

UNIVERSITY OF NORTHERN COLORADO

University of Northern Colorado
2024-2025 Annual Program Report
Professional Counseling Programs
MA-Clinical Mental Health Counseling
MA-School Counseling
MA-Marriage, Couple, and Family Counseling/Therapy

The following is a summary of program-specific information related to student learning outcomes and resulting program modifications based on the analysis of this data. This report also includes information about the number of graduates, student performance on the Counselor Preparation Comprehensive Examination (CPCE), and student performance of the National Counselor Examination (NCE). The data are presented in order of each phase of the program including 1) entry-level assessment, 2) program phase assessments, and 3) end of program assessments.

Overall Program Information for AY 2024-2025

Enrollment during AY 2024-2025= 270 (across all three MA programs and all three sites – Greeley, Denver, and Loveland)

Graduates during AY 2024-2025= 63 (across all three MA programs and all three sites – Greeley, Denver, and Loveland)

Completion Rates: 98%

Site	Program	Enrollment By Campus & Program
Extended Campus	Clinical Mental Hlth Couns-MA	126
Extended Campus	School Counseling-MA	23
Greeley	Clinical Mental Hlth Couns-MA	82
Greeley	Marriage/Couples/Fam Couns- MA	27
Greeley	School Counseling-MA	12

**includes full and part time students and counts double majors twice.

Student demographics by program are as follows:

Program	Female	Male	Missing/Not Provided
CMHC	77%	21%	2%
MCFC	85%	15%	
SC	77%	21%	2%

Site-Program	Asian	Black or African American	Hispanic or Latinx	Multiracial	White	International Student	Unknown
CMHC	1%	5%	14%	6%	74%	1%	1%
MCFC	-	4%	19%	4%	73%	-	-
SC	-	5%	28%	3%	64%	-	-

Entry Level Assessments

Program Applications and Admissions

Entry level assessments were gathered via the applications and admissions process. Applicants to the PC program are assessed in a number of ways in order to determine fit for both the PC program and the counseling profession. Prior to admittance into a PC master's degree program, applicants must meet minimum entry level requirements, including the following:

- Applicants must possess a baccalaureate degree from a regionally accredited college or university or a comparable degree from a foreign institution.
- Applicants must have a grade point average (GPA) of at least 3.0 on a 4.0 scale on the most recent 60 credit hours.
- Applicants who do not meet the 3.0 GPA requirement may meet an additional requirement of Verbal and Quantitative scores of 291 combined, and a minimum of 3.5 on the Analytic Writing subtest on the Graduate Record Exam (GRE).
- In addition to Graduate School application requirements, the program requires a personal statement in addition to all other application materials. The personal statement includes (a) work experience, (b) professional experience, (c) interests, (d) self-perceptions, and (e) aspirations.
- Applicants are required to provide three professional letters of recommendation.
- It is recommended that applicants have two years of work experience.
- Applicants are required to attend a pre-admission screening workshop in which they engage in small group activities and are evaluated on specific personal and professional dispositions.
- Applicants are rated in the areas of (a) grade point average, (b) work experiences, (c) references, (c) statement/content and goals, (e) statement/delivery, and (f) workshop overall rating (this is rating is provided by the workshop form). Applicants are rated on a Likert-scale of 1 to 5: 1 = concerning, 2 = questionable, 3 = acceptable, 4 = strong, 5 = outstanding.

The entry level data for the Summer 2024-Spring 2025 included the following (across all three MA programs and all three sites – Greeley, Denver, and Loveland):

Number of applicants: 243

Number of applicants admitted to the program: 115

Program Phase Assessments

Program phase assessments include data that is gathered after students are admitted into the program. A description of the data included in the program phases assessment is described below.

Academic Courses and Capstone Assignments

Students are required to complete several academic courses: Clinical Mental Health Counseling (CMHC) students complete 19 academic courses, or 60 hours; School Counseling (SC) students complete 20 academic courses, or 63 hours; and Marriage, Couple, and Family Counseling/Therapy (MCFC/T) students complete 22 academic courses, or 66 hours. Each course includes capstone assignments that students are required to complete. Capstone assignments provide students with an opportunity to demonstrate their knowledge of the course content and allows them to apply content to counseling related constructs and real-world situations. In addition, each course includes a blueprint that provides a list of the required CACREP standards to be addressed in each course and provides the foundation for assessing academic knowledge through the application of grades (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F). Students who demonstrate satisfactory knowledge and skills of the standards listed in the course blueprint receive passing grades, whereas those who do not demonstrate satisfactory knowledge and skills, as assessed by capstone assignments and other course content, are at risk for receiving failing grades. Students must maintain a 3.0 in order to graduate from their program. Courses in which "C-", "D+", "D", "D-", "F", "U", "W", "NR", or "I" grades are awarded will not count towards graduate degree program requirements. The UNC Graduate School monitors students' academic performance and the program of students are performing below the required 3.0 grade point average. During the 2024-2025 academic year, all students in the program performed at or above the 3.0 level.

Content Area Assessment Rubrics

Key Performance Indicators (KPI) including each of the eight CACREP counseling curriculum areas as well as specialty, are assessed using content area assessment rubrics. Rubrics include: (a) Professional Identity and Ethics, (b) Counseling and Helping Relationships, (c) Social and Cultural Diversity, (d) Human Growth and Development, (e) Career Development, (f) Group Counseling, (g) Appraisal and Assessment, (h) Addictions, (i) Research and Program Evaluation, (j) Crisis Intervention, (k) Psychodiagnosis and Treatment Planning, (l) Consultation and Collaboration, (m) Couples, Marriage, and Family, (n) Mental Health Counseling Foundations, (o) Comprehensive School Counseling, (p) Counseling Skills and Application of Knowledge, and (q) Personal Development and Wellbeing. In total there are seventeen assessment rubrics. Each rubric assesses specific content related to the one of the seventeen areas listed above and each rubric is connected to a specific course. Instructors for the courses use the rubrics to assess students' knowledge and skills on a 4-point Likert scale: 4 = Exceeds Expectations, 3 = Meets Expectations 2 Below Expectations, 1 = Well Below Expectations. Each student is evaluated with the rubric upon the completion of the course.

Below are data from each KPI rubric for 2024-2025 averaged across semesters. The standard being assessed is identified below along with how it is being assessed. Mean scores in each area are provided in bold.

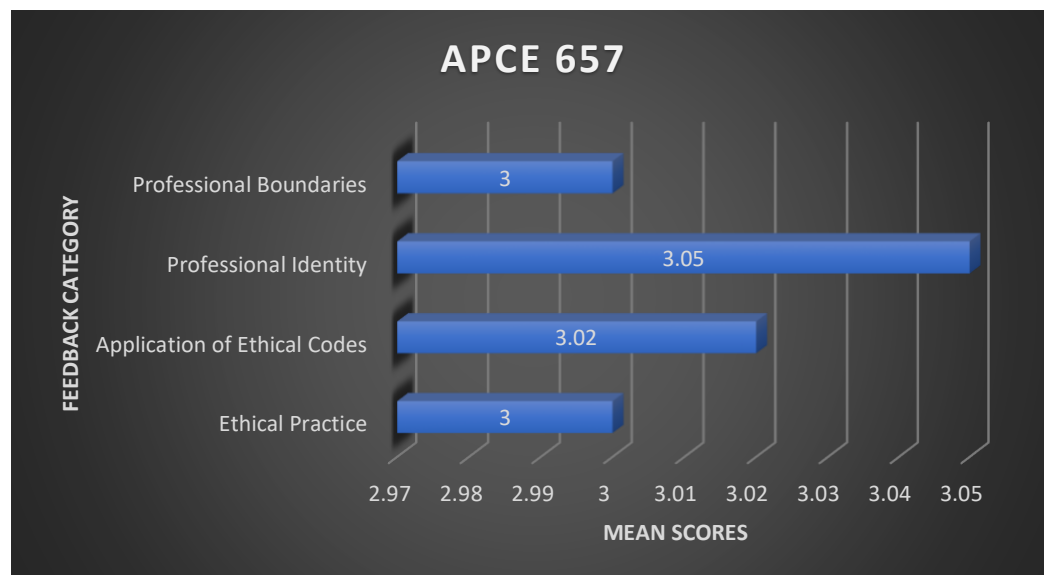
Professional Identity and Ethics

Students will demonstrate an understanding of the counseling profession, develop an identity as a professional counselor, and abide by the counseling-related legal and ethical guidelines. This standard is assessed in APCE 657, Legal and Ethical Aspects of Counseling.

Areas assessed include:

1. Ethical Practice: Student demonstrates knowledge and skills related to ethical professional counseling practice including the application of autonomy, beneficence, non-maleficence, justice, and fidelity in their work across client populations and community settings.
2. Application of Ethical Codes: Student demonstrates the knowledge and skills in applying relevant professional ethical codes to guide their work and decision-making in their practice of counseling.
3. Professional Identity: Student demonstrates an understanding of their professional role and identity as a counselor, and their professional responsibility to their community.
4. Professional Boundaries: Student demonstrates an understanding of the application of professional boundaries in their work with clients and the community; including respecting the values, cultural norms, and beliefs of others, while maintaining an awareness of self.

A mean score was calculated for each area of the rubric. Students scored at least a 3.0 in each area, indicating that they met criteria in the proficient range, demonstrating basic, entry-level knowledge in each area. All 4 areas saw a decrease from our previous year, with the most significant decrease in Professional Boundaries. We decreased from our 2023-2024 score of 3.625 to our 2024-2025 score of 3. We have discussed this as a faculty and are making curricular changes to respond to this significant decrease.



