2016-2017 Counseling and Career Development Program Annual Report
Colorado State University

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

<table>
<thead>
<tr>
<th>Evaluation Activity</th>
<th>Objective</th>
<th>When to be Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Program Faculty</td>
<td>To review program strengths and areas for improvement</td>
<td>Every other week during academic year</td>
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<tr>
<td>Meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisory Committee Meetings</td>
<td>To review program data and provide guidance for programmatic changes</td>
<td>Once each academic semester</td>
</tr>
<tr>
<td>Student Exit Survey</td>
<td>To assess student perception of successful attainment of CACREP standards</td>
<td>As each student applies for graduation</td>
</tr>
<tr>
<td>CCD Alumni Survey</td>
<td>To assess learning climate from alumni perspective</td>
<td>Once every three years (conducted Fall 2016)</td>
</tr>
<tr>
<td>Employer Survey</td>
<td>To examine graduates knowledge and skill from their employer’s perspective</td>
<td>Once every three years (conducted Fall 2016)</td>
</tr>
<tr>
<td>Internship Supervisor</td>
<td>To ensure that all students are meeting expectations of their internship</td>
<td>Twice each semester for each student enrolled in internship</td>
</tr>
<tr>
<td>Evaluations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of Institutional</td>
<td>To examine student/graduate performance through a normative lens</td>
<td>National Counselors Exam – twice a year</td>
</tr>
<tr>
<td>Results on Licensure/Certification Exams</td>
<td></td>
<td>Professional Licensing Assessment for Colorado Educators – once a year</td>
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**Program Faculty Meetings:** During the 2016-2017 academic year the Counseling and Career Development Program held 11 regular faculty meetings. Regular faculty meetings were dedicated to tasks related to the ongoing operation of the program including, but not limited to, decisions regarding curriculum, evaluation tasks, program revision and support, budgeting decisions, and student support activities.

**Advisory Committee:** The Counseling and Career Development Program advisory committee consisted of 8 stakeholders who represented multiple relationships with the CCD program (alumni, site supervisors, adjunct faculty, etc.). Advisory council members provided guidance and oversight as the CCD program pursued a differential tuition revenue stream designed to increase program resources for upgrades to our facilities and technology. The program successfully implemented a differential tuition of $100/credit hour and with guidance of advisory committee members which included site supervisors that were familiar with Electronic Health Records, the CCD program put primary priority on purchasing Titanium software for our practicum clinic. Additionally, it was determined that the best way to support all students through the field experiences would be to hire a field experience coordinator. The CCD program conducted a successful search and in the summer of 2017 hired Bryan Lamb, ABD from Idaho State University.
Student Exit Survey:

Every spring graduating students are asked to complete a program exit survey. This survey is rather simple as it asks students to rate their perception of how well the program met their educational needs in each of the eight core CACREP areas.

![Student Exit Survey
Mean Student Scores on scale of 1-5](chart)

Alumni Survey:

In the fall of 2016 we asked alumni to complete our alumni survey. We invited participants through our alumni list-serve, our Facebook Page and our Linked in group. Unfortunately we only received 5 responses. We plan to repeat this process soon with more follow-up as well as an announcement in our new School of Education Graduate Newsletter. Key responses are included below:
Throughout my program of study I found...

- Program faculty to be accessible:
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree

- My faculty advisor to be accessible:
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree

Throughout my program of study...

- Program faculty created a learning environment:
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree

- I felt I had opportunity to express my ideas and respond:
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree

- The opportunity to work together in groups enhanced my learning:
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree

- Faculty fostered respect and participation:
  - Strongly Disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly Agree

The graduate program faculty provided me with an educationally rich environment in which I had the opportunity to engage in active learning by participating in activities such as:
Throughout my program of study I received timely and useful feedback

Regarding my academic performance in classes. Regarding my skill-based performance.

I believe:

the amount of work required for my classes was

the program faculty promoted quality education through

that I received a high quality education that prepared me

the program faculty coupled

Program faculty demonstrate a high level of regard:

for diverse learning styles by providing students with opportunities to demonstrate their knowledge through both didactic and applied learning activities.

for diversity in persons, experiences, and backgrounds, in and out of class.
Employer Survey:

The CCD program distributed an employer survey in the fall of 2016 from information gathered with the alumni survey. Again, the response rate was not as robust as the faculty would have liked and we are considering ways that we can increase our reach and response rate. Summary responses from the 2016 employer survey are below:
Administrative

Personal Characteristics

Do you believe the academic preparation of your employee was adequate?
4 responses
Internship Supervisor Evaluations:

At the completion of their internship experience, every student is evaluated by their site supervisor on a number of professional skills and attributes. These evaluations are completed through Google forms so that summary reports can easily be generated and student performance can be examined. Summary graphs of student performance from the last CACREP review cycle (1.2012) through Fall semester 2016 are presented below.
The intern demonstrated appropriate skills, techniques and interventions.
162 responses

The intern demonstrated the ability to identify and explore clients' concerns.
162 responses
The intern assisted clients in setting goals.

