2017 University of Northern Colorado  
Annual Program Report  
Professional Counseling Programs  
MA-Clinical Mental Health Counseling  
MA-School Counseling  
MA-Marriage, Couple, and Family Counseling/Therapy

We would like to acknowledge the input and work of our advisory committee – Caitlin Cantrell (student), Genna Dacanay (student), Keira Olivas (student), Shayna Seitchik (student), Philip Winslow (student), Dave Matheson (alumnus), Bonnie Nicholson (alumnus), Kirsten Goffena (alumnus and site supervisor), Bernadine Knittel (site supervisor), and Rebecca Wyperd (site supervisor). We appreciate the on-going commitment to our students and our programs.

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).

**Overall Program Information**

- **Enrollment** = 243 (across all three MA programs and all three sites – Greeley, Denver, and Colorado Springs)
- **Graduates** = 61 (across all three MA programs and all three sites – Greeley, Denver, and Colorado Springs)
- **Completion Rates:** 95-97%

**Students Enrolled Fall 2017 and Spring 2018**

<table>
<thead>
<tr>
<th>Site/Program</th>
<th>Full Time</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeley-Counselor Education and Supervision-Doctoral</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>Greeley-Professional Counseling-Masters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counseling - Clinical Mental Health Counseling - Couples and Family-</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Denver-Professional Counseling-Masters</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling-</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>52</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes:

All students enrolled in one of the three MA programs in the Department of Applied Psychology and Counselor Education (APCE) complete student learning outcome assessments each semester. The purpose of these assessments is to assess individual student learning, and overall program leaning outcomes. This report represents aggregate report of student learning outcomes for annual year 2017.

The Student Learning Outcomes are divided into two parts. In Part One, first and second year students complete short essays dependent upon their year and semester in the program, as part of their coursework, such as: a detailed wellness plan or a ways students have integrated research into their professional practice. Essays are graded based on rubrics developed and shared with students prior to them completing the essays; they receive grades of Exceeds Expectations, Meets Expectations, and Below Expectations based on these rubrics. Part Two consists of quizzes for various CACREP core courses, with the questions asked pertaining to specific CACREP competencies required for each course. Each CACREP competency is assessed by three questions.

Report on Student Learning Outcomes Part One:

In the Spring semester, students completed the following short essays based on guidelines and rubrics in the appendices listed at the end of this document: Wellness Plans, Advocacy Statements and Professional Development Questions. The essays were graded as exceeds expectations, meets expectations, or below expectations based on the criteria outlined in the rubrics. Students have access to the guidelines and rubrics in the SLO handbook.

Spring 2017

1st Years: 67 1st years completed essays on how they practice wellness, ways they use advocacy, and professional development questions.

2nd Years: 72 2nd years completed essays on how they practice wellness and answered professional development questions.

Results:

(1) Wellness Plan:
   a. Out of 66+ 1st years completing their wellness plan, 20 exceed expectations, 46 met expectations and 0 were below expectations.
b. Out of 71 2nd years completing their wellness plan, 11 exceeded expectations, 58 met expectations, and 2 were below expectations.

(2) Advocacy Statement: Out of 67 1st years completing their advocacy statement, 1 exceeded expectations, 65 met expectations, and 1 was below expectations.

(3) Professional Development Questions:

The following charts show

a. Out of 67 1st years completing their professional development plan, 44 exceeded expectations, 15 met expectations, and 8 were below expectations.

b. Out of 72 2nd years completing the professional development questions, 20 exceeded expectations, 42 met expectations and 10 were below expectations.

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Spring 2017 SLOs Part One

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*1 1st year student and 1 2nd year student were unable to complete their wellness plans because they had not taken the course in which the wellness plans are created.

**Fall 2017**

In the Fall semester, students completed the following short essays based on guidelines and rubrics in the appendices listed at the end of this document: Wellness Plans and a Counseling Profession Essay. The essays were graded as exceeds expectations, meets expectations, or below expectations based on the criteria outlined in the rubrics. Students have access to the guidelines and rubrics in the SLO handbook.

1st Years: 78 1st years completed essays on how they practice wellness and comparing and contrasting the counseling profession with other similar professions.

