



Department of Counseling and Human Services

Assessment Plan Report

2022 - 2023

The *Department of Counseling and Human Services (DCHS)* uses an annual assessment plan to outline specific data collection points for each academic year based on program objectives and key performance indicators. The summative purpose of this report is to organize and share outcome results of student success milestones and department efforts that occurred during the 2022 - 2023 academic year with CACREP and all related stakeholders (e.g., advisory board members, alumni, employers, prospective students/faculty/staff, UCCS administrators, etc.).

The information below contains a description of individual assessment methods administered and analyzed by the department, summary results and notable findings from these assessments over the past 2022 – 2023 academic year, programmatic updates, and areas of growth for DCHS counselor education given comprehensive feedback.

1) Student Satisfaction Survey

Concluding each fall semester, first-year cohort students (i.e., those who begin their graduate program during the previous summer) are provided a survey to gain important information regarding student satisfaction with the admissions process, faculty advising, course experiences, overall faculty interactions, etc. The survey consists of 37 items which use an five-point ordinal scale for responses (*Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree*). Additionally, there are six open-ended items assessing for qualitative feedback regarding admissions, registration, advising, course instruction, and suggestions for program improvement.

Using the main cohort Canvas shell (CMHC & SC), students are sent an initial message inviting their voluntary, anonymous participation in the survey. Students are informed that the results will be included in the overall assessment of *Department of Counseling and Human Services* programmatic functioning, and reported results will be available for public record and provided to CACREP. The following summary describes descriptive statistics from the *Student Satisfaction Survey* (Fall, 2022) for participants in this assessment ($n = 25$, 54%).

Notable Findings

- **100%** strongly agree/agree: *“the faculty are knowledgeable in their field of instruction.”*
- **96%** strongly agree/agree: *“coursework I have completed thus far enables me to become an effective counselor.”*
- **92%** strongly agree/agree: *“my advisor was supportive of me as an individual as well as my academic success.”*
- **92%** strongly agree/agree: *“I am able to access faculty assistance as needed.”*
- **92%** strongly agree/agree: *“as a result of the lab experience, I feel I have grown professionally.”*
- **88%** strongly agree/agree: *“the quality of instruction contributed to my overall development as a counselor.”*
- **88%** strongly agree/agree: *“as a result of the lab experience, I feel I have grown personally.”*
- **84%** strongly agree/agree: *“the application process was smooth and easily understood.”*

- **68%** strongly agree/agree: *“Student Resource Office staff was knowledgeable, helpful, & available to assist me.”*
- **64%** strongly agree/agree: *“I feel valued as a member of this program by faculty.”*
- **64%** strongly agree/agree: *“the Developmental Assessment Matrix (DAM) adequately informs me of my progress in knowledge, skills, and self-awareness throughout the program.”*

2) Practicum and Internship Evaluations

All DCHS practicum and internship site supervisors are required to complete evaluations for student effectiveness and performance, and this data (along with midterm site visit feedback) are considered when assigning final grades for fieldwork courses. The following represents a sample of specific reported strengths of CMHC and SC practicum and internship student work *as reported by site supervisors* for the 2022 – 2023 academic year.

****Students on a two-year track of study take the practicum course during their third semester in the master’s degree program. They also take both internship courses during their last two semesters of their second year (fall-spring).**

CMHC Practicum – Notable Findings (n = 35)