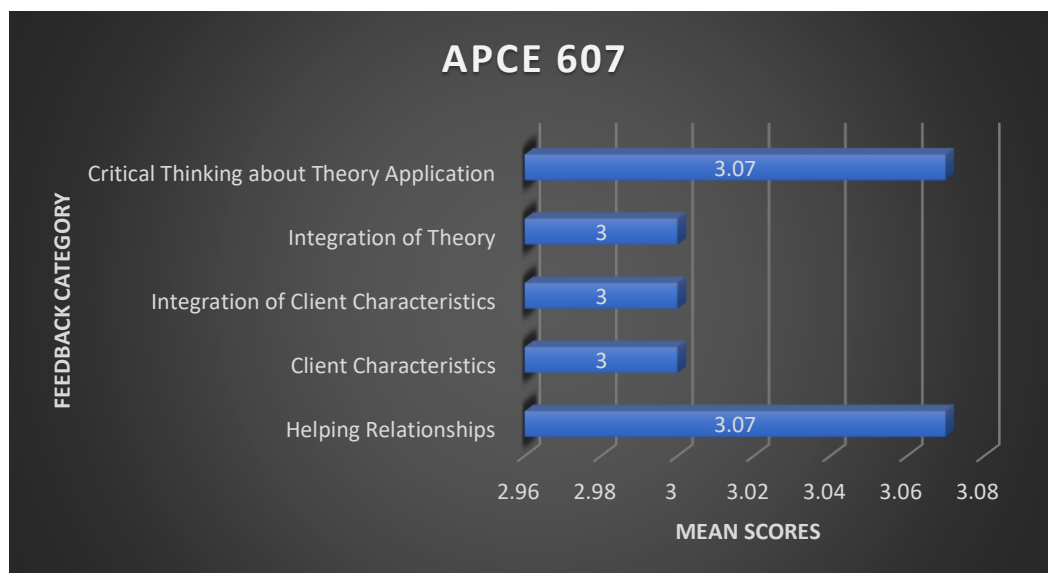
Counseling and Helping Relationships (Counseling Theory)

Students will demonstrate knowledge of major counseling theories and effectively apply theories to individual and group counseling contexts. This standard is assessed in APCE 607, Theories of Counseling.

Areas assessed include:

1. Helping Relationships: Student demonstrates knowledge and skills related to the helping process, the application of counseling theories and techniques, as well an understanding of change process models.
2. Client Characteristics: Student demonstrates knowledge and skills in the application of counseling theories while considering a holistic view of clients, including their culture, beliefs, values, characteristics, diagnosis, and other needs.
3. Integration of Client Characteristics: Student demonstrates the capacity to formulate a clear understanding of the client's issues integrating cultural, historical, developmental and eco-systemic elements to design a counseling strategy to work with the client; and articulates the client's issues from a theoretical perspective.
4. Integration of Theory: Student demonstrates the ability to synthesize knowledge and theory into new and integrated whole, while also making evaluative decisions about the material, integrating and assessing information from a variety of perspectives and contexts. A mean score was calculated for each area of the rubric.
5. Critical Thinking about Theory Application- Student demonstrates critical thinking skills in the evaluation and application of counseling theory through the process of examining and considering a myriad of counseling theories, reflecting on their personal beliefs about various theories, and considering evidence-based applications of theories to specific populations.

Students scored at least a 3.0 in each area. We saw an increase in our integration of theory category from our 2023-2024 scores from 2.96 to 3 in our 2024-2025 reporting. As mentioned in our 2023-2024 annual report, to help increase our mean score in this area, professional counseling faculty implemented additional instructional support for the Personal Theory Paper assignment in this course. Specifically, students were guided to write a dedicated section outlining how they have synthesized theoretical knowledge acquired over the semester, and how they have integrated it into a cohesive, personal theory. This change seems to have improved student knowledge in this area.

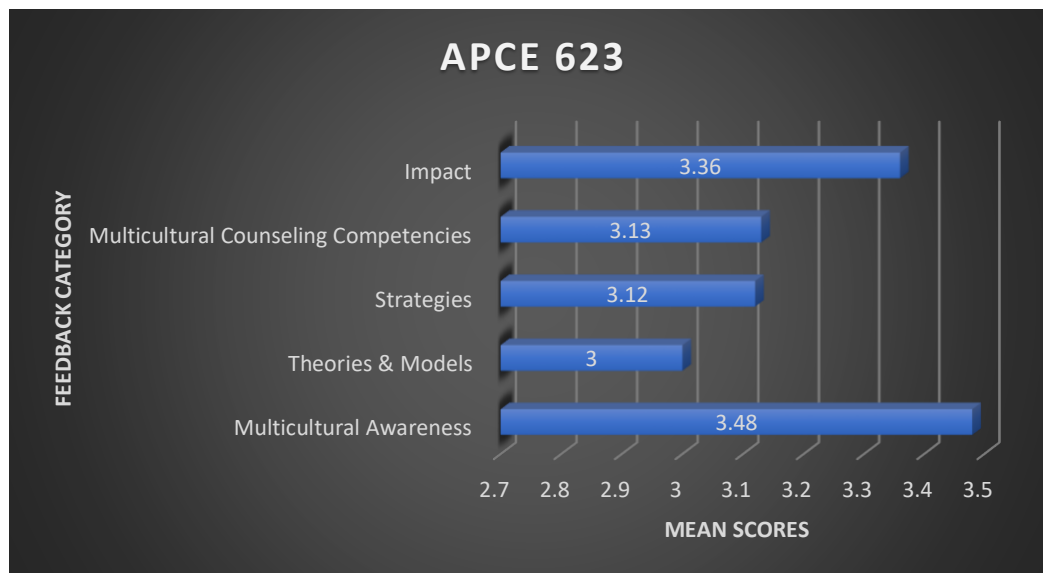


Social and Cultural Diversity

Students will demonstrate knowledge and awareness of social and cultural diversity issues in counseling and demonstrate the ability to implement culturally sensitive counseling interventions. This standard is assessed in APCE 623, Understanding & Counseling Diverse Populations through the following:

1. Multicultural Awareness: Student demonstrates an understanding of diversity which includes racial, ethnic, and cultural heritages; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs, as well as physical, emotional, and mental abilities.
2. Theories and Models: Student demonstrates knowledge and skills in applying theories and models of multicultural counseling, cultural identity development, social justice and advocacy.
3. Strategies: Student demonstrates knowledge and skills for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination that affects client treatment options and opportunities.
4. Multicultural Counseling Competencies: Student demonstrates knowledge of the help seeking behaviors of diverse clients and seeks to gain cultural knowledge. Counselor engages in critical self-reflection concerning multiculturalism.
5. Impact: Student understands the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. Student understands the effects of power and privilege for counselors and clients.

A mean score was calculated for each area of the rubric. All students scored an average of 3.0 in all 5 areas. We saw an increase in scores in the following areas compared to our 2023-2024 means: Multicultural awareness, Strategies, Multicultural Counseling Competencies and Impact. As discussed in our 2023-2024 report, the faculty implemented a variety of strategies to help increase our scores including more guest speakers to focus on impact and awareness as well as include a discussion prompt focusing specifically on strategies to identify and eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination which impact our clients. This changes positively impacted student knowledge and scores.



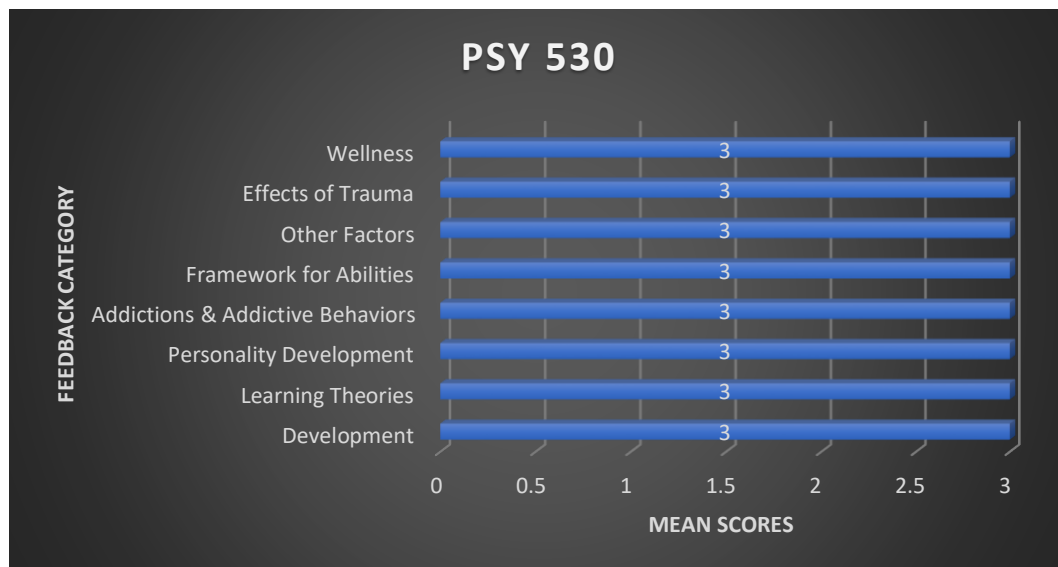
Human Growth and Development

Develop an understanding of the aspects of human growth and an appreciation for the nature of human development and its integration within the counseling process. This standard is assessed in PSY 530, Life Span Developmental Psychology.

Areas assessed include:

1. Development: Student demonstrates an understanding of the theories of individual and family development across the lifespan.
2. Learning Theories: Student demonstrates knowledge and skill in applying learning theories in order to help a client learn new thought patterns and life skills.
3. Theories of normal and abnormal personality development: Student demonstrates an understanding of the theories of normal and abnormal personality development.
4. Addictions and addictive behaviors: Student demonstrates knowledge and application of the theories and etiology of addictions and addictive behaviors.
5. Framework for Abilities: Student has knowledge and the ability to apply a general framework for understanding differing abilities and strategies for differential interventions.
6. Other Factors: Student demonstrates an understanding of biological, neurological, environmental, systemic and physiological factors that affect human development, functioning and behavior.

A mean score was calculated for each area of the rubric. All students scored an average of 3.0 in all 5 areas. While we have historically struggled with getting data for this area, the professional counseling coordinator was intentional with inviting instructors for this course to student review meetings as well as providing them support when completing the student review Qualtrics survey. This seemed to lead to stronger engagement and survey completion from PSY 530 instructors.