2nd Years: 72 2nd years completed essays on how they practice wellness and how they integrate research into their practice.
Results:

(1) Wellness Plan:
   a. Out of 78 1st years completing their wellness plan, 25 exceeded expectations, 50 met expectations, and 3 were below expectations
   b. Out of 72 2nd years completing their wellness plan, 24 exceeded expectations, 44 met expectations and 4 were below expectations

(2) Counseling Profession Essay: Out of 78 1st years completing the counseling profession essay, 14 exceeded expectations, 48 met expectations, and 16 were below expectations

(3) Research Integration Statement: Out of the 72 2nd years completing their research integration statements, 36 exceeded expectations, 30 met expectations, and 6 were below expectations

Report on Student Learning Outcomes Part Two:

CACREP competencies are assessed for the following courses: Diagnostic and Treatment Planning (APCE 558); Foundations of School Counseling (APCE 602); Understanding Children, Adolescents, and Their Systems (APCE 603); Organization, Administration and Evaluation of School Counseling (APCE 608); Understanding and Counseling Diverse Populations (APCE 623); Orientation to Community Counseling (APCE 650); Legal and Ethical Aspects of Counseling and Psychology (APCE 657); Psychological Trauma and Intervention for
Individuals, Families and Communities (APCE 661); Family Systems (APCE 665); and Appraisal and Assessment in Counseling (APCE 673).

For every CACREP competency, three questions are asked to assess student knowledge in each of the competency areas. Average scores for all students in the class are obtained for each competency. An average score of 3 means all students got all three questions right for that competency.

Professors of these courses are shared the results so they can adjust their syllabi and materials covered to ensure students are understanding and meeting each CACREP competency for a course. Questions in which less than half of students answered correctly are examined for content and internal validity.

Results:
In the following charts: a score of 2.5-3 means students exceeded expectations for that competency in the course listed; a score of 2-2.5 means students met expectations for that competency in the course listed; and a score less than 2 means students did not meet expectations for the course listed.

![Diagnostic and Treatment Planning (APCE 558) Graph]

SPRING 2017= 23 Students
FALL 2017= 44 Students
Foundations of School Counseling (APCE 602)

- **SPRING 2017**: 1 Student
- **FALL 2017**: 20 Students

Understanding Children, Adolescents, and Their Systems (APCE 603)

- **SPRING 2017**: 41 Students
- **FALL 2017**: 30 Students
Organization, Administration, and Evaluation of School Counseling (APCE 608)

- SPRING 2017: 20 Students
- FALL 2017: 1 Student

Orientation to Community Counseling (APCE 650)

- SPRING 2017: 1 Student
- FALL 2017: 70 Students
SPRING 2017= 15 Students
FALL 2017= 41 Students

Legal and Ethical Aspects of Counseling and Psychology (APCE 657)

SPRING 2017= 30 Students
FALL 2017= 39 Students
Psychological Trauma and Interventions for Individuals, Families, and Communities
(APCE 661)

SPRING 2017 = 65 Students
FALL 2017 = 11 Students

Family Systems
(APCE 665)

SPRING 2017 = 31 Students
FALL 2017 = 45 Students

SPRING 2017 = 1 Student
FALL 2017 = 63 Students

### Appraisal and Assessment in Counseling (APCE 673)

<table>
<thead>
<tr>
<th>Score</th>
<th>SPRING 2017</th>
<th>FALL 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
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<tr>
<td>2.5</td>
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<tr>
<td>2</td>
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<td>1.5</td>
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<td>1</td>
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<td>0.5</td>
<td></td>
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<td>0</td>
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</tbody>
</table>

**CMHC G.2**

SPRING 2017= 1 Student
FALL 2017= 63 Students

**Report on Student Scores on the Counselor Preparation Comprehensive Examination:**

UNC’s counseling students, across program, consistently perform well above the national mean (compared to other CACREP accredited students), across CACPEP’s core areas tested on the CPCE. We’ve provided documentation from the spring semester administration of the CPCE exam below to demonstrate the success of our students:
Report on Student Scores on the National Counselor Examination (NCE):

UNC’s counseling students, across program, consistently perform well above the national mean (compared to other CACREP accredited students), across CACPEP’s core areas tested on the NCE. We’ve provided documentation from the spring (April) administration of the NCE exam below to demonstrate the success of our students:

Summary of Programmatic Improvements:

Through review of student learning outcome data, student feedback, and discussion with stakeholders, the following changes were made to the program.
• The Professional Counseling faculty made a decision to offer administration of the Counselor Preparation Comprehensive Examination (CPCE) three-time per calendar year, rather than two times (fall and spring semesters). The decision resulted from feedback from students and stakeholders to allow more flexibility with program progression, timing of taking the exam (proximity to have taken courses required for the exam), and timely completion of the program.

• The faculty noted that some student appeared to be struggling with their required Wellness plan. The faculty made a decision to re-define wellness and spend more time with students on the wellness literature, support their wellness efforts, and encourage a very personal approach to work(school)/life balance.

• After reviewing the SLO professional development plans, the faculty decided to make efforts to increase the number of professional development opportunities offered by the department. These efforts would allow students to meet professional development expectations in an affordable way. More specifically, support for activities offered by the Rho Epsilon Chapter (UNC’s chapter) of Chi Sigma Iota, and by the DiveriWe program developed by Dr. Tian in collaboration with students.

