) in designated courses. In addition to detailed learning outcomes tied to CACREP standards, students are evaluated for their professional dispositions and the program is evaluated by community stakeholders, students and alumni.

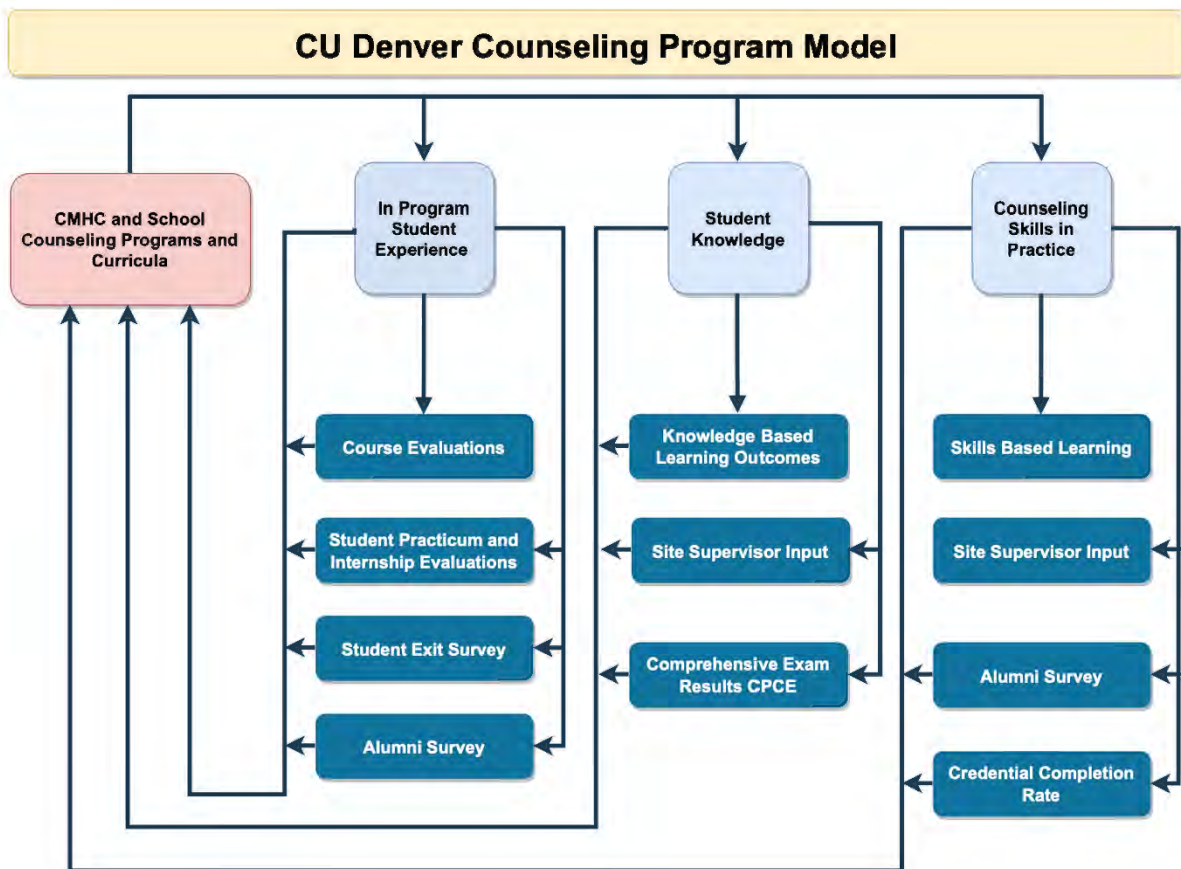


Figure 1: Overview of the Comprehensive Assessment Plan

1. Student Learning Outcomes: (Key Performance Indicators (KPIs))

CACREP Core Standard KPIs

1. Describe the role and process of the professional counselor advocating on behalf of the profession and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.d; II.F.1.e). **Program Objective #1**

2. Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i). **Program Objective #2**

3. Demonstrate understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (CACREP II.F.2.b, II.F.2.c). **Program Objective #2**

4. Conceptualize systemic and environmental factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan (CACREP II.F.3.a, II.F.3.f). **Program Objective #1**

5. Identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision-making (CACREP II.F.4.e, II.F.4.i). **Program Objective #2**

6. Apply theories and models of counseling (CACREP II.F.5.a, II.F.5.g).
Program Objective #3

7. Demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g) **Program Objective #2**

8. Identify and applies ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g). **Program Objective #3**

9. Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m). **Program Objective #4**

10. Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a). **Program Objective #4**

Clinical Mental Health Counseling KPI

1. Articulate roles and settings of clinical mental health counselors and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c; V.C.2.a). **Program Objective #3**

School Counseling KPI

1. Articulate roles and settings of school counselors and apply principles and models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b.; V.G.1.c). **Program Objective #3**

Philosophy of Assessment in the CU Denver Counseling Program

The faculty is committed to a process of comprehensive program evaluation that is focused on outcomes data, collaborative in nature, and implemented at various points in a student's movement through the program. The assessment plan describes a process in which both summative and formative data is collected and analyzed to assess: (a) whether the program is meeting its stated objectives; and (b) whether students are learning core knowledge and skills of professional counselors for the environments in which they are being prepared to work. The philosophy of our outcomes-based, collaborative, and ongoing assessment plan is evidenced by the following:

1. **Multiple points of measurement:** student readiness and learning are assessed from point of entry into the program through post-graduation.
2. **Multiple evaluators:** students are assessed on their learning outcomes by numerous qualified stakeholders, including core and non-core faculty, site supervisors, and employers; the program is assessed by students, alumni, site supervisors, and internally through a university program review process.
3. **Various instruments of measurement:** students and the program are assessed using various tools that provide direct and indirect measures of outcomes that are both quantitative and qualitative in nature.