162 responses

The intern demonstrated the skill of assisting client problem-solving and decision-making

162 responses
The intern demonstrated flexibility in meeting individual client needs.

162 responses

The intern demonstrated the ability to lead or co-lead a group.

162 responses
The intern demonstrated the ability to develop and present workshops.

162 responses

The intern demonstrates a commitment to the profession.

162 responses

The intern models responsibility.

162 responses
The intern is cooperative.
162 responses

The intern meets attendance and punctuality standards.
162 responses
The intern utilizes strong communication skills.

162 responses

The intern took initiative and worked independently.

162 responses
The intern responded effectively to feedback, critique, and suggestions.

162 responses

The intern practiced ethical behavior.

162 responses
The intern maintained client confidentiality.
162 responses

The intern used appropriate referral sources.
162 responses
The intern consulted with other professional staff regarding concerns.
162 responses

The intern abided by institution/agency policies.
162 responses
Student Evaluation Outcomes:

A table of our program’s 2016-2017 student outcomes and vital statistics report is included below.

<table>
<thead>
<tr>
<th>Current Programs</th>
<th>Accreditation</th>
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<tbody>
<tr>
<td>M.Ed. Career Counseling (52 hours)</td>
<td>Masters programs accredited by:</td>
</tr>
<tr>
<td>M.Ed. School Counseling (52 hours)</td>
<td>Council for Accreditation of Counseling and</td>
</tr>
<tr>
<td>M.Ed. Student Affairs/College Counseling (54 hours)</td>
<td>Related Educational Programs (CACREP)</td>
</tr>
<tr>
<td>Faculty</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Four full time faculty</td>
<td>Career Counseling: 5</td>
</tr>
<tr>
<td>One part time faculty</td>
<td>School Counseling: 27</td>
</tr>
<tr>
<td>Average Class Size</td>
<td>Student Affairs and College Counseling: 4</td>
</tr>
<tr>
<td>Academic Courses – 17 students</td>
<td>Dual Career and College: 2</td>
</tr>
<tr>
<td>Fieldwork Courses – 5-10 students</td>
<td></td>
</tr>
<tr>
<td>Program Completion Rates (2016-2017)</td>
<td>Number of Graduates from 2016-2017</td>
</tr>
<tr>
<td>Career Counseling – 100%</td>
<td>Career Counseling – 3</td>
</tr>
<tr>
<td>School Counseling – 100%</td>
<td>School Counseling – 8</td>
</tr>
<tr>
<td>Student Affairs and College Counseling – 100%</td>
<td>Student Affairs and College Counseling - 5</td>
</tr>
<tr>
<td>Year</td>
<td># Tested</td>
</tr>
<tr>
<td>2016-2017</td>
<td>17</td>
</tr>
<tr>
<td>2015-2016</td>
<td>17</td>
</tr>
<tr>
<td>2014-2015</td>
<td>18</td>
</tr>
<tr>
<td>2013-2014</td>
<td>17</td>
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<tr>
<td>2012-2013</td>
<td>14</td>
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<tr>
<td>PLACE/PRAXIS Pass Rates</td>
<td></td>
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<tr>
<td>Year</td>
<td># Tested</td>
</tr>
<tr>
<td>2016-2017</td>
<td>16</td>
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<tr>
<td>2015-2016</td>
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<tr>
<td>2014-2015</td>
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<td>2013-2014</td>
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<td>2012-2013</td>
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<tr>
<td>NCE Pass Rates</td>
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<tr>
<td>Year</td>
<td># Tested</td>
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<tr>
<td>2016-2017</td>
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<tr>
<td>2015-2016</td>
<td>7</td>
</tr>
<tr>
<td>2014-2015</td>
<td>5</td>
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PROGRAM IMPROVEMENT AND INNOVATION AS A RESULT OF DATA

The most significant changes we are making involve the improvement of our practicum experience. This began with the hiring of Bryan Lamb as our field experience coordinator and implementation of Titanium as our electronic health records system. With our commitment to outcome-based training, our faculty is initiating a process to transition our practicum lab into a training and research lab. Our desire is to conduct research to measure client outcomes related to a number of student variables including but not limited to ethical stance, multicultural competence, and effective counseling relationship building. We have been fortunate to initiate differential tuition that has led to direct improvement of our practicum and internship experiences for our students. The faculty is currently in the process of solidifying a research plan and securing IRB approval.