- **93%** strongly agree/agree: *“student consistently dresses professionally, is punctual for sessions and supervision, is prepared for supervision, follows all policies and procedures, consistently acts like a professional, contributes to the agency team in an effective manner, consistently demonstrates ethical practice, understands own limitations and areas for growth, appropriately consults with supervisor, demonstrates appropriate boundaries with clients and uses effective self-care strategies to maintain own health and wellness.”*
- **85%** strongly agree/agree: *“student applies appropriate record-keeping standards for the setting, is able to generate session notes, reports, letters, collaborative work, etc. at the appropriate professional standard for a graduate student in fieldwork.”*
- **85%** strongly agree/agree: *“student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.”*
- **82%** strongly agree/agree: *“student uses personality to connect/relate to client in a meaningful manner, is able to motivate clients through quality relationship with client, is able to talk directly with the client about difficult topics/situations, and understands areas of transference and countertransference and able to effectively challenge client when necessary.”*
- **82%** strongly agree/agree: *“student applies multicultural counseling competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.”*
- **82%** strongly agree/agree: *“student demonstrates awareness of multicultural and pluralistic characteristics within and among diverse groups, theories of multicultural counseling, cultural identity development, social justice and advocacy, impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on view of others, effects of power and privilege, help-seeking behaviors of diverse clients. Student can also identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional or unintentional oppression and discrimination.”*
- **78%** strongly agree/agree: *“student understands relevant counseling theories for client presenting issues and executes appropriate consistent techniques/interventions for prevention and treatment of mental health issues.”*

- **67%** strongly agree/agree: *“student sets realistic, collaborative, therapeutic goals to honor client concerns and address presenting symptoms, uses effective therapeutic strategies which are developmentally appropriate and consistent with client’s needs and personality, and are aware of ethical and cultural issues in treatment planning.”*
- **63%** strongly agree/agree: *“student demonstrates appropriate use of diagnostic tools, including the DSM-5 and ICD-10 to describe the symptoms and clinical presentation of clients, able to discuss differential diagnosis with collaborating professionals.”*

CMHC Internship - Notable Findings (n = 29)

- **100%** strongly agree/agree: *“student demonstrates effective attending, body language, verbal and nonverbal encouragers, paraphrasing, reflection of content/meaning and feelings, open and closed ended questions, summarizing, pacing, unconditional positive regard, empathy, congruence, able to establish trust and rapport, and aware of ethical and cultural issues in counseling.”*
- **100%** strongly agree/agree: *“student is able to generate clinical hunches based on client information, able to clarify the client’s presenting problem, recognizes developmental, cultural, social and system dynamics of the presenting problem, able to identify wellness and prevention variables, and able to elicit client strengths and resources.”*
- **96%** strongly agree/agree: *“student uses personality to connect/relate to clients in a meaningful manner, is able to motivate clients through quality therapeutic relationships, is able to talk directly with clients about difficult topics/situations, understands areas of transference and countertransference and able to effectively challenge clients when necessary.”*
- **92%** strongly agree/agree: *“student applies appropriate record-keeping standards for the setting, are able to generate session notes, reports, letters, collaborative paperwork, etc. at the appropriate professional standard for a graduate student in fieldwork.”*
- **92%** strongly agree/agree: *“student consistently dresses professionally, is punctual for sessions and supervision, is prepared for supervision, follows all policies and procedures, consistently acts like a professional, contributes to the agency team in an effective manner, consistently demonstrates ethical practice, understands own limitations and areas for growth, appropriately consults with supervisor, demonstrates appropriate boundaries with clients and uses effective self-care strategies to maintain own health and wellness.”*
- **88%** strongly agree/agree: *“student understands relevant counseling theories for client presenting issues and executes appropriate and consistent techniques and interventions for prevention and treatment of mental health issues.”*

SC Practicum – Notable Findings (n = 15)

- **100%** strongly agree/agree: “*student demonstrates self-awareness, sensitivity to others and the skills needed to relate to diverse individuals, groups, and classrooms.*”
- **95%** strongly agree/agree: “*student demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.*”
- **95%** strongly agree/agree: “*student demonstrates the ability to recognize their limitations as a school counselor and to seek supervision or refer clients when appropriate.*”
- **95%** strongly agree/agree: “*student assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.*”
- **80%** strongly agree/agree: “*student assesses barriers that impede students' academic, career and personal/social development.*”
- **55%** strongly agree/agree: “*student conducts programs designed to enhance student academic development.*”
- **50%** strongly agree/agree: “*student uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups, etc.) to secure assistance for students and their families.*”

SC Internship – Notable Findings (n = 26)