Counseling Program Mission Statement

The mission statement of the Counseling Program guides the program objectives and student learning outcomes for the program.

The Mission of the Counseling program at the University of Colorado Denver is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

The Counseling Program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.
2. Who welcome and support diversity, including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally responsive.
3. Who embody integrity and culturally sensitive ethics in their professional practice.
4. Who are committed to lifelong learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

2. Matrix of Learning Experiences

The current learning outcomes of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards and State of Colorado licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives.

Program assessments are based on the program objectives listed below. These program objectives inform student-learning outcomes, which are measured by key performance indicators (KPIs) at various points in the program. Learning goals based on CACREP standards are addressed in courses throughout the program (A list of CACREP core standards and the courses in which they are formally evaluated can be found in Appendix A, page 19). Details about specialty track standards are available upon request.

Groups of CACREP standards and their associated evaluations are used to address the KPIs which are tied to the programs mission and broad learning goals. In addition to being assessed in course work throughout the program, learning goals based on CACREP standards are also evaluated through the comprehensive exam and through internship during the students' final semester or semesters in the program. KPIs contain one or more CACREP standards and are evaluated one or more times during the program.

Counseling program students in the three CACREP accredited degree tracks take the national Counselor Preparation Comprehensive Exam (CPCE) administered by the Center for Credentialing and Education (CCE). The eight sections of the CPCE exam address the eight core areas of CACREP standards. Students complete and internship of 600 hours at the end of their program of study. The internship can take between one and three semesters, depending on the amount of direct client hours students obtain in any given semester. During internship, students are evaluated by on site supervisors and University supervisors in a range of performance areas related to learning objectives.

	CACREP Standard and Course #1 in which it is formally evaluated	CACREP Standard and Course #2 in which it is formally evaluated	CACREP Standards addressed in Practicum and/or Internship
Outcome 1 KPI 1	II.F.1.d COUN 5330		Yes
Outcome 2 KPI 2	II.F.1.i COUN 5330		Yes
Outcome 3 KPI 3	II.F.2.b COUN 5330	II.F.2.c COUN 5810	Yes
Outcome 4 KPI 4	II.F.3.a COUN 5150	II.F.3.f EDHD 6200	Yes
Outcome 5	II.F.4.e	II.F.4.i	Yes

KPI 5	COUN 5400	COUN 5400	
Outcome 6 KPI 6	II.F.5.a, COUN 5010	II.F.5.g COUN 5100	Yes
Outcome 7 KPI 7	II.F.5.g COUN 5100		Yes
Outcome 8 KPI 8	II.F.6.g COUN 5110		Yes
Outcome 9 KPI 9	II.F.7.m COUN 6250		Yes
Outcome 10 KPI 10	II.F.8.a RSEM 5120		Yes
Outcome 11 Clinical Mental Health CMHC KPI	V.C.1.c; COUN 5280 Treatment Plan Case Study	V.C.2.a COUN 5820 Treatment Plan Paper Case Study	Yes
Outcome 12 School Counseling Track KPI SC1	V.G.1.b.; 5815 COUN 6230	V.G.1.c COUN 6230	Yes

3. Description of Assessment Approaches

As the counseling program has transitioned to the 2016 CACREP standards, each standard was assigned to at least one class in which student learning of that standard would be formally evaluated. The forms of the evaluation vary with class and include a range of traditional academic evaluation methods including quizzes, major exams (i.e. midterm, final), papers, and in class presentations. Each CACREP standard has a designated signature assignment. The results of each student's signature assignments are compiled and Tevera and reviewed in aggregate to assess how well students are meeting the learning goals through their coursework.

Assessment of students is carried out through multiple pathways at multiple points in the program.

- 1) Each CACREP standard has one or more signature assignments. Student performance on signature assignments is recorded in Tevera at the mid-point and end of each semester. Student performance on signature assignments is aggregated. Aggregated performance data is used to evaluate Student Performance on KPs and CACREP standards (see "CACREP standards" Below).
- 2) Following completion of the majority of their classes, students take a comprehensive exam, the CPCE Exam. Results of the CPCE exams are reviewed on an ongoing basis (see "CACREP standards" Below).
- 3) Students professional dispositions are evaluated by all faculty annually. Professional dispositions are non-academic personal characteristics that are associated with the ability to effectively deliver counseling and therapy services.

4. Assessments of Learning Outcomes

Program Outcome and Associated KPI	Course 1 Assessment	Course 2 Assessment	Primary Comprehensive Exam (CPCE Exam) Section Assessment	Practicum and/or Internship Assessment
Outcome 1 KPI 1	II.F.1.d COUN 5330 Professional Orientation Exam	II.F.1.e COUN 5810 Cultural Interview Assignment	Section 2: Social Cultural Foundations	Formal Case Presentation Supervisor Evaluations Professional Development Paper
Outcome 2 KPI 2	COUN 5330 Case Study Presentation		Section 8: Professional Orientation and Ethics	Formal Case Presentation Supervisor Evaluations
Outcome 3 KPI 3	II.F.2.b COUN 5810 Quizzes Cultural Identity Paper	II.F.2.c COUN 5810 Cultural Identity Paper	Section 3: Helping Relationships	Formal Case Presentation Supervisor Evaluations
Outcome 4 KPI 4	II.F.3.a COUN 5150 Quizzes	II.F.3.f EDHD 6200 Child Observation Papers, Service Learning Project	Section 1: Human Development Section 2: Social Cultural Foundations	Formal Case Presentation
Outcome 5 KPI 5	COUN 5400 Career Construction Paper	COUN 5400 Career Construction Paper	Section 5: Career Development	Formal Case Presentation
Outcome 6 KPI 6	II.F.5.a, COUN 5010 Theory Paper, Midterm Exam, Final Exam Weekly Quizzes	II.F.5.g COUN 5100 Clinic observation critique papers (2) Counseling skills self-evaluation paper, and the Case	Section 3: Helping Relationships	Formal Case Presentation