• Based on the data from Part II of the Student Learning Outcomes, those data points which suggest that students are consistently struggling with the information (below expectation on the mean scores) are considered on two levels. First, if the questions on the SLO assessment is a meaningful and quality question. If it is determined that the question is adequate, then efforts to increase time spent on a topic or provide additional resources to students were implemented to increase student learning outcomes in that area.

• To respond to discussions about ways that the program faculty can promote respect for diversity and move away from the gender binary, modifications to the Student Handbooks were made to move away from pronouns that reflect the binary (he/she) and respect gender fluidity by modifying the gender fluid terms (they, xe, ze, xir, zir, etc.).
Appendix A: WELLNESS PLAN:

Each student will develop a personal self-care/wellness plan that he/she can implement throughout his/her counselor training program and post-graduation. This self-care/wellness plan should address the areas of physical, emotional, cognitive, social, and spiritual wellness and include strategies that can be implemented daily, weekly, monthly, and/or yearly.  

*Students are encouraged to be creative in the development of their self-care/wellness plans.*

Please consider the following in the completion of this assignment:

- Identify specific, achievable goals to address each domain of wellness (i.e. physical, emotional, cognitive, social, and spiritual)
  - Consider what you will do routinely (daily, weekly, monthly) to promote wellness
  - Consider what you will do during “tough times” (e.g., when you are feeling the personal and professional impact of this work on your daily life)
- What areas of wellness do you need to focus more time and energy?
- What specific strategies will you implement during your training program?
- How will your wellness plan change post-graduation?

**Evaluation:** Evaluation of this assignment is based on the completion and utility of the wellness plan. Students must address all areas of wellness and identify routine and non-routine (e.g., those implemented during “tough times”) wellness strategies.

<table>
<thead>
<tr>
<th>Wellness and Self Care Plan Created During First Semester and Updated Each Semester</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fails to adequately describe/define a self-care plan addressing the required domains; or wellness plan is impractical (e.g. one or more strategies are not feasible); or ill-defined (e.g. strategies are unclear or poorly defined); or use of informal language; strategies for self-care cannot be implemented daily, weekly, monthly, or lacks both routine and high stress level strategies to promote wellness.</td>
<td>Adequately defines a self-care plan addressing at least the required domains; and wellness plan is practical and actionable (e.g. easily implemented); and is clearly defined; and uses sophisticated language with no prominent grammatical or typographical errors; and strategies can be implemented daily, weekly, and monthly; and describes both routine and high stress level strategies to promote wellness.</td>
<td>In addition to meeting expectations, the wellness and self-care plan is comprehensive and well defined with clear goals that can be used to evaluate effective implementation and feasible actionable plan; and used sophisticated language without grammatical and typographical errors; and describes both routine and high stress level strategies to promote wellness.</td>
<td></td>
</tr>
</tbody>
</table>
**Appendix B: COUNSELING PROFESSION ESSAY:**

Students are required to describe (in 200 words or less) the counseling profession in a typed essay. This description must compare and contrast the counseling profession to related fields (i.e., psychology and social work).

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy re: counseling</strong></td>
<td>Inaccurate or vague response that does not capture key aspects of the profession.</td>
<td>Generally hits one or more defining aspects of the counseling profession. No glaring inaccuracies.</td>
<td>Provides a clear and comprehensive overview of key defining aspects of the counseling profession</td>
</tr>
<tr>
<td>profession</td>
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<tr>
<td><strong>Compare / contrast with</strong></td>
<td>Either compares or contrasts but does not do both and/or contains substantial inaccuracies.</td>
<td>Compares and contrasts counseling to both social work and psychology. No glaring inaccuracies.</td>
<td>Provides a critical examination of the similarities and differences among the profession.</td>
</tr>
<tr>
<td>psychology/social work</td>
<td></td>
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</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Informal language (e.g., 1st person, contractions) and substantial grammatical errors and/or typographical errors. Or disregards word limit significantly (i.e., &gt; 10%)</td>
<td>Appropriate for graduate school as evidenced by attention to grammar and formal writing style. 200 words of less.</td>
<td>Clear and concise writing. Transitions among ideas. Varied sentence structure. Few to no grammatical mistakes. 200 words or less.</td>
</tr>
</tbody>
</table>
Appendix C: PROFESSIONAL DEVELOPMENT QUESTIONS:

- List all professional memberships (e.g., local, state, regional, national, CSI, etc.).
- List professional development activities in which you have participated during the past year (e.g., conference attendance, presentations and publications, community service, etc.).
- List the professional development activities you plan to engage in during the next year.
- Describe 3 significant areas in your personal/professional development that you have grown this academic year.
- Identify 3 of your strengths as a future counselor.
- Identify and describe 3 areas you need to develop during the next year.
- Identify up to 3 ways you currently engage in self-care.