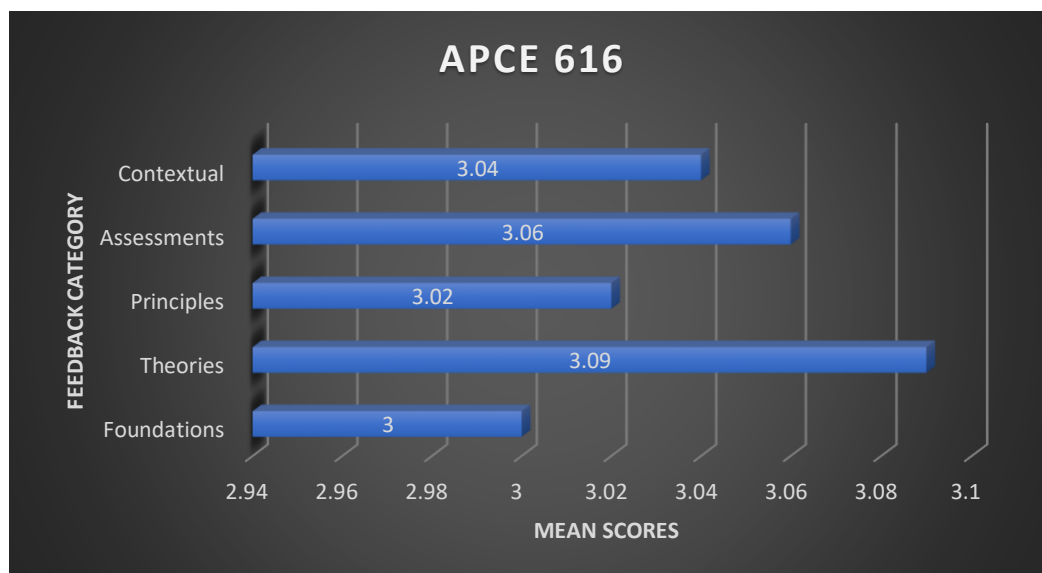
Career Development

Students will apply career development theories and approaches and will demonstrate the application of exploration, problem-solving, and work-life adaptation skills in their work with clients. This standard is assessed in APCE 616, Career Theory and Assessment.

Areas assessed include:

1. Foundations: Student demonstrates an understanding of the history and development of career counseling.
2. Theories: Student demonstrates knowledge of emergent theories of career development and counseling.
3. Principles: Student demonstrates an understanding of the ethics and principles of career development and decision-making over the lifespan.
4. Assessments: Student demonstrates knowledge of formal and informal career and work-related tests and assessments.
5. Contextual: Student demonstrates knowledge about the roles counselors play in career development and the unique needs of diverse populations.

A mean score was calculated for each area of the rubric. Students scored 3.0 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge. We saw an increase in scores compared to our 2023-2024 data in the following areas: Contextual, Assessments, Principles and Theories.



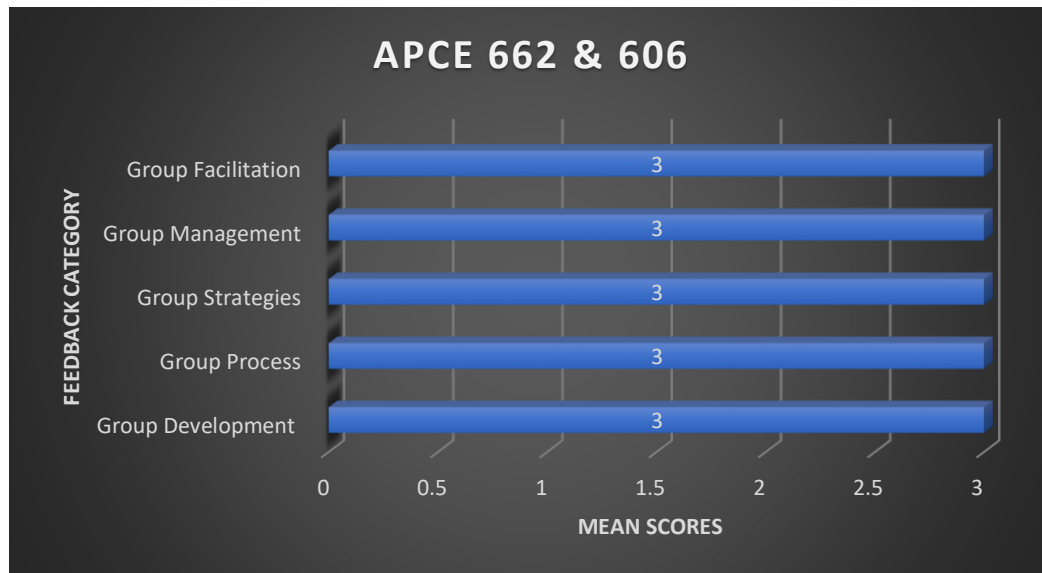
Group Counseling

Students will demonstrate an understanding of the group counseling process, including theories of group development, group dynamics, the application of group counseling theories, as well as group leadership and management skills. This standard is assessed in APCE 662 Group Dynamics and Facilitation (completed by CMHC & MCFC/T students) & APCE 606 Theories and Practices in Group Guidance (completed by SC students).

Areas assessed include:

1. Group Development: Student demonstrates an understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques.
2. Group Process: Student demonstrates knowledge and skill in group formation, including determining group type; group size; recruiting, screening, and selecting members; establishing ground rules as well as methods for ending/terminating the group.
3. Group Strategies: Student demonstrates the ability to describe, select, and appropriately use strategies from accepted and culturally appropriate theories and models for group counseling.
4. Group Management: Student demonstrates the ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan.
5. Goal Facilitation: Student demonstrates the ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development.

A mean score was calculated for each area of the rubric. Students scored a 3.0 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge. There were slight decreases in scores compared to our 2023-2024 data in Goal Facilitation, Group Process, and Group Development. The scores decreased from 3.06 to 3.0. Faculty will monitor student scores next year to see if there is a continued decrease and need for instructional change.

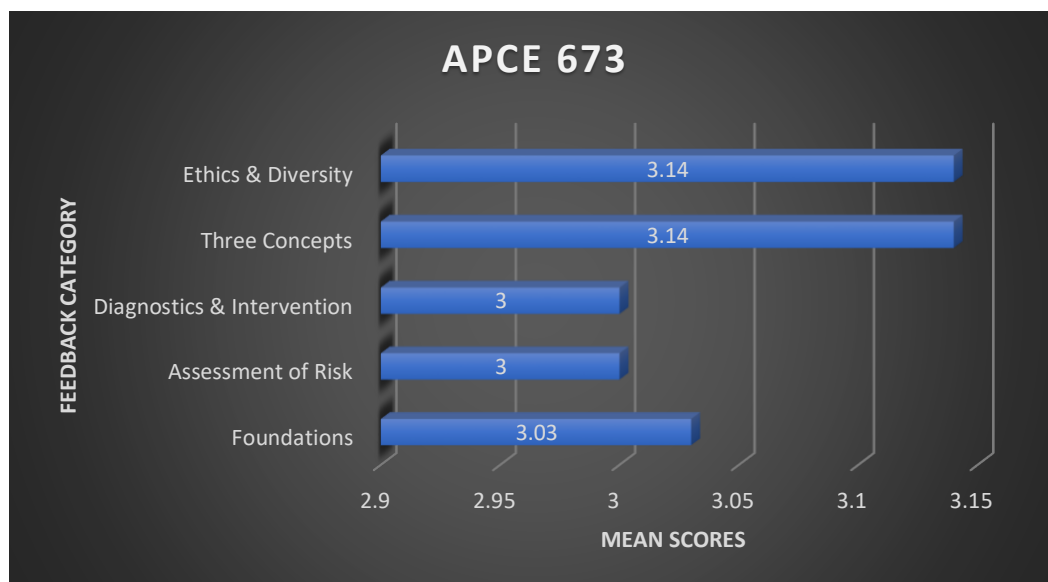


Appraisal and Assessment

Students will demonstrate knowledge and skills in the application of assessment and evaluation techniques with diverse groups, across multiple settings, including selecting appropriate assessments, the use of standardized assessments, conducting intakes and interviews, and engaging in risk assessments. This standard is assessed in APCE 673, Appraisal and Assessment. Areas assessed include:

1. Foundations: Student demonstrates knowledge of the history and development of assessment and testing in counseling and has the ability to prepare for and conduct initial assessments.
2. Assessment of Risk: Student demonstrates knowledge and skill in assessing for risk of aggression, danger to others, self-inflicted harm or suicide and can identify trauma and abuse for reporting purposes.
3. Diagnostics and Intervention: Student demonstrates knowledge and skill in using assessments for diagnostic and intervention planning purposes.
4. Basic Concepts: Student demonstrates an understanding of the basic concepts of various types of assessments, statistical concepts and the reliable and valid use of assessments.
5. Ethics and Diversity: Student demonstrates knowledge and skill in using ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

A mean score was calculated for each area of the rubric. Students scored 3 or above in each area and we saw an increase in scores in all but Assessment of Risk compared to our 2023-2024 data.



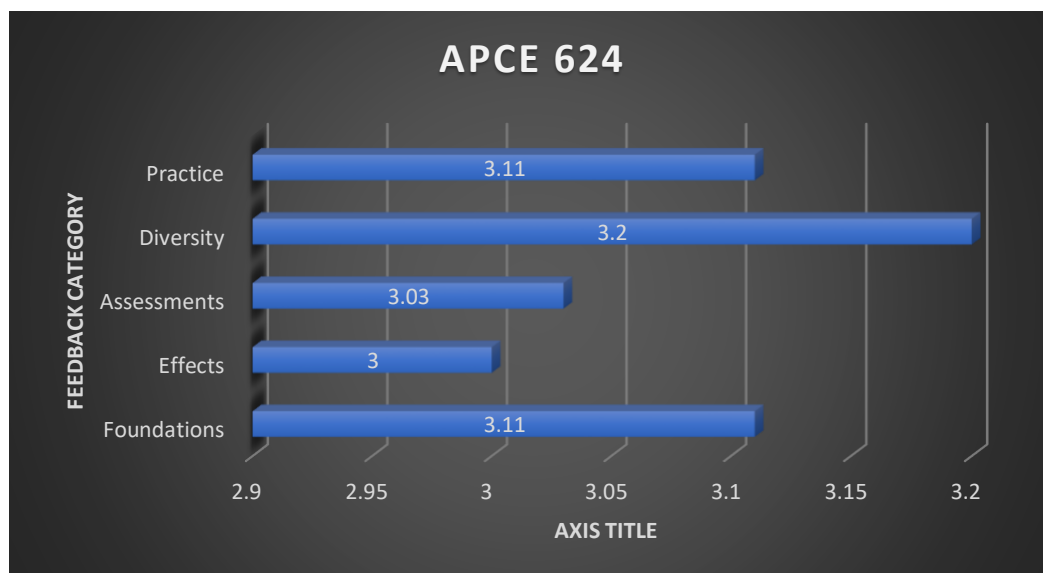
Addictions

Gain knowledge and skills in assessment and treatment of individuals with addictive issues. This standard is assessed in APCE 624, Assessment and Treatment of Substance Abuse.