		Conceptualization Critique paper		
Outcome 7 KPI 7	II.F.5.g COUN 5100 Clinic observation critique papers (2) Counseling skills self- evaluation paper, and the Case Conceptualization Critique paper		Section 3: Helping Relationships	Formal Case Presentation Supervisor evaluations
Outcome 8 KPI 8	COUN 5110 Quizzes		Section 4: Group Work	Supervisor evaluations
Outcome 9 KPI 9	COUN 6250 Case Study Paper		Section 6: Appraisal	Formal Case Presentation Supervisor evaluations
Outcome 10 KPI 10	II.F.8.a RSEM 5120 Research and Evaluation Project		Section 7: Research and Program Evaluation	Professional Development Paper
Outcome 11 Clinical Mental Health Specialty Track KPI MHC1	V.C.1.c; COUN 5280 Treatment Plan Paper Case Study	V.C.2.a COUN 5820 Treatment Plan Paper Case Study	n/a	Formal Case Presentation Supervisor evaluations
Outcome 12 School Counseling Track KPI SC1	V.G.1.b.; COUN 5815 COUN 6230	V.G.1.c COUN 6230	n/a	Formal Case Presentation Supervisor evaluations

5. Schedule of Assessments

To meet CACREP accreditation standards, the program is required to submit an annual report to CACREP that includes evaluation of student learning as well as information from community stakeholders and program data including things such as student demographic, full and part time faculty qualifications, and student – faculty ratios.

Each month, during the regular bi-monthly Counseling Program meetings the program evaluates aggregate student performance related to a specific CACREP Core area. Each area includes multiple standards, usually 6-12, and each standard has a signature assignment. For each standard, the program reviews the aggregate data for the signature assignments associated with the specific core area and the comprehensive exam results associated with that core area. The review of student performance in each CACREP core standard areas occurs during the program’s regular bi-monthly meetings on the following schedule:

Counseling Program Outcome Data Review Calendar

<u>Month</u>	<u>Data to Review</u>	<u>Lead Presenters</u>
August	HLC Report/Comps Practicum/Internship	Lead: All tracks
September	<u>KPI 1 & 2</u> 1. Professional Orientation and Ethical Practice	Lead: CMH track
October	<u>KPI 3</u> 2. Social and Cultural Diversity AND <u>**School track specific standards</u>	Lead: School track
November	<u>KPI 4</u> 3. Human Growth and Development AND	Lead: All tracks
December	<u>KPI 5</u> 4. Career Development AND <u>**Clinical Mental Health specific standards</u>	Lead: CMH track
January	<u>KPI 6 & 7</u> 5. Counseling and Helping Relationships	Lead: All tracks

February	<u>KPI 8</u> 6. Group Counseling and Group Work AND **<u>School Counseling KPI 1</u>	Lead: School track
March	<u>KPI 9</u> 7. Assessment/Testing AND **<u>Clinical Mental Health Counseling KPI 1</u>	Lead: CMH track
April	<u>KPI 10</u> 8. Research & Program Evaluation	Lead: School track
May	Comps/NCE/Graduation Surveys	All tracks

Signature Assignments

In 2023-23 the Counseling program transitioned from Livetext to Tevera. During this transition, we engaged in a two phase process. During spring 2024, practicum and internship classes were moved to Tevera, while non-clinical classes will be moved beginning fall 2024. Meantime, for spring 2023, instructors were asked to provide a qualitative narrative about class performance related to the CACREP signature assignments. These can be found in Appendix B following the Year 1 cohort disposition review from fall 2023.

Program objectives are assessed throughout the curriculum through the use of Signature Assignments that evaluate student learning for specific CACREP standards. Students submit these assignments to Tevera and the assignments are evaluated by faculty. Rubrics are used to manage this process. Once assessments are completed, outcome data may be viewed at the students and program levels. Aggregate reports of Key Performance Indicators related to each program objective are generated by the Assessment Office and shared with faculty.

Appendix B.

Comprehensive Exams

Comprehensive exam data is aggregated as students take the CPCE exam throughout the year. Student performance on the CPCE exam is evaluated to look for areas of relative strength and weakness within the program and also how University of Colorado Denver Students are performing relative to the national sample. For example, the lowest score area in 2023-24 again was Counseling and Helping Relationships (9.88) and the highest score area was Group Work (11.84). Because of issues with sample size and data availability, we are not able to conduct valid means comparison tests, however we do compare program to national means in each core area. These were also the highest and lowest score areas nationally. We had two students fail the CPCE in 2023-24. An example of CPCE exam data that would be discussed appears below:

August 2023 data

CACREP Category	All Scores (Supplemental + Evaluation)		Supplemental (Exit) Exam		Evaluation (Non- Exit) Exam	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Professional Counseling Orientation and Ethical Practice	11.09	2.03	11.12	2.05	10.83	1.88
Social and Cultural Diversity	10.03	2.54	10.13	2.54	9.18	2.39
Human Growth and Development	10.47	2.52	10.58	2.50	9.62	2.50
Career Development	10.39	2.36	10.50	2.33	9.57	2.46
Counseling and Helping Relationships	9.84	2.62	9.88	2.55	9.54	3.13
Group Counseling and Group Work	11.76	2.52	11.84	2.47	11.12	2.81
Assessment and Testing	9.97	2.45	10.03	2.37	9.53	2.99
Research and Program Evaluation	11.55	2.87	11.63	2.81	10.90	3.27
Total Score	85.10	14.79	85.70	14.59	80.31	15.65

In addition to evaluating student learning, the program has additional forms of program assessment that include assessments by students and community stakeholders.