- **100%** strongly agree/agree: “*student demonstrates effective attending, body language, verbal, nonverbal, encouragers, paraphrasing, reflection of content/meaning/feelings, open/closed ended questions, summarizing, pacing, unconditional positive regard, empathy, congruence, able to establish trust and rapport, honors student's worldview, values, and perspective.*”
- **100%** strongly agree/agree: “*student demonstrates use of cultural sensitivity and competencies in working with at-risk students, those from low/high SES, children of color, students with diverse backgrounds, sexual orientations and identities; demonstrates multicultural awareness and how these issues can impact school and personal safety.*”
- **100%** strongly agree/agree: “*student seeks supervision regarding professional issues that impact their work, utilizes and incorporates feedback in a productive manner, establishes an effective working relationship with site supervisor and other professionals in a position to give feedback.*”

**All item responses for SC internship from current site supervisors (2022 – 2023) were rated at 100%

3) Counselor Preparation Comprehensive Exam (CPCE)

All DCHS degree-seeking students must pass the [CPCE](#) assessment in order to complete their program of study and confer a graduate degree with UCCS. This exam is published and administered nationwide by the Center for Credentialing & Education (CCE), and student pass rates within our department are determined given comparative and summative results at the national level. DCHS students choose their own official proctoring site (off-campus) and complete the exam in March of their final spring semester. This timeline allows for faculty to receive official scores from the CCE, for both our students and the nationwide data set, in time to communicate their results and approve pending graduation status for May of that year. **The department also pays for all initial CPCE tests.

DCHS faculty are proud to share that our graduate students traditionally score above national means in each of the eight content domains over the past thirteen years (2010 – 2023). In our recent 2023 testing cycle ($n = 50$), five DCHS students scored in the top 10% of all U.S. test-takers, six additional students scored in the top 5%, and two students scored in the top 1% (e.g., total score = 114/136). To maintain this level of excellence, faculty will continue to focus on teaching essential content and reaffirming skills which align with prestigious CACREP standards, as they stand (2016), and as they evolve (2024).

The following categories echo the eight domains established by CACREP and are reflected in the CPCE:

- C1 = Professional Counseling Orientation & Ethical Practice
- C2 = Social & Cultural Diversity
- C3 = Human Growth & Development
- C4 = Career Development
- C5 = Counseling & Helping Relationships
- C6 = Group Counseling & Group Work
- C7 = Assessment & Testing
- C8 = Research & Program Evaluation

CPCE Results (2023)

Content	Total UCCS	Mean	SD	Min	Max	Total USA	Mean	SD	Min	Max
C1	50	12.2	1.8	8	15	2,148	11.2	2.2	0	16
C2	50	11.1	2.5	3	15	2,148	10	2.5	0	17
C3	50	12.0	2.1	6	15	2,148	10.6	2.4	0	17
C4	50	11.8	2.0	6	15	2,148	10.3	2.4	0	16
C5	50	11.2	2.3	5	15	2,148	9.8	2.6	0	17
C6	50	12.8	2.5	6	17	2,148	11.7	2.6	0	17
C7	50	11.3	2.1	5	15	2,148	10.1	2.5	0	17
C8	50	13.3	2.1	8	17	2,148	11.7	2.8	0	17
Total	50	95.7	12.3	66	114	2,148	85.5	14.9	0	124

4) Developmental Assessment Matrix Report

The Developmental Assessment Matrix (DAM) tool captures three areas of counselor development guided by CACREP requirements—knowledge, skills, and dispositions (i.e., self-awareness). Students complete this instrument twice in their first year (fall and spring semesters). Faculty advisors also complete the instrument and conduct mandatory meetings to discuss the ratings, results, and feedback with advisees. Additionally, the full DCHS faculty provide input given their professional interactions (e.g., teaching) with all students prior to those meetings. The DAM tool captures student strengths, areas for improvement, and is used as a fundamental milestone for students to be approved for registration in fieldwork courses (i.e., practicum, internship).