Areas assessed include:

1. Foundations: Student demonstrates an understanding of the history, development and theories of addiction counseling.
2. Effects: Student demonstrates knowledge of the neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others.
3. Assessments: Student demonstrates knowledge and skill in the psychological tests and assessments specific to addiction counseling.
4. Diversity: Student demonstrates knowledge concerning cultural factors relevant to addiction and addictive behaviors and related programs for preventative measures.
5. Practice: Student demonstrates knowledge of strategies for reducing negative effects of substance use, abuse, dependence and addictive disorders.

A mean score was calculated for each area of the rubric. Students scored between 3.04-3.11 in each area that they met criteria within the proficient range, demonstrating basic, entry-level knowledge. We saw increases in 4 out of the 5 areas compared to our 2023-2024 data. As mentioned in our previous report, faculty who teach this course have included an in-class activity where students will practice completing and reviewing one of the assessments discussed in class which may have led to an increase in each area.



Research and Program Evaluation

Students will demonstrate the ability to be effective consumers of research as well as demonstrate the skills needed to conduct research for the purpose of evaluating program and monitoring client outcomes. This standard is assessed in SRM 600, Introduction to Graduate Research.

Areas assessed include:

1. Research Constructs: Student demonstrates knowledge of basic research constructs such as research designs, types of measurement, standards for validity and reliability, standardization of assessments, data analysis techniques, etc.
2. Consumer of Research Literature: Student demonstrates knowledge and skills to objectively analyze research literature and can identify purpose, themes, methodology, design, and general findings; as well as identify how research findings can be effectively and ethically applied in clinical practice.
3. Literature Critique & Evaluation: Student demonstrates knowledge and skill in identifying solid versus faulty research literature, gaps in the research literature, and future research needs.
4. Diversity: Student demonstrates a knowledge of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation data.
5. Outcome Evaluation: Student demonstrates knowledge and skill in evaluating program outcomes, client outcomes, as well as progress monitoring.

A mean score was calculated for each area of the rubric. Students scored between 3.0 and 3.03 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge.

No data available for AY 2024-2025. Data in this area has historically been challenging to capture due to the courses in this area being taught collaboratively with another department. Faculty who teach in this area were contacted to complete the rubric to assess student learning. Faculty informally reported that our students are proficient in this area.

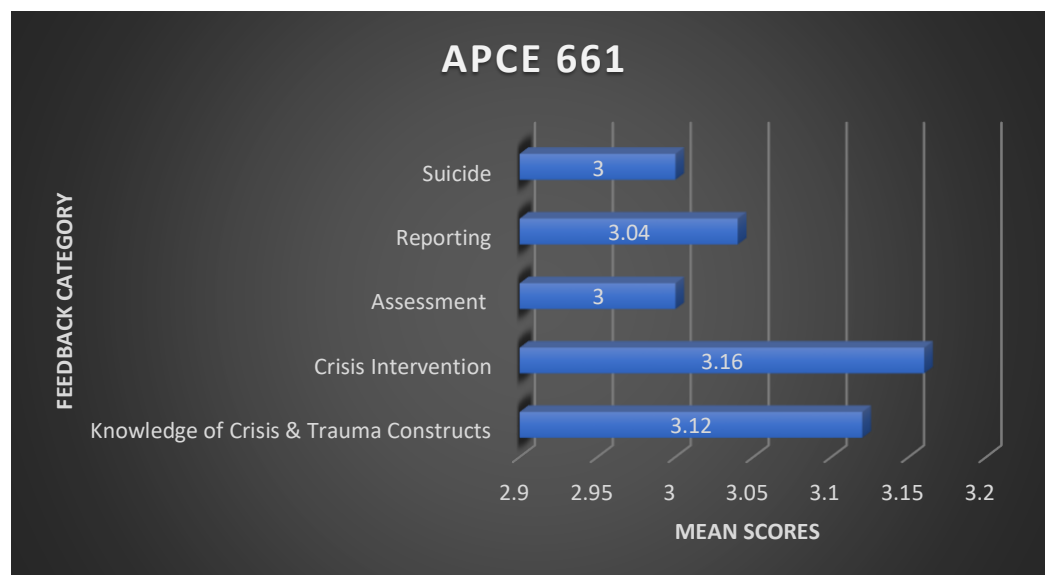
Crisis Intervention

Demonstrate sufficient knowledge and skills associated with counseling in crisis settings and addressing trauma in clients. This standard is assessed in APCE 661, Crisis Intervention.

Areas assessed include:

1. Knowledge of Crisis & Trauma Constructs: Student demonstrates an understanding of the causes of crisis and trauma and both the short-term and long-term effects that trauma and crisis have on specific populations.
2. Crisis Intervention: Student demonstrates an understanding of crisis intervention, trauma-informed, and community-based strategies such as Psychological First Aide.
3. Assessment: Student demonstrates knowledge of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
4. Reporting: Student demonstrates knowledge of procedures and skills for identifying trauma and abuse for reporting abuse.
5. Suicide: Student demonstrates knowledge of suicide prevention models and strategies.

A mean score was calculated for each area of the rubric. Students scored 3.0 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge. Scores also increased in Reporting, Crisis Intervention and Knowledge of Crisis & Trauma Constructs compared to our 2023-2024 reporting data.



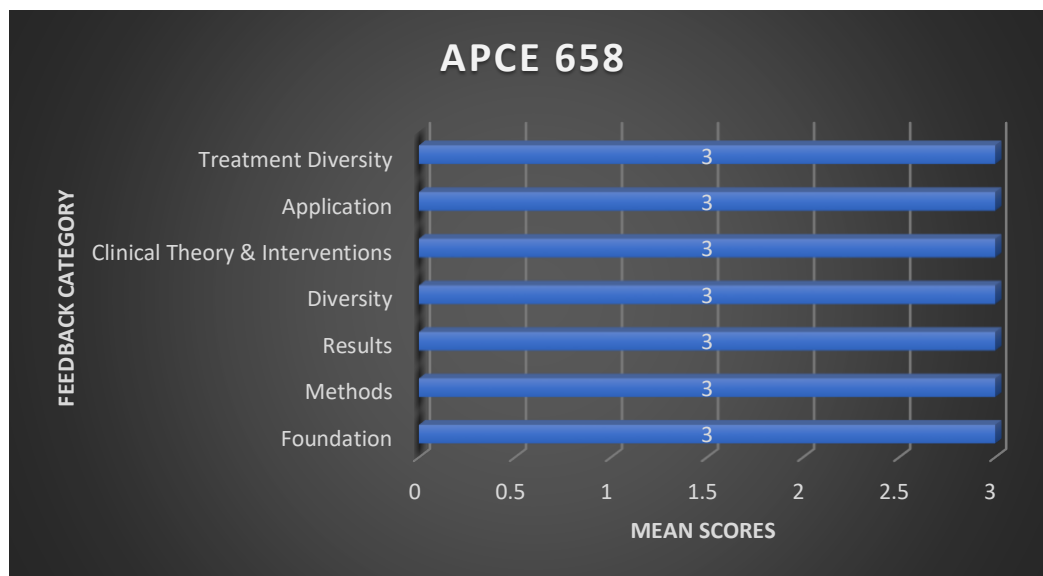
Psychodiagnosis and Treatment Planning

Students will demonstrate knowledge and ethical applications of the psycho-diagnostic and treatment planning processes and their effects on client treatment across multicultural populations. This standard is assessed in APCE 658, Diagnosis and Treatment Planning.

Areas assessed include:

1. Foundation: Student demonstrates knowledge of the historical perspectives concerning the nature and meaning of diagnoses and its implications on client well-being.
2. Methods: Student demonstrates an understanding of the methods used to identify and diagnosis the factors that underlie behavior, especially maladjusted or abnormal behavior.

3. Results: Student demonstrates knowledge and skills in the use of assessment results to diagnose developmental, behavioral, and mental disorders.
 4. Diversity: Student demonstrates knowledge in ethical and cultural relevant strategies for selecting, administering, and interpreting assessment and test results for the purposes of diagnosing mental health disorders.
 5. Clinical Theory & Interventions: Student demonstrates a strong working knowledge of evidenced-based clinical theory and interventions and utilizes this knowledge in the diagnosis and treatment planning process.
 6. Application: Student demonstrates ability to apply knowledge of treatment theory and interventions for the purpose of promoting optimal mental health, assistance in dealing with normal problems of living and for treating psychopathology.
 7. Treatment Diversity: Student demonstrates knowledge and ability to effectively develop treatment plans that take into consideration the social and cultural diversity of clients (e.g. Age, gender, race/ethnicity, socio-economic status, sexual orientation) and their systems.
- A mean score was calculated for each area of the rubric. Students scored 3.0 in each area, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge



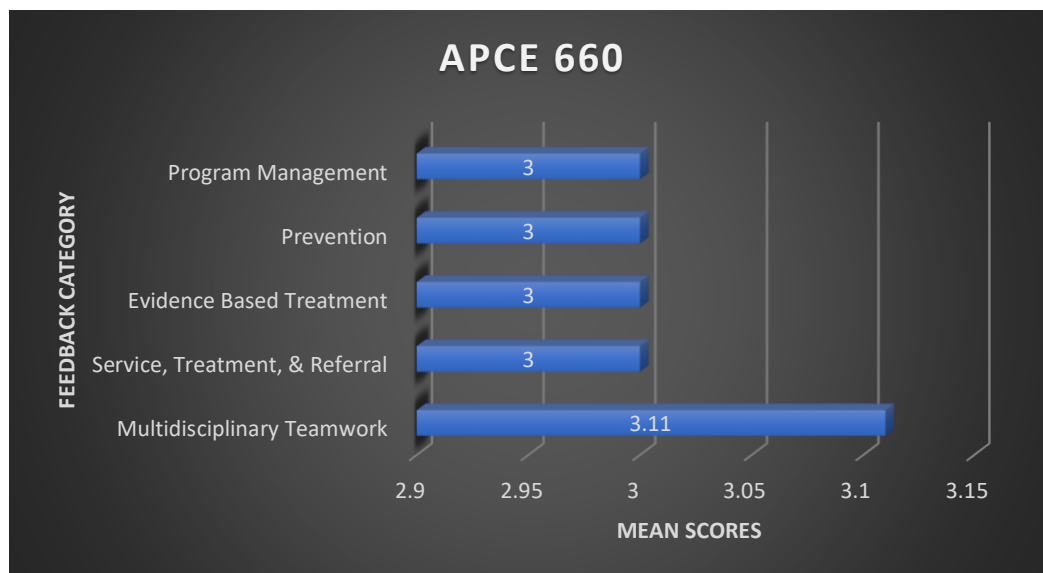
Consultation and Collaboration

Students will demonstrate knowledge and skills necessary for working in multi-disciplinary mental health care systems and the ability to engage in consultation, collaboration, prevention and intervention approaches. This standard is assessed in APCE 660, Psychological Consultation–Theory and Practice.