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt 1</td>
<td>Not yet a member of professional organizations</td>
<td>Member of one or more counseling-related professional organizations</td>
<td>Actively involved (beyond membership) in a professional organization.</td>
</tr>
<tr>
<td>Prompt 2</td>
<td>Has yet to attend a counseling related professional development opportunity.</td>
<td>Attended 1 or more counseling related professional development opportunities.</td>
<td>Attended 1 or more professional development opportunities that reflect a substantial time commitment (&gt; 1 day) or professional development engagement relates specifically to areas identified for growth in a previous response to prompt 6 of this set of questions.</td>
</tr>
<tr>
<td>Prompt 3</td>
<td>Failed to provide an example of professional development plans or plans are not related to the counseling profession.</td>
<td>Provides one or more concrete examples of related professional development plans for the coming year above and beyond course work.</td>
<td>Provides examples of professional goals that are clearly tied to personalized learning objectives that supplement his/her graduate studies. More specific than attendance of a general conference (e.g., CCA; CSCA).</td>
</tr>
<tr>
<td>Prompt 4</td>
<td>Failed to provide 3 areas of growth or the areas were vague and/or superficial (e.g., improve my counseling skills).</td>
<td>Provides concrete descriptions of 3 areas of growth related to development as a counselor.</td>
<td>Provides descriptions of 3 areas of growth one or more of which has a systemic or cultural component.</td>
</tr>
<tr>
<td>Prompt 5</td>
<td>Failed to provide 3 strengths or the strengths were not connected to role as a future counselor or strengths were undercut by explaining how they are really a weakness.</td>
<td>Provided a concrete description of 3 strengths related to development as a counselor.</td>
<td>Provided a description of 3 strengths and in doing so crossed multiple areas of development (e.g., skills and self awareness).</td>
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<tr>
<td>Prompt 6</td>
<td>Failed to provide 3 areas for development or areas were unrelated to development as a counselor.</td>
<td>Provided a concrete description of 3 areas for development related to the counseling profession.</td>
<td>Provided a description of 3 areas for development, one or more of which demonstrates self awareness and includes a significant challenge to work toward.</td>
</tr>
<tr>
<td>Prompt</td>
<td>MISSING</td>
<td>MISSING</td>
<td>MISSING</td>
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<tr>
<td>7</td>
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Appendix D: ADVOCACY STATEMENT:

Students are required to write an advocacy statement that is comprised of two parts. Each student must (1) describe (in 50 words or less) an example of how he/she has engaged in advocacy and (2) describe (in 50 words or less) how he/she sees her/his role as an advocate.

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Fails to provide a concrete example or the example is not related to advocacy. Advocacy is defined consistent with Trusty and Brown’s 2005 summary of the related literature “as identifying unmet needs and taking actions to change the circumstances that contribute to the problem or inequity.”</td>
<td>Provides a concrete example of advocacy that is relevant to the counseling profession (e.g., advocacy for profession, a population, and services). Advocacy is defined consistent with Trusty and Brown’s 2005 summary of the related literature “as identifying unmet needs and taking actions to change the circumstances that contribute to the problem or inequity.”</td>
<td>Advocacy engagement example is exceptional as evidenced by a significant time commitment to or outcome as a result of work. Advocacy is defined consistent with Trusty and Brown’s 2005 summary of the related literature “as identifying unmet needs and taking actions to change the circumstances that contribute to the problem or inequity.”</td>
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<tr>
<td>Part 2</td>
<td>Vague or superficial description of role as an advocate or response demonstrates not understanding the term advocacy applied to the counseling profession and/or conceptualization of the role is clearly self-serving.</td>
<td>Developmentally appropriate response such as engagement is within the scope of what he/she can competently do at this point in his/her training. Example reflects an altruistic disposition.</td>
<td>Provides an integrated response that captures multiple aspects of advocacy (e.g., for profession and a specific population) or is particularly well defined and sophisticated.</td>
</tr>
<tr>
<td>Writing</td>
<td>Informal language (e.g., 1st person, contractions) and substantial grammatical errors or typographical errors. Or disregards word limit significantly (i.e., &gt; 10%)</td>
<td>Appropriate for graduate school as evidenced by attention to grammar and formal writing style. 200 words of less.</td>
<td>Clear and concise writing. Transitions among ideas. Varied sentence structure. Few to no grammatical mistakes. 200 words or less.</td>
</tr>
</tbody>
</table>
Appendix E: RESEARCH INTEGRATION ESSAY:

Students are required to describe (in 100 words or less) an example of how they have integrated research into his/her professional practice.

<table>
<thead>
<tr>
<th>Research Integration Statement</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student was unable to demonstrate through the use of examples or experiences how they will integrate research into his/her professional practice.</td>
<td>Student used one example to demonstrate how they will integrate research into his/his professional practice.</td>
<td>Student used two or more examples to demonstrate how they will integrate research into his/his professional practice.</td>
</tr>
</tbody>
</table>