The DAM instrument consists of the following numerical rating scale across 19-items:

- 1 = Significantly below target; extreme concerns; highly problematic; much change needed
- 2 = Below target; concerned; growth/change needed
- 3 = At target; minor concern/growth/change recommended
- 4 = Significantly above target; no concern

Faculty ratings recorded for the 2022 – 2023 academic year ($n = 58/59$) are below. Following the two assessment points, DCHS students scored **96%** at or above target in knowledge, skill, and dispositions.

Developmental Assessment Matrix Results (2022 – 2023)

***Please note: DCHS faculty communicate to all students that a “3” is the at-target benchmark goal, and that a “4” is rarely assigned in DAM assessments. This may be important data to consider in the summary below.*

Assessment Area	1	2	3	4
Knowledge	0.2%	2%	92%	4%
<i>Ability to maintain minimally acceptable grade point average</i>	0	0	54	5
<i>Ability to synthesize material as displayed in class participation</i>	0	0	55	4
<i>Ability to synthesize material as displayed in written work</i>	0	0	55	4
<i>Ability to synthesize material as displayed in group supervision/clinical setting</i>	0	0	58	1
<i>Quality of coursework and participation</i>	0	0	58	1
<i>Effective participation in class</i>	1	9	47	2
<i>Effective engagement in class</i>	0	1	57	1
<i>Effective writing skills</i>	0	1	55	3
<i>Completion of coursework</i>	0	0	57	2
<i>Attendance and punctuality</i>	0	1	55	3
<i>Responsible for own work</i>	0	0	58	1
Skill	.1%	3%	94%	2.6%
<i>Demonstrates use of developmentally appropriate microskills</i>	0	3	52	3
<i>Ability to effectively accept feedback from faculty</i>	0	0	58	0
<i>Ability to effectively accept feedback from peers</i>	0	0	57	1
<i>Ability to effectively use individual and group counseling skills</i>	1	4	51	2
Disposition (self-awareness)	0%	5%	90%	5%
<i>Maintains emotional stability when interacting with others</i>	0	5	53	1
<i>Accepts responsibility for actions</i>	0	0	53	6
<i>Collaborates with others</i>	0	5	53	1
<i>Adaptable and flexible in learning environment</i>	0	3	53	3

5) National Counselor Exam

The state of Colorado requires graduates pursuing a Licensed Professional Counselor (LPC) credential to pass the National Counselor Exam (NCE), which is published by the National Board of Certified Counselors (NBCC). All of our Clinical Mental Health Counseling students are required to complete this exam in order to obtain initial licensure, and a majority of School Counseling students elect to as well. The construction of this assessment is very similar to the CPCE (above) and reflects core domain areas of current CACREP standards. The NBCC supplies DCHS with overall passrates each year, pending on students registering their affiliation with UCCS upon application to sit for the exam. Throughout the past 13 years (2010 – 2023), the average pass rate of DCHS graduates on the NCE has been a remarkable 96.5%. This recent 2022 - 2023 two-year cycle, 77 graduating students took the exam (49 CMHC; 28 SC), with a passing rate of 94% ($n = 72$).

**Student pursuit of NCE testing is supported by DCHS faculty, although unrelated to graduation status or standing within the department or UCCS.

6) Student Exit Survey (2023)

At close of each academic year, students who complete their program of study courses, pass the CPCE, and successfully are approved for UCCS graduation, are invited to complete an “exit survey” of their summative experiences within the department. The instrument consists of 14 demographic/descriptive items, 17 knowledge/skill items, four items regarding faculty support, one item in reference to CSI involvement/support, three items relating to the overall department, and three items each for both specific program preparations (i.e., CHMC, SC).