Areas assessed include:

1. Multidisciplinary Teamwork: Student demonstrates an understanding of collaborating across systems and can take a comprehensive and holistic view of service users' needs in order to provide the best possible outcome for a client.

2. Service, Treatment, & Referral: Student is capable of working collaboratively towards a specific set of treatment goals and has a range of skills concerning intervention, treatment planning and the referral process in order to maintain continuity of care.
 3. Evidence Based Treatment: Student demonstrates an understanding of the application of evidence-based treatment strategies and the employment of strategies to evaluate counseling outcomes.
 4. Prevention: Student demonstrates knowledge in prevention and early detection and can appropriately detect risks and protective factors.
 5. Program Management: Student demonstrates the ability to coordinate services and care in a mutually supportive environment. Student is able to gather formal and informal data from a variety of sources to determine program goals and outcomes.
- A mean score was calculated for each area of the rubric. Students scored 3.0 in each area, and 3.11 in Multidisciplinary Teamwork, indicating that they met criteria within the proficient range, demonstrating basic, entry-level knowledge.



Couples, Marriage, and Family

Students will demonstrate knowledge and skills needed to effectively counsel couples and families and to understand the diverse systems in which they belong. This standard is assessed in APCE 665, Family Systems.

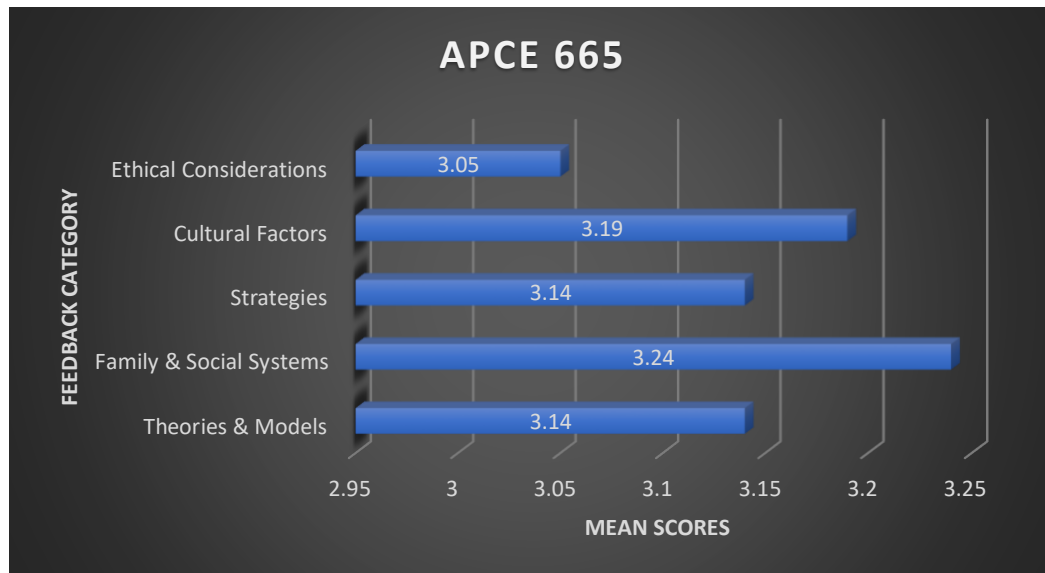
Areas assessed include:

1. Theories and Models: Student demonstrates knowledge of family and systems theories and major models of family interventions.
2. Family and Social Systems: Student demonstrates an understanding of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
3. Strategies: Student demonstrates knowledge and skills in the application of assessment and diagnostic strategies in counseling individuals, couples and families.

4. Cultural Factors: Student demonstrates an understanding of the influence of cultural factors relevant to marriage, couples, and family functioning and the impact of cultural factors on the development of roles and the functioning of relationships.

5. Ethical Considerations: Student demonstrates an understanding of the ethical considerations and possible conflicts that may arise when counseling couples and/or families.

A mean score was calculated for each area of the rubric. Students scored between 3.0-3.24 in each area, indicating that they met criteria in the proficient range, demonstrating basic, entry-level knowledge in each area. We also saw an increase in scores in all 5 areas compared to our 2023-2024 annual report data.



Mental Health Counseling Foundations

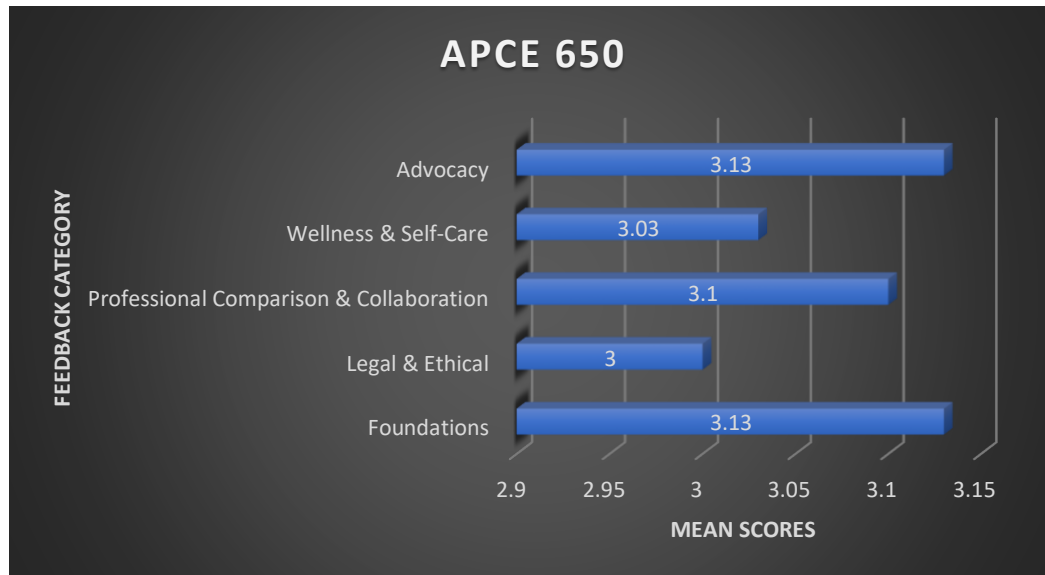
Students will demonstrate knowledge of the mental health counseling field, including the foundations of the profession, the role of counselor as advocate and collaborator, and the importance of personal wellness and self-care. This standard is assessed in APCE 650, Orientation to Community Counseling.

Areas assessed include:

1. Foundations: Student understands the foundations of the mental health counseling profession, including the history of the profession, counselor specialization areas, professional organizations, and requirements for licensure and certification.
2. Legal and Ethical: Student demonstrates an understanding of the professional ethics of mental health counselors, including those outlined by professional counseling organizations, as well as the ethical and legal guidelines specified by the State of Colorado.
3. Professional Comparison and Collaboration: Student demonstrates an understanding of the similarities and differences between mental health counseling and other human services professions, including similarities and differences in licensure and scope of practice, as well as how human service professionals collaborate in the service of client treatment and welfare.
4. Wellness and Self-Care: The student demonstrates an understanding of the issues surrounding the risks of vicarious trauma and burnout in the counseling profession and identified strategies for addressing their own wellness and self-care.

5. Advocacy: The student demonstrates an understanding of their role as advocate for the counseling profession as well as their role in advocating for change in the institutional and social barriers that impede access, equity, and success for clients.

A mean score was calculated for each area of the rubric. Students scored between 3.0- 3.13. in each area, indicating that they met criteria in the proficient range, demonstrating basic, entry-level knowledge in each area.



Comprehensive School Counseling

Students will demonstrate an understanding of the foundations of school counseling, the K-12 educational processes, evidence-based prevention and intervention programs that address career, social/emotional, and academic development, as well as the evaluation of program outcomes. This standard is assessed in APCE 602 & 608, Foundations of School Counseling.

Areas assessed include:

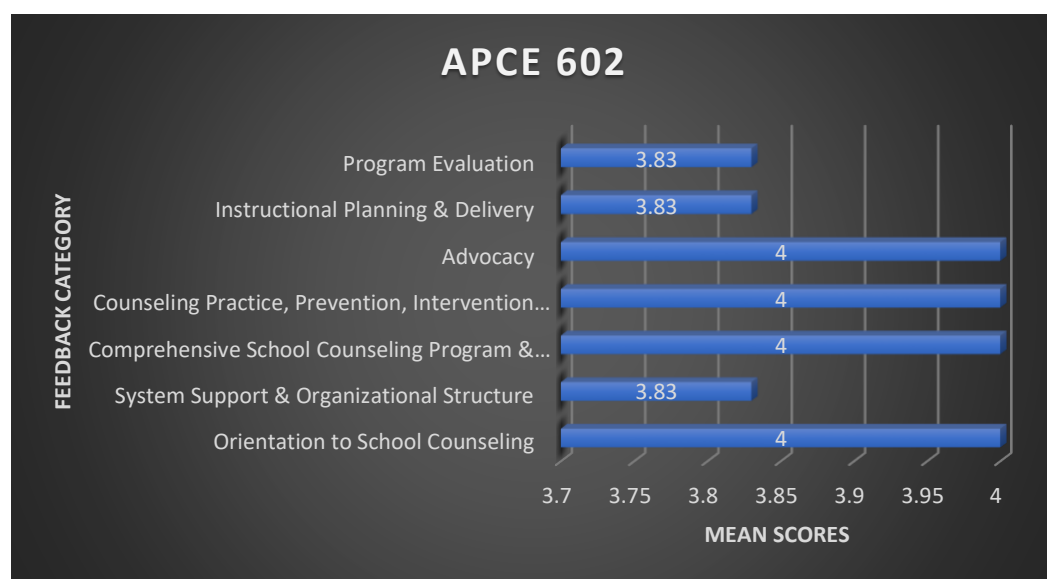
1. Orientation to School Counseling: Student demonstrates an understanding of the history, development and ethical standards of the school counseling profession. Student has knowledge of school counseling and career development models.
2. System Support & Organizational Structure: Student demonstrates an understanding of the organizational structures of schools and the models of school-based collaboration and consultation.
3. Comprehensive School Counseling Program & Design: Student demonstrates the knowledge and skills necessary to promote the academic, career/college readiness, and emotional/social development of P-12 students through the design and implementation of evidence-based, data-driven, comprehensive school counseling program.
4. Counseling Practice, Prevention, Intervention & Coordination: Student demonstrates knowledge of effective prevention strategies, counseling interventions, and the has the skills to work with families, staff and faculty. Student demonstrates the knowledge to coordinate programs, projects, and find resources to effect social change.