Student Assessments

Students have multiple opportunities to provide feedback to the faculty and staff of the program. Mechanisms for feedback include Faculty Course Questionnaires (FCQs), regular attendance at faculty meetings by elected Student Representatives whose duties include serving as a content for student feedback. There are regular large meetings of students and faculty including the Practicum Town Hall, and Annual Advising Night. Students also complete an Assessment of Clinical Experiences at the end of their internship.

Student Representatives

Each academic year, six students (two from each specialty track) are elected by their peers to serve as student representatives. These student representatives conduct a survey with students from time to time, and also maintain an electronic Dropbox for students to submit anonymous feedback about their program experiences. Furthermore, the student representatives attend one faculty meeting per semester, in order to convey feedback to faculty in a direct manner. One focus of these meetings is to receive specific feedback from students regarding the mission and objectives defined by the program. Feedback from these meetings is used to make adjustments to these areas as needed. Minutes from these meetings are stored in the SEHD Q drive. This information is incorporated into the Annual Program Evaluation Report submitted to CACREP.

Practicum Town Halls & Annual Advising Night Feedback

Each semester during Practicum, students engage with faculty and clinic staff for a Town Hall. This meeting allows the practicum community to discuss what is working, and what needs fixing, related to the clinical experience at the Student and Community Counseling Center. There is also a box at the clinic that allows students to submit anonymous feedback at any time. These concerns are discussed in real time, recorded in the meeting minutes, and discussed at clink/faculty staff meetings.

Also, each November, the faculty conduct one mandatory “Advising Night” with students. This occurs the same night as the annual Internship Fair. Students are divided (by program) into two groups: those with fewer than 30 credits completed, and those with more than 30 credits completed. Faculty run these sessions, and spend the time: reminding students of program procedures and policies, of upcoming important dates, and of the importance of professionalism. During these sessions, students have time to ask questions, and faculty make note of the main student concerns and questions, for later discussion at faculty meetings.

Community Assessments

Graduate, Employer and Site Supervisor Program Surveys

Each year, the Counseling Program distributes surveys to Graduates, Employers and Individual Supervisors who provide supervision to students during internship. Program Surveys to its constituents. Results from these surveys are integrated into the Annual Program Evaluation Report.

Advisory Board

The Counseling Program Advisory Board is comprised of professionals with clinical, academic and administrative backgrounds in the counseling profession. The Advisory Board meets annually in the Fall semester to discuss the quality of services offered by the Counseling Program and to make recommendations to the program faculty for changes that would better meets the needs of the counseling profession in the community. The next Advisory Board meeting is scheduled for October 4, 2023.

One focus of the Advisory Board is to receive feedback from professionals in the community regarding the mission and objectives defined by the program. Feedback from these meetings is used to make adjustments to these areas as needed. Minutes from Advisory Board meetings are stored in the SEHD Q drive and this information is incorporated into the Annual Program Evaluation Report.

6. Results

The data in **Appendix B** is a sample of the data collected during the transition to a new Learning Management System (Tevera) so there are some missing data points.

Beginning in March of 2020, the administration of the CPCE exam largely halted because of the COVID 19 pandemic. The CPCE is now being administered monthly, the data reported above are from the 2023 calendar year, results through August 2023.

7. Program Modifications

During the 2023-24 academic year, program modifications based on evaluation data continued to be minimal, with the program instead focusing on changes requested as part of the CACREP site visit process and responding to the pandemic. The program began its “self-study” period in preparation for the site visit led to the revision of multiple syllabi and course assignments to ensure that all CACREP standards were being met in a way that was clearly documented. This process was a continuation of the realignment of all classes that occurred during 2019-20 when the program adopted updated CACREP standards. Adopting the new standards means that every class had to be significantly revised. The program incorporated what we learned during the last year of evaluation under the old (2009 standards) but the focus was on addressing new standards rather than making specific modification. The most significant modification to the program in the 2023-24 year continued to be changes in the way that the practicum field experiences class was structured. Based on feedback from the site visitors, the practicum was changed from one 6-credit class to two 3-credit classes. This had a positive effect on faculty morale but has implications for meeting faculty loads, etc.