Exit Survey Demographic Summary ($n = 12$)

- CMHC graduates (7); SC graduates (5)
- Graduates who also secured the substance use & recovery emphasis (6)
- Employment Status
 - Employed full-time in a counseling field (5)
 - Employed part-time in a counseling field (3)
 - Looking for employment in a counseling field (2)
 - Not yet looking for employment (2)
- Graduates who completed the two-year track plan of study (10); three-year track (2)
- Military affiliation: Active duty (1); military spouse (1)
- Graduates who received scholarship funding during their program (3)
- First generation graduates (2)

Exit Survey—Notable Findings

- **100%** strongly agree/agree: *“I value individual differences and understand culturally appropriate practices for clients and/or students.”*
- **100%** strongly agree/agree: *“I know the importance of analyzing and using data to increase effectiveness of counseling interventions and programs.”*
- **100%** strongly agree/agree: *“I use effective communication, counseling, and consultation skills.”*
- **100%** strongly agree/agree: *“I understand my professional limitations and seek out consultation and supervision when appropriate.”*

- **100%** strongly agree/agree: *“I understand the importance of my professional identity.”*
- **100%** strongly agree/agree: *“I understand the importance of continuing lifelong learning after graduation.”*
- **92%** strongly agree/agree: *“I feel capable of complying with professional ethical and legal standards.”*
- **92%** strongly agree/agree: *“I feel culturally and socially aware and am able to serve a wide range of people.”*
- **92%** strongly agree/agree: *“I understand how to evaluate and work with clients/students from a developmental perspective.”*
- **92%** strongly agree/agree: *“I understand how to help clients/students identify strengths & healthy coping skills.”*
- **92%** strongly agree/agree: *“I understand counseling theories and techniques in my speciality area and know how to apply them with clients/students.”*

7) Alumni Survey

DCHS distributes an “alumni survey” every three calendar years through the Alumni Relations & Office of University Advancement. The last disbursement of this assessment was in Spring, 2021, and sent to approximately 679 contacts who are listed within our graduate listserv. Unfortunately, university teams responsible for sending and collecting this data have only collected UCCS-email addresses to recent date, which severely limits the reach of the assessment once graduates depart from campus connection. This is being addressed by the department in current time (see programmatic changes below). In the last assessment cycle, 25 responses (3.6%) were collected. Clinical Mental Health Counseling graduates made up a majority of the data (72%), School Counseling followed (36%), which is moderately representative of DCHS prospective student applications between the two accredited programs.

Alumni Survey—Notable Findings

- **96%** of respondents are currently employed; 80% currently employed in the counseling field
- **82%** of respondents would be interested in returning to UCCS for further educational opportunities
- **72%** of respondents expressed support and/or interest in the department building a CES doctoral program
- **92%** strongly agree/agree: *“I had been prepared to function effectively as a counselor after graduation.”*
- **84%** strongly agree/agree: *“The department prepared me to be both persistent and resilient in the field.”*
- **80%** strongly agree/agree: *“I had the tools needed to secure employment after graduation.”*

8) Employer Survey

DCHS distributes an “employer survey” every three calendar years through the Alumni Relations & Office of University Advancement. The last disbursement of this assessment was in Fall, 2020 to approximately 37 known employers of DCHS graduates. The purpose of this assessment is to gain feedback on professional skills and abilities of our practicing alumni through the perspective of their current employment setting. Due to multiple obstacles in maintaining active and accurate lists of employers of former students, the survey link was also sent to the “alumni survey” listerv asking for our colleagues to forward onto current supervisors/employers. On distribution years, the survey link is also passed to our DCHS advisory board, many of which are current supervisors or employers of our alumni. The results of our recent assessment cycle included 12 responses (32.4%). The structure of this particular assessment tool is unique and meant for time-sensitivity given the voluntary time dedicated by participants. The items contain an indicator pin that takers can drag from 0% to 100% (low to high perceived competence in each area—100% being highest).

Employer Survey—Notable Findings

- Dependability (96.3%)
- Ethical practice (97.3%)
- Understanding & use of effective counseling skills (95%)
- Understanding & use of effective documentation practices (92%)
- Uses supervision effectively (94%)
- Personal maturity (94.2%)
- Adaptability & ongoing professional development (97.3%)
- Overall professionalism (97%)

Department Updates (2022 – 2023)

Faculty promotions:

- ✚ Dr. Diane Stutey—Associate Professor
- ✚ Dr. Lori Notestine—Senior Instructor