5. Advocacy: Student demonstrates skills and strategies necessary for effectively advocating for all students regardless of race, ethnicity or gender identity and possesses skills to empower students and their families to remove barriers to high academic achievement and career success.

6. Instructional Planning & Delivery: Student demonstrates knowledge of core curriculum designs, lesson plan development, classroom management and differential development strategies. Student is competent in strategies to facilitate transitions and in increasing promotions and graduation rates.

7. Program Evaluation: Student demonstrates knowledge and skills related to evaluating student outcomes, including conducting needs assessments, progress monitoring, and evaluating the outcomes of counseling and counseling-related programs.

A mean score was calculated for each area of the rubric. Students scored well above average with a range of 3.83-4. in each area, indicating that they met criteria in the proficient to exceeds expectations range, demonstrating basic, entry-level knowledge in each area.



Personal Development and Wellbeing

Students will demonstrate and maintain self-awareness and self-understanding and their impact on others, including classmates, clients, the counseling process, the work and school environment, and their community by engaging in self-reflection and the integration of feedback. This standard is assessed in all courses (at the end) and the data is used in the bi-annual review of students conducted by faculty members of the Professional Counseling Committee. At the conclusion of each course, instructors complete a Faculty Assessment Form on each student enrolled in their course. The faculty/instructors are tasked with assessing students on the following criteria: (a) academic ability, (b) written expression, (c) verbal expression, (d) initiative and motivation, (e) commitment to professional development, (f) maturity, (g) ability to accept personal responsibility, (h) interpersonal skills, (i) professionalism, (j) openness and ability to utilize feedback, (k) self-awareness, (l) openness to new ideas, (m) ability to manage personal stress, (n) attention to legal and ethical considerations, (o) clinical skills, and (p) emotional regulation. Students are assessed with a 5-point Likert scale: 5 = outstanding/well above expectations, 4 = above expectations, 3 = meets expectations, 2 = below expectations, 1 = well below expectations, or not applicable. Instructors also indicate their recommendation about

students' continuation in the program by indicating one of the following: (a) encouraged to continue in the program, (b) review after another semester, (c) offered remedial assistance, (d) discouraged from continuing in the program, and/or (e) I don't know the student well enough to make a recommendation. In addition to students being rated on the Faculty Assessment Form, all students create a wellness plan during their orientation courses (APCE 650, Orientation to Clinical Counseling and APCE 602 Foundations in School Counseling). **Students scored above a 3.0**, indicating that they met criteria within the proficient range.

Professional Dispositional Assessments

Assessments in this area include Faculty Assessment of Students form, PC Faculty Biannual Student Evaluation, and Foundation Courses Wellness Plans. Faculty Assessment of Students: At the conclusion of each course, instructors complete a Faculty Assessment Form on each student enrolled in the course. The faculty/instructors are tasked with assessing students on the following criteria: (a) academic ability, (b) written expression, (c) verbal expression, (d) initiative and motivation, (e) commitment to professional development, (f) maturity, (g) ability to accept personal responsibility, (h) interpersonal skills, (i) professionalism, (j) openness and ability to utilize feedback, (k) self-awareness, (l) openness to new ideas, (m) ability to manage personal stress, (n) attention to legal and ethical considerations, (o) clinical skills, and (p) emotional regulation. Students are assessed with a 5-point Likert scale: 5 = outstanding/well above expectations, 4 = above expectations, 3 = meets expectations, 2 = below expectations, 1 = well below expectations, or not applicable. Instructors also indicate their recommendation about students' continuation in the program by indicating one of the following: (a) encouraged to continue in the program, (b) review after another semester, (c) offered remedial assistance, (d) discouraged from continuing in the program, and/or (e) I don't know the student well enough to make a recommendation.

Students scoring below expectations or well below expectations were reviewed by the program faculty members (once in fall 2024 and once in spring 2025) to determine if patterns of problematic issues/behaviors were demonstrated across different classes and across semesters. When patterns of problematic issues/behaviors were identified, students were provided with a letter that explained the concerns brought forth by faculty/instructors and recommendations for remediation were provided along with the requirement that they meet with their faculty advisor. Only 5 students were identified to have scored below expectations or well below expectations during this review period and all were provided departmental support.

Clinical Skills Assessment

Assessments in this area are conducted in practicum and internship courses. Assessment data include (a) satisfactory completion of practicum and internship course requirements, (b) satisfactory performance on skills assessed through the Practicum Evaluation Form (in APCE 612), (c) completion of required direct and indirect hours, (d) satisfactory performance at field placement sites as measured through student evaluations by site supervisors, (e) completion of case conceptualizations, and (f) self-supervision ratings.

Counseling Skills & Application of Knowledge – Students will demonstrate an integration of the knowledge and skills of an effective counselor, through supervised practicum

and internship experiences. This standard is assessed in the following courses:

- APCE 612 Practicum in Individual Counseling;
- APCE 619 Practicum II in Individual Counseling;
- APCE 694 Practicum in Couples & Family Therapy;
- APCE 614 Internship in School Counseling;
- APCE 691 Internship in Clinical Counseling: Couples & Family Therapy;
- APCE 692 Internship in Community Counseling

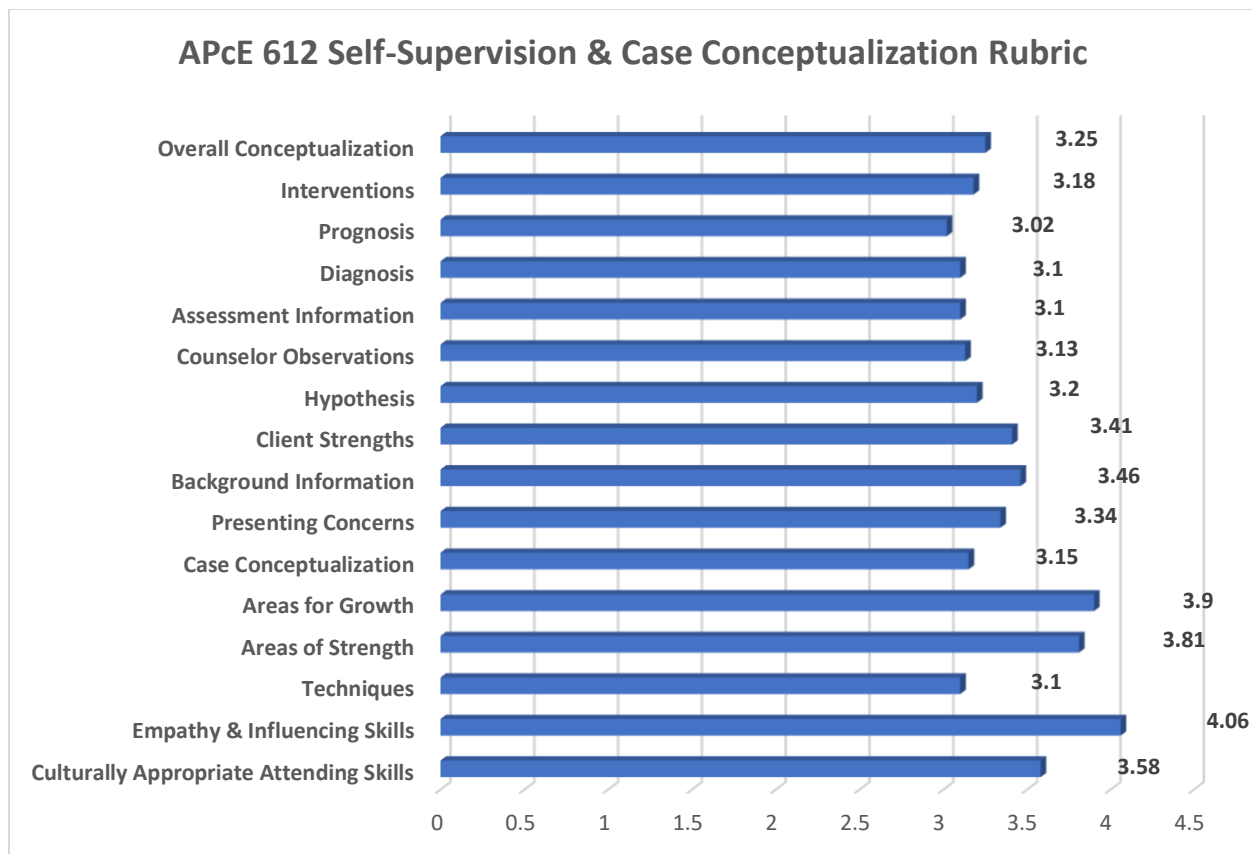
Students are evaluated on the completion of case conceptualizations, as measured by the Case Conceptualization & Treatment Plan Scoring Rubric and on self-supervision skills as measured by the Faculty Assessment of Students' Self-Supervision. Site supervisors conduct midpoint and endpoint assessments on students during their internship and this data is included below. All data are presented across practicum and internship and across each program (CMHC, CMFT/C, & SC).

Case Conceptualization & Treatment Plan Scoring Rubric. The rubric contains 11 areas, including: (a) clear/thorough introduction of the client, (b) the client's presenting concerns, (c) summary of recent/past events related to client's presenting concerns, (d) overview of client's strengths, (e) students' hypotheses about the client's issues/concerns, (f) students' observations about systemic issues that affect their client, (g) formal and informal assessment data/information, (h) multi-axial diagnosis, (i) prognosis, (j) interventions, and (k) an overall, integrated conceptualization of the client. Students' write-ups are assessed using a 1-5 Likert scale: 5 = Exceptional (skills and understanding significantly beyond counselor developmental level) 4 = Outstanding (strong mastery of skills and thorough understanding of concepts 3 = Mastered Basic Skills (understanding of skills/competence evident) 2 = Developing (minor conceptual errors; in process of developing) 1 = Deficits (deficits in knowledge/skills; significant remediation needed).