Appendix A CACREP Standards

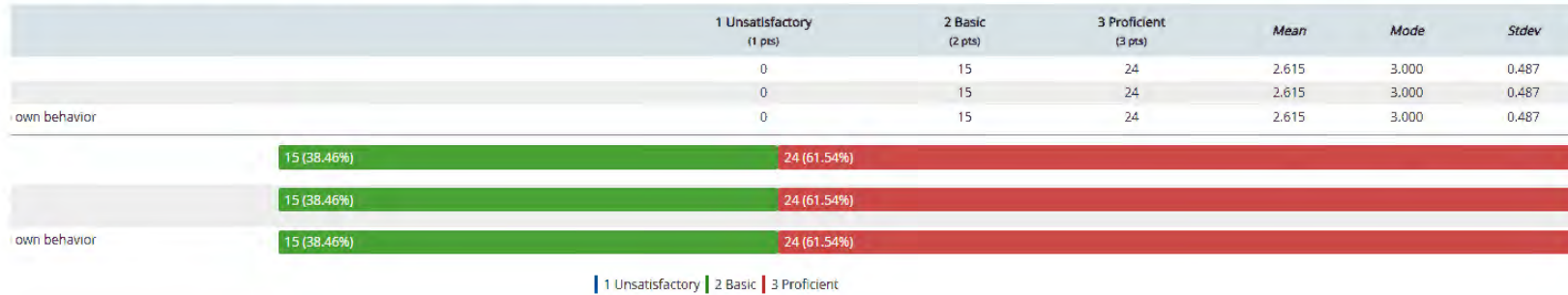
The Following tables show each CACAREP Standard and the class is which it is evaluated. Standards are often taught in more than one class, but each standard has one class in which it is formally evaluated for program evaluation

The tables show the general or “core” areas and each track specific specialty area, and an indicator of which course is designated for formally evaluating that standard and in which week the assignment or activity occurs. All assignments and activities are cross referenced in the syllabus for each class.

This page was intentionally left blank.

Appendix B
Fall 2023 Year 1 Disposition Review Results
Spring 2024 Qualitative Assessments by Instructors

s, including Bias, Power, and Privilege | Criteria for Professional Performance



s, including Bias, Power, and Privilege | Criteria for Professional Performance

Assessor	Openess to New Ideas	Reaction to constructive feedback	Incorporation of constructive feedback to change own behavior
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic

Exhibitory | Criteria for Professional Performance

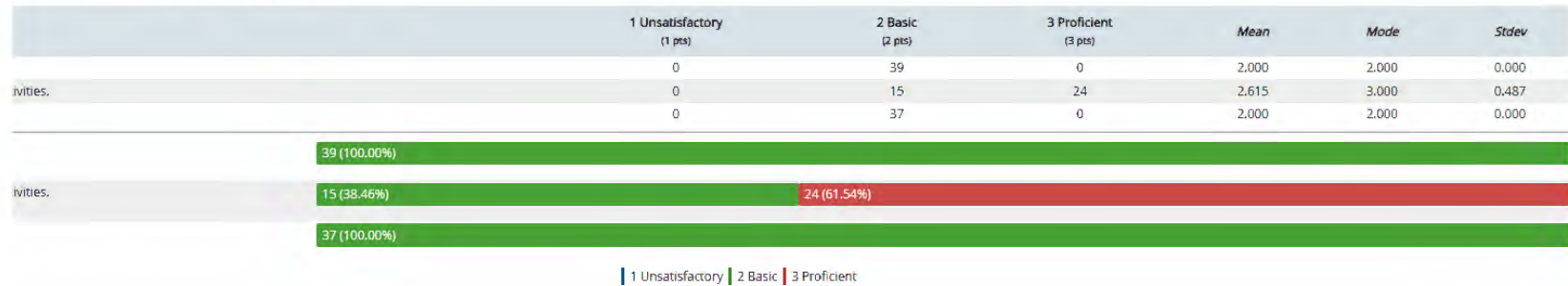
	1 Unsatisfactory (1 pts)	2 Basic (2 pts)	3 Proficient (3 pts)	Mean	Mode	Stdev
Ability to recognize changing demands in the professional and interpersonal environment.	0	15	24	2.615	3.000	0.487
Ability to flex own response to changing environmental demands.	0	15	24	2.615	3.000	0.487
Ability to flex own response to changing environmental demands.	0	15	24	2.615	3.000	0.487
Ability to accept necessary changes in established schedule or protocol	0	15	24	2.615	3.000	0.487
Ability to recognize changing demands in the professional and interpersonal	15 (38.46%)		24 (61.54%)			
Ability to flex own response to changing environmental demands.	15 (38.46%)		24 (61.54%)			
Ability to flex own response to changing environmental demands.	15 (38.46%)		24 (61.54%)			
Ability to accept necessary changes in established schedule or protocol	15 (38.46%)		24 (61.54%)			

1 Unsatisfactory | 2 Basic | 3 Proficient

Exhibitory | Criteria for Professional Performance

Assessor	Shows accurate effort to recognize changing demands in the professional and interpersonal environment.	Shows effort to flex own response to changing environmental demands.	Ability to flex own response to changing environmental demands.	Accepts necessary changes in established schedule or protocol
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient
Edward P Cannon	3 Proficient	3 Proficient	3 Proficient	3 Proficient