Self-Supervision Ratings: During practicum and internship students engage in self-supervision written reflections throughout the semester. Their written reflections are assessed by their course instructor in the areas of a) culturally appropriate attending skills, b) empathy and influencing skills, c) the application of techniques, d) students' reflection on areas of strengths, and e) students' reflection on areas of growth. Students are rated on a 3-Likert scale consisting of 1) below expectations, 3) meets expectations, and 5) above expectations.

The graphs below show students' ratings on the Case Conceptualization and Treatment Plan Scoring Rubric as well as Self Supervision Ratings completed during Practicum I, Practicum II and Internship.

APCE 612 Practicum I in Individual Counseling

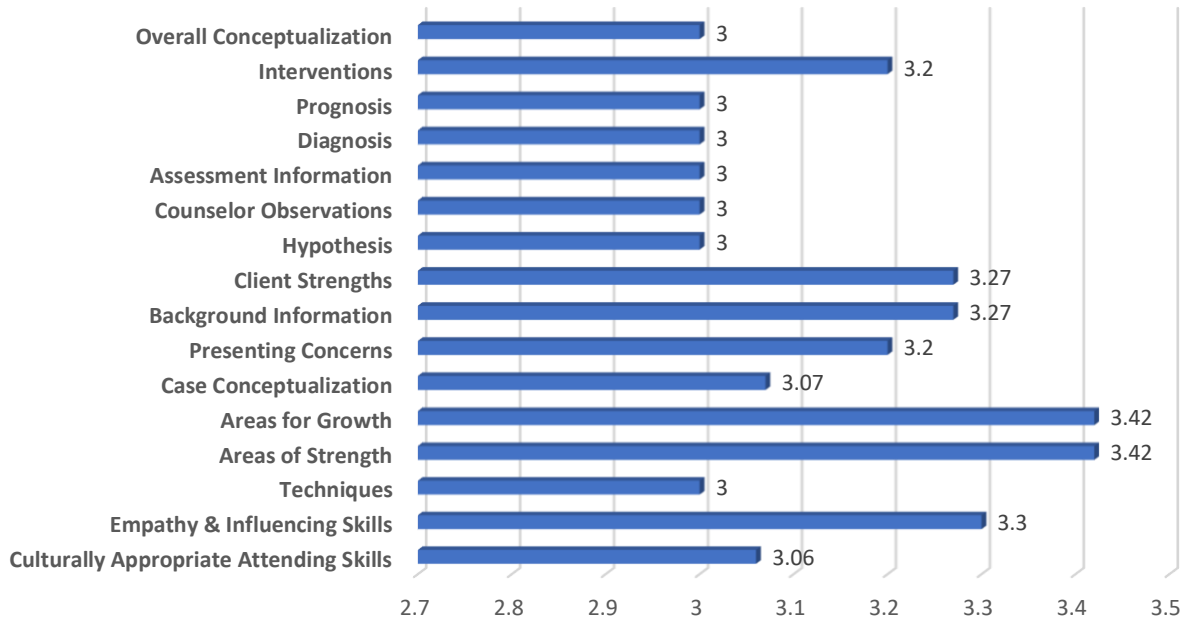


The data indicate that practicum students scored between 3.02 and 3.81 which falls within the mastered basic skills range.

In sum, students enrolled in APCE 612 Practicum in Individual Counseling (Practicum I) demonstrate overall strong case conceptualization skills. Students on average were weaker in the assessment information, prognosis and diagnosis. While there is a need to continue to discuss assessment and diagnosis as an area of growth for our students, it is worth noting that our student strengths are consistent with professional counselor identity (i.e., client strengths, and counselor observations).

APCE 619 Practicum II in Individual Counseling

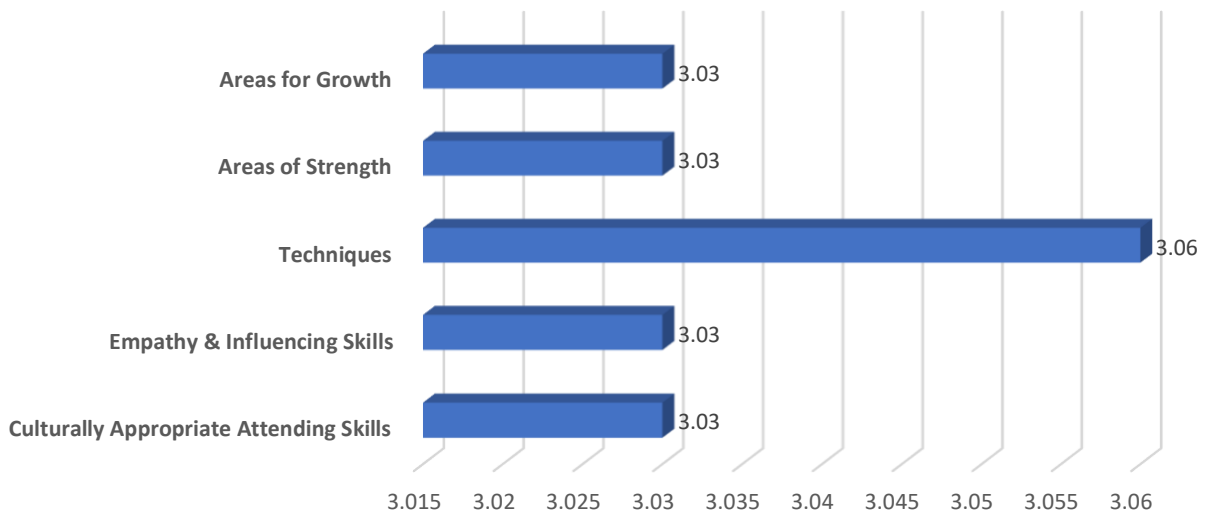
APCE 619 Self-Supervision & Case Conceptualization Rubric

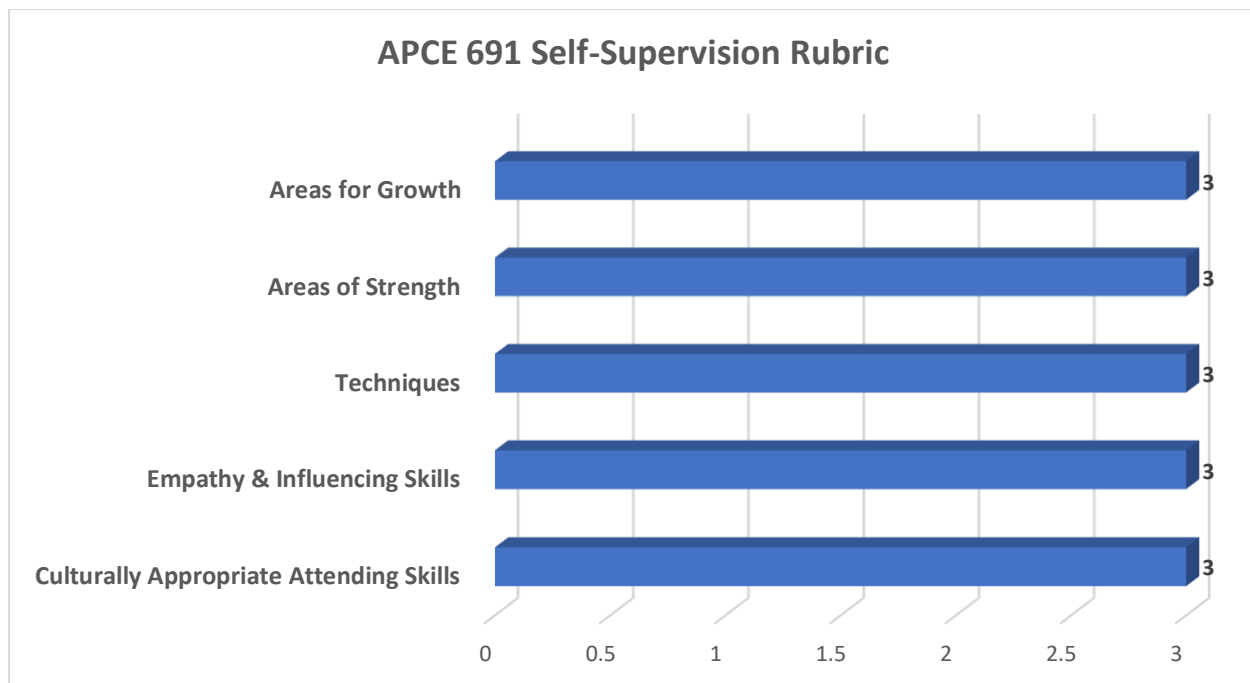


The data indicate that Practicum II students scored between 3 and 3.42 which falls within the mastered basic skills range. Scores decreased across all areas compared to 2023-2024 data. After discussing these scores with professional counseling faculty, it was decided that instructors would provide more direct and concrete feedback on self supervision forms and case conceptualizations so that students can build on the feedback over the course of the semester.

Internship: APCE 614 Internship in School Counseling, APCE 691 Internship in Clinical Counseling: Couples & Family Therapy, APCE 692 Internship in Community Counseling

APCE 692 Self-Supervision Rubric





Data demonstrates that students' scores in the area of case conceptualization are between 3-3.06 during Internship, with students performing well within the mastered basic skills range.

CMCH students are evaluated in the following areas, a) establishes good rapport with client; b) demonstrates control and direction of the interview; c) accepts and encourages client's emotions, feelings, and expressed thoughts; d) responds appropriately in view of what client was expressing; e) reflects and reacts to feelings; f) remains objective with their own values; g) uses interventions appropriately; h) develops relationship conducive to productive counseling; i) uses appropriate language level; j) language, tone of voice, and other behavior conveys interest in client; k) communicates his/her interests, feelings, and experiences to the client when appropriate; l) understands client's problem; m) reports client behavior accurately with supporting observations; n) interventions reflect clear understanding of client's problem; o) demonstrates knowledge of principles and processes of theoretical framework; p) treatment goals/plans reflective of good case conceptualization; q) termination initiated properly; r) follow-up or termination discussed; s) able to observe and discuss case objectively and insightfully; t) receptive to supervisor feedback; u) feedback reflected in future counseling sessions; and v) counselor able to understand their impact on counseling relationship. Students are rated on a 5-point Likert scale, 1 = low to 5 = high.