s with others| Criteria for Professional Performance

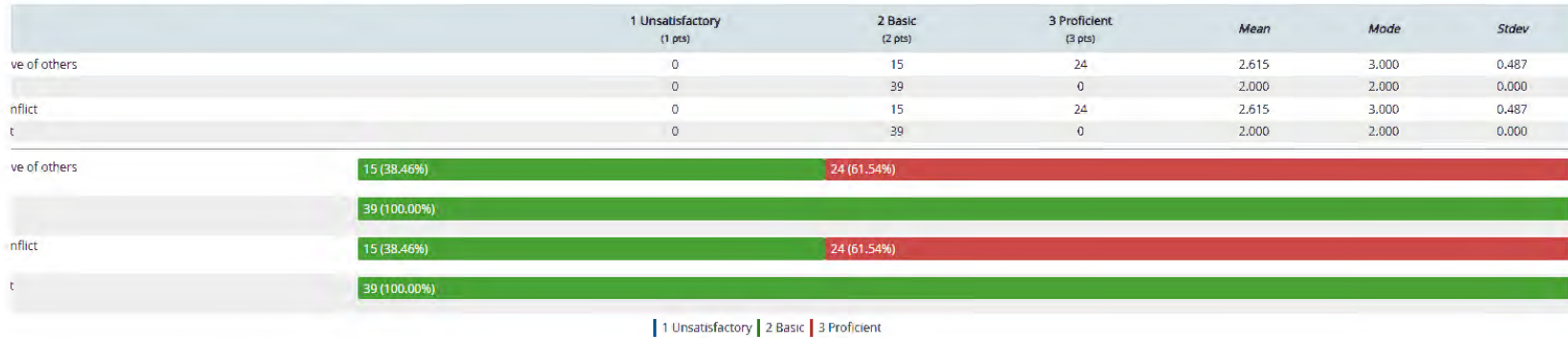


1 Unsatisfactory | 2 Basic | 3 Proficient

s with others| Criteria for Professional Performance

Assessor	Engagment with collaborative activities.	Ability to compromise in collaborative activities.	Focus in collaborative activities.
Edward P Cannon	2 Basic	2 Basic	
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic
Edward P Cannon	2 Basic	3 Proficient	2 Basic

deal with conflict | Criteria for Professional Performance



deal with conflict | Criteria for Professional Performance

Assessor	Ability to consider the perspective of others	Examination of role in a conflict	Response to supervision in a conflict	Problem Solving about a conflict
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	2 Basic	2 Basic	2 Basic	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic
Edward P Cannon	3 Proficient	2 Basic	3 Proficient	2 Basic

Appraisal of Counseling Skills	COUN 5100 – Counseling Techniques	Dr. Forbes, Professor Stout	<ul style="list-style-type: none"> •Students conducted three 30-minute role play counseling sessions with a classmate. This self-assessment was a reflection of their role play experience and developing skills as a counselor. Students were asked to present background and presenting problem regarding the client, the counselors skills, strengths and areas for growth, as well as a case conceptualization of the client's case through a theoretical lens. There were 14 students in this course and each of them received a A on this assignment ranging from a 95-100% (Dr. Forbes) •For their assignment, students completed and recorded two 30-minute therapeutic sessions with a classmate that they then reviewed for strengths and areas of improvement of their core counseling skills. They then presented these strengths and challenges to their professor for review and in a paper format. Each student in the class met or exceeded expectations (with the majority of students exceeding expectations) by demonstrating the impact of identity/culture on their client and the therapeutic alliance, appropriate self-critique, the ability to find and identify appropriate strengths commiserate with their experience and a review of their core skills. Each student displayed all of the core skills by the end of the class with a level of consistency expected or above the level of a first-year counseling student. They also completed case conceptualizations and formulated a brief treatment plan for their client. All students received an A or a high B on the assignment.
Group facilitation and feedback	COUN 5110 – Group Counseling	Dr. Daniel	<ul style="list-style-type: none"> •Students became familiar with adapting their counseling theories for use in their group facilitation and write-ups. Using their theoretical framework 100% of students were able to display group counseling skills highlighting several important therapeutic factors such as linking, grouping, mirroring, and reflecting. All students completed a co-facilitation during the first eight weeks of class and an individual facilitation in the second week of class. Students were required to conduct 2 observations and provide live and written feedback to their peers in the classroom and via Canvas. During the first part of the semester, students seemed nervous and unsure of their skills which is in line with their development in the course and in the program. By the end of the semester, students seemed more confident during their individual facilitation and were able to incorporate feedback that they received in previous sessions. Using a fishbowl supervision technique students were able to receive feedback in an ingroup experience while also getting feedback from outside observers. By the end of the semester, students have significantly improved in their critical feedback of themselves and others. Students were also able to adapt to changing group norms as they led their individual groups.

Case Study	COUN 5280 - Addictions Counseling	Professor Place	<p>•Student performance on the Case Study assignment was mixed. This assignment has three components consisting of case conceptualization paired with treatment and aftercare planning. These components are communicated in a class presentation as well as in a formal paper among separate groups of students comprising a "treatment team." All students exceeded expectations with their presentations, and in their respective papers demonstrated a sophisticated case conceptualization of their respective client and making appropriate level of care treatment and aftercare recommendations. However, the quality of the treatment plan component varied among the groups, with 3/4 of students constructing a thorough, theoretically framed treatment plan addressing the bio, psycho, and social components needed to adequately address a substance use disorder, exceeding expectations. The remaining quarter of the class faced considerable difficulties in outlining the specific, fundamental components of an effective treatment plan for their client and did not document the evidence-base of their therapeutic interventions. This could be due to the students in this group being in their first year of the COUN program whereas other groups contained a mix of new and more senior students, indicating the need for continued support as new students develop.</p>
Group Case Study	COUN 5330 – Counseling Issues and Ethics	Professor Upwell	<p>•The Legal Review Presentation consisted of 4 groups of 3 each giving a presentation on a particular Ethical/Legal concern that was not explored in depth in the course. The students were provided with a list of choices to choose from. 9 out of 12 students presented a well-researched topic, created a relevant and thoughtful vignette for interactive learning with their peers, and were able to not only apply ACA ethics to the concern but also presented Colorado laws (or lack of thereof) and their relationship to the topic. The remaining 3 students (who were in the same</p>
Career Construction Interview	COUN 5400 - Career Development	Professor Stout	<p>•The majority of the students completed their key assignment of the Career Construction Interview mock career counseling session, evaluation and client analysis at an exceeds expectations level, providing excellent understanding of career development including the use of assessment, application of theory, and all successfully completed an informal assessment with a mock client. Each student wrote up an analysis of their mock client with an application of additional theory, case conceptualization and potential next steps. The result is the vast majority of the students got an A on the assignment.</p>
Counseling Case Study/Treatment Plan	COUN 5820 – Strategies in Agency	Dr. Cannon	<p>•During the Case Study module that focused on the Bronfenbrenner model, many students (approximately 2/3) were aware of, and comfortable with, the model, demonstrating both an understanding of its concepts and the ability to apply theoretical knowledge to practical scenarios. However, there was a struggle among the remaining one-third of the class. This particular group found it challenging to fully engage with the complexity of the case study as it pertained to the various systems within the Bronfenbrenner model. These students often grappled with critical aspects of the case study. Their responses lacked the depth</p>

Counseling Case Study/Treatment Plan	COUN 5820 – Strategies in Agency	Dr. Cannon	<p>•During the Case Study module that focused on the Bronfenbrenner model, many students (approximately 2/3) were aware of, and comfortable with, the model, demonstrating both an understanding of its concepts and the ability to apply theoretical knowledge to practical scenarios. However, there was a struggle among the remaining one-third of the class. This particular group found it challenging to fully engage with the complexity of the case study as it pertained to the various systems within the Bronfenbrenner model. These students often grappled with critical aspects of the case study. Their responses lacked the depth seen in their peers, indicating a need for further support and guidance to fully meet expectations. The grade distribution reflected this divide, with 20 students earning As on the assignment and 13 students obtaining Bs.</p> <p>•Regarding the Treatment Plan assignment, almost all (25) of the students exceeded expectations, while the rest of the class (8) met expectations for the assignment. The former students stood out by delivering coherent treatment plans that were not only well-structured but also demonstrated a sophisticated ability to</p>
Case Presentation	COUN 7100- Advanced Theories and Techniques in Psychotherapy	Professor Sandford	<p>•The case presentation and final paper focused on a demonstration of core counseling techniques, application of theory-based techniques and how they contribute to change and case conceptualization through the lens of theory, culture and identity. The majority of students demonstrated a strong understanding of the skills and concepts outlined above. Three of the seventeen students demonstrated a moderate understanding of how a theoretical foundation and specific techniques contribute to change and how this can be demonstrated in a single therapy session. The presentation nature of this final assignment may have impacted their demonstration of these skills as their progression with core counseling skills and theoretical techniques application have been observed by the instructor in weekly role plays throughout the semester. These students may need continued support in conceptualizing theory as a mechanism for client change and growth when there is the added pressure of larger group observation. They may need ongoing support to continue developing their ability to disengage from bringing their own technique driven agenda to therapy sessions rather than allowing the theoretical model of change and the stage of change that the client is in drive the application of techniques. Sixteen students received an A on this assignment and one student</p>
Appraisal Instrument Review	RSEM 5110 – Intro to Measurement	Professor Filibin	<p>• Students taking the RSEM 5110 demonstrate their understanding of psychometric properties of psychological measures used in the counseling/educational field by applying knowledge of bias/fairness in testing, validity and reliability metrics and score interpretation. Quizzes, case studies and a three-part final project critiquing an assessment tool are used to monitor student learning. Overall, almost all</p>

Appraisal Instrument Review	RSEM 5110 – Intro to Measurement	Professor Filibin	<ul style="list-style-type: none"> • Students taking the RSEM 5110 demonstrate their understanding of psychometric properties of psychological measures used in the counseling/educational field by applying knowledge of bias/fairness in testing, validity and reliability metrics and score interpretation. Quizzes, case studies and a three-part final project critiquing an assessment tool are used to monitor student learning. Overall, almost all students this semester were proficient or above in applying their knowledge of key concepts to evaluate the technical adequacy of assessment tools and appropriateness of the use of results based on representativeness of the norming population. • Out of the 36 students taking this course in the spring of 2024, 32 were students who were in the school or clinical counseling programs. Of these, one student (3%) received a B-, four students received an A- (13%) and 84% (27 students) received an A on the final review project. While all students' work reflected an understanding and sensitivity to bias/fairness when interpreting test results across populations, results from project-based learning (case studies and final critique of an assessment) reveal differences in the application of their learning between highly proficient and proficient students. Most every student showed mastery in
Literature Review	RSEM 5120 – Intro to research	Dr. Phan	<ul style="list-style-type: none"> • First, students were tasked with locating scholarly, peer-reviewed literature pertaining to their chosen research topic for the quantitative and qualitative critique assignment. They were required to demonstrate their ability to comprehend current scholarly literature to effectively summarize and critique each article across several components: literature reviews, research questions, hypotheses, sampling methodologies, data collection methods, analysis tools, validity/reliability/trustworthiness, results, and conclusions. While the majority of students succeeded in identifying appropriate articles and exhibiting comprehension of the previously mentioned components, a few struggled with pulling out all the details and confused some of the subtle differences between the quantitative and qualitative methods. Those students were given the opportunity to reflect and revise the assignment to enhance their understanding of the concepts. These articles were also incorporated into their literature review sections of their final research proposals. The students showcased an exemplary level of engagement and scholarly rigor in crafting their framework, drawing upon contemporary literature to conceptualize and theorize their research topic. The organization of their framework was coherent, guiding readers seamlessly through their interpretations and insights. From the critique assignment to the final research