MCFT/C students are rated in the following areas, a) understands their influence on the counseling relationship, b) receptive to feedback, c) discusses follow-up and/or termination, d) identifies relevant treatment goals, e) demonstrates systems thinking, f) interventions implemented reflect the issue/problem presented, g) demonstrates understanding of family's problem, h) demonstrates language, tone to convey interest, i) establishes a therapeutic relationship, j) remains objective with their own values, k) demonstrates appropriate responses

to family, l) is accepting of family emotions, and m) develops rapport with family members. Students are rated on a 5-point Likert scale, 1 = low to 5 = high.

School Counseling students are rated in the following areas, a) demonstrates cultural diversity in classroom activities, b) provides developmentally appropriate classroom activities, c) engaged in effective classroom activities, d) demonstrates preparedness for classroom presentations, e) engages in program coordination activities, f) demonstrates knowledge of the ASCA National Model, g) understands cultural issues of stakeholders, h) demonstrates skills in consultation, i) engages in assessment in consultation, j) effectively consults with teachers, k) accurately engages in test administration and consultation, l) provides appropriate referrals, m) understands students' needs, n) engages in effective career development, o) demonstrates skills in individual counseling, p) uses professional materials in consulting, q) understands personal limits in counseling, r) understand and employs information from supervisors, s) seeks supervision, t) follows ethical guidelines, u) reviews recommended materials, v) awareness of school culture, w) completes assigned tasks in timely manner, and x) arrives on time.

Faculty ratings of students' self-supervision reflections indicate that students could spend more time focusing on their own areas of strength and advanced influencing skills (i.e., challenging clients). This is an area the program faculty will consider in program evaluation and program modifications.

Overall, site supervisor ratings of students indicate students are meeting the learning objectives that are established during their internship training experience. Feedback from site supervisors this year has demonstrated a pattern in students' skill with building rapport with clients, remaining objective, and using supervision. One of the noted areas for growth has been in developing confidence with navigating sessions (i.e., interjecting/interrupting) as well as confidence with diagnosis and assessment which is evident in faculty student review data.

End of Program Assessments

Counselor Preparation Comprehensive Examination

Completion of the master's degree program is contingent upon successfully passing a comprehensive examination. Students are required to complete the nationally standardized Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a knowledge-based exam that reflects the eight core curriculum areas approved by CACREP. Eligible students may take the exam in the fall, spring, or summer semesters.

Summer 2024

University of Northern Colorado-Greeley					University of Northern Colorado-Extended Campus				
n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
12	14.2	1.9	12	17	6	12.8	1.9	10	15
12	10.7	2.1	8	14	6	9.3	2.6	6	13
12	12.2	2.6	8	16	6	11.5	2.6	8	15
12	12.2	1.7	10	16	6	10.2	2	8	12

12	12.3	2.0	10	16	6	13	1.5	11	15
12	12.2	1.9	10	15	6	10.7	3.6	7	16
12	11.7	1.6	9	14	6	11.5	2.5	9	15
12	11.8	1.7	9	14	6	10.8	1	10	12
12	97.0	8.7	83	107	6	89.8	13.7	70	102
2	14.5	0.7	14	15	2	13	1.4	12	14
2	12.5	2.1	11	14	2	9.5	2.1	8	11
2	14.5	3.5	12	17	2	12.5	3.5	10	15
2	14.0	1.4	13	15	2	12.5	0.7	12	13
2	15.5	0.7	15	16	2	9.5	2.1	8	11
2	12.5	0.7	12	13	2	11	2.8	9	13
2	10.5	2.1	9	12	2	11.5	3.5	9	14
2	13.5	0.7	13	14	2	12	1.4	11	13
2	107.5	0.7	107	108	2	91.5	17.7	79	104

Fall 2024

Extended Campus

CACREP Content Area Scores				**statistics represent data after outlier removal and data cleaning processes					
Content Area	Items	Program Fall 2024		National Fall 2024		Program YTD		National YTD	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	17	12	2.1	12.3	1.9	12	2.1	12.3	1.9
Social and Cultural Diversity	17	11.5	1.3	10.7	2.1	11.5	1.3	10.7	2.1
Human Growth and Development	17	12.3	2.3	11.7	2.2	12.3	2.3	11.7	2.2
Career Development	17	14.1	1.6	12.8	2.1	14.1	1.6	12.8	2.1
Counseling and Helping Relationships	17	11.3	2.2	11.2	2.1	11.3	2.2	11.2	2.1
Group Counseling and Group Work	17	13.3	2.6	12.8	2.2	13.3	2.6	12.8	2.2
Assessment and Testing	17	12.6	1.7	11.8	2.2	12.6	1.7	11.8	2.2
Research and Program Evaluation	17	13.9	2.2	12.4	2.6	13.9	2.2	12.4	2.6
Score	136	100.9	11.1	95.7	11.8	100.9	11.1	95.7	11.8

Greeley

CACREP Content Area Scores				**statistics represent data a	
Content Area	Items	Program Fall 2024		National Fall 2024	
		Mean	Std Dev	Mean	Std Dev
Professional Counseling Orientation and Ethical Practice	17	13	1.7	12.3	1.9
Social and Cultural Diversity	17	11.8	2.3	10.7	2.1
Human Growth and Development	17	13.4	1.9	11.7	2.2
Career Development	17	15	1.4	12.8	2.1
Counseling and Helping Relationships	17	12.9	1.4	11.2	2.1
Group Counseling and Group Work	17	14.2	1.8	12.8	2.2
Assessment and Testing	17	13.5	1.8	11.8	2.2
Research and Program Evaluation	17	14.5	1.2	12.4	2.6
Score	136	108.3	8.5	95.7	11.8

Spring 2025

UNIVERSITY OF NORTHERN COLORADO-Extended Campus					UNIVERSITY OF NORTHERN COLORADO-GREELEY				
n	Mean	SD	Min	Max	n	Mean	SD	Min	Max
3	12	2.6	9	14	1	13.0		13	13
3	11	1	10	12	1	11.0		11	11
3	11.7	1.2	11	13	1	13.0		13	13
3	11.7	1.5	10	13	1	9.0		9	9
3	13.3	1.5	12	15	1	13.0		13	13
3	13	1	12	14	1	16.0		16	16
3	12.3	1.2	11	13	1	14.0		14	14
3	13.3	0.6	13	14	1	9.0		9	9
3	98.3	8	90	106	1	98.0		98	98
2	14	1.4	13	15	5	12.8	1.6	11	14
2	12.5	2.1	11	14	5	11.0	2.0	9	14
2	14	1.4	13	15	5	11.0	2.3	8	13
2	14	2.8	12	16	5	10.4	1.9	9	13
2	14.5	0.7	14	15	5	11.0	2.5	8	15
2	14.5	0.7	14	15	5	13.4	1.3	12	15

2	12.5	0.7	12	13	5	10.2	1.1	9	12
2	11.5	0.7	11	12	5	10.2	2.2	8	13
2	107.5	9.2	101	114	5	90.0	10.2	80	104
1	14		14	14	1	13.0		13	13
1	11		11	11	1	10.0		10	10
1	11		11	11	1	13.0		13	13
1	9		9	9	1	9.0		9	9
1	13		13	13	1	10.0		10	10
1	15		15	15	1	16.0		16	16
1	13		13	13	1	12.0		12	12
1	10		10	10	1	8.0		8	8
1	96		96	96	1	91.0		91	91

CPCE mean scores across all programs demonstrate that students are performing above the cut-off score of 80. In addition, in comparison to CPCE national means, UNC scored above national averages

Summary of Use of Data for Program Decision-Making

- The data gathered from the Faculty Assessment Form, which evaluates students' professional dispositions and wellness (as rated by course instructors) shows that students mostly function within the meets expectations range and this is the expectation for students in our program. Additionally, this aided the faculty (instructors and advisors) in identifying students who may be in need of additional support and/or professional development during biannual student reviews. Further, this data was used by the APCE Review and Retention Committee for student referrals in the development of plans to help students to improve their professionalism and personal wellness. The Faculty Assessment Form will continue being implemented for these reasons.
- In addition to sending letters of support or concern to students who are not meeting program expectations, the program also sends letters to students who are meeting or exceeding expectations. Letters for students exceeding expectations include positive faculty comments to affirm strengths and provide encouragement. Student feedback indicates that these letters foster a sense of being valued and support continued motivation throughout the program.
- Our program faculty regularly reviews our program objectives, student learning assessment plans, and program evaluation plans. While we initially scheduled an Advisory council in Spring of 2024, due to low attendance we offered to meet with our Advisory Council in the Fall of 2025 to review various materials related to both our Professional Counseling Master's Program and our Counselor Education and Supervision Doctoral Program as well as the 2024 CACREP Standards. Our meeting was well attended by current students, alumni, site supervisors and other campus and community stakeholders from both clinical and school settings. Additionally, we surveyed our site supervisors, alumni and employers in the spring

and summer of 2025. As result of this feedback, we continue to employ a backward design where our key performance indicators drive our learning activities and key curricular assessments so our curricular content can be designed to help students meet these various indicators. This process resulted in the creation of curricular changes in our program to realign our major requirements with the new accreditation standards from CACREP and reflect the training needs of our students to be best prepared in response to these standards while still attending to what we as faculty members feel is most important for our training. We have then initiated the curriculum revision process with our university leadership teams to implement suggested changes.

- Report data was provided to faculty and instructors in order to aid them in making decisions about course content helping them to identify areas where students may need more instruction and/or support. This data was employed by faculty/instructors to aid them in making curriculum changes such as changing course textbooks, adding/changing readings, changing assignments, etc.
- Practicum and internship data, such as case-conceptualization and self-supervision data were used by practicum and internship instructors and program faculty to identify areas where individual students need more support and instruction in specific areas. Site supervisor assessment data is used in the same way and aids in determining students who are struggling in certain areas at their site, allowing faculty instructors and university supervisors to provide more support and supervision in specific areas. This data also serves as a tool to aid faculty and site supervisors to use a common language and assessment tool, which helps them to discuss and address student concerns more effectively.
- The faculty consistently met during the 2024-2025 AY to engage in curriculum mapping and review of the 2024 CACREP standards. During these meetings, faculty made curriculum changes to respond to evolving needs in our field and demands of graduate programs. These changes will be implemented beginning in the 2025-2026 AY.
- With an overall improvement in scores across courses, data suggests faculty have implemented student and program feedback to make significant improvements.

In sum, the data gathered throughout the academic year 2024-2025 and provided in this report are used to aid program faculty members to have a better understanding of student and program needs and the data provide program faculty members with guidance regarding areas where program modifications and policy changes are needed.