Trauma Informed Care for Diverse Populations - Case Application Paper	COUN - 6200	Dr. Abrams	<p>•Students excelled in COUN 6200 in Spring 2024. All students were deeply engaged in course conversations and classroom activities, which involved a variety of group conversations, lecture, small group case studies, video/media, and some guest lecture. The main assignment for the semester was the Case Application paper. The purpose of this assignment is to assess student's ability to synthesize course information and apply crisis, trauma, loss, trauma informed care, and co-occurring disorders within diverse populations knowledge and apply to a case study based on crisis, trauma, loss and/or co-occurring disorders. The assignment demonstrates student ability to engage in crisis assessment, understand client needs in context of safety, apply theoretical foundation toward stabilization or therapeutic response to trauma and/or loss, and understand the counselor's role, ethical concerns, and cultural implications.</p> <p>•Students excelled on this assignment and all students received A's on this assignment, engaged well in coursework, and stated that they learned from the peers greatly during the semester. All students reported that the main assignment was <u>instrumental in their learning of applying trauma informed theory into practice</u>.</p>
Human Dev. Across the lifespan annotated bibliography	6200 - Human Dev.	Professor Hart	<p>•Regarding the Annotated Bibliography assignment, almost all (17) of the students exceeded expectations, while the rest of the class (2) met expectations for the assignment. The former students stood out by collecting a strong repository of resources related to their chosen topic area and annotating those sources in a detailed fashion. Their work reflected a nuanced understanding of the theoretical lenses they chose to highlight in relation to the literature selected. The remaining students faced considerable difficulties more with the required format of the assignment rather than the content. Their challenge is more suggestive of a gap in their attention to detail with the required format than their ability to analyze theoretical concepts through their selected focus area.</p>
Case Study Paper	COUN 6250 – Mental Health Diagnosis	Dr. Daniel	<p>•For the case conceptualization project students are required to complete an entire case from start to finish containing four parts. The first part students were required to interview a mock client completing a client information form intake filling out each area in highlight highlighting important aspects for assessment of their mental health. Part 2 students were required to complete a cultural information interview which included the cultural identity of the individual, cultural conceptualization of distress, psychosocial stressors, and cultural features that may impact their relationship with their client. In Part 3 students were required to complete 2 assessments a pre- and post-assessment which they selected based on the diagnosis of their mock client. In part 4 students were required to provide a <u>disorder overview treatment plan and client cultural implications as assessed during</u></p>

Field Traumatology and Compassion Fatigue - Reflection Paper	COUN - 6300	Dr. Abrams	<p>•Since this course is offered in a seminar style more so than a scholarly course for accreditation, there was not a “key” assignment, but students engaged in the following assignments for growth and absorption of the course information. Students completed 2 Field Traumatology and Compassion Fatigue reflection papers that included their own lived experiences and scholarly impressions of compassion fatigue, burn out, and disaster mental health implications on the field. Students also completed group demonstrations of stress reduction techniques to model innovative ways of reducing compassion fatigue and prioritizing wellness in the Counseling Field. Since compassion fatigue is a concern in the helping professions, I particularly wanted to emphasize stress reduction and awareness of stress/burnout. The students reportedly really enjoyed working together and coming up with techniques and creative ways to combat stress. Finally, students engaged in in-class case studies relevant to field traumatology, compassion fatigue, and burn out and completed a final course assignment of two essays related to course content. All students reported that the course was beneficial to their</p>
Final Paper	COUN 6140 – Counseling children, adolescents, and parents	Professor Sanford	<p>•The final paper focused on the application of play therapy foundational skills with a child in the community, demonstrated over three mock play therapy sessions. The paper required demonstrated awareness of the literature that supports a variety of play therapy approaches and for students to select an appropriate approach based on the demographics and age of their child client. Students were asked to show a clinical assessment of how their clients responded to their techniques, and to engage in self-reflection on self-of-the-therapist issues and successes and learnings during the mock sessions. 16 of the 17 students demonstrated an excellent understanding and synthesis of the material learned throughout the semester and the real life application of these skills with community clients. One student demonstrated a moderate understanding of how to synthesize the practical skills and support her choices to apply these skills with the support of research-based evidence. This same student did not meet the requirements of the paper by not applying APA style formatting and addressing all of the listed headings in the rubric. This students may need additional support to satisfy the expectations of assignments as this has been a theme in the last three assignments of the semester. 17 students received an A and one student received a B.</p>
Practicum Counseling Competencies	COUN 5910 - Practicum		

Counseling practicum case presentation	COUN 5910 - Practicum	Professor Kelly	<p>•All 12 students successfully completed their formal case presentations, with 9 exceeding expectations and 3 meeting expectations for the assignment. All students were able to deliver a cohesive and comprehensive picture of their client that demonstrated skills in effective biopsychosocial case conceptualization, treatment planning, successfully applying theories and models of counseling, and ethical decision making. All 12 students successfully completed their professional development plan assignment, demonstrating proficiency in research in advancing the counseling profession. The biggest area of growth for students in this assignment was the critique of one evidence based practice they may utilize in their future careers. Many students were able to successfully describe and name the practice, yet lacked the ability to effectively critique the named theory or method. All 12 students received an "A" grade on their internship site supervisor evaluation, which is reflective of the student completing all course requirements in a timely and professional manner, demonstrating excellent counseling skills, high standards of personal and professional behavior, a willingness to learn, cooperative and resourceful in their work environment, and showing a commitment to the counseling profession.</p>
--	-----------------------	-----------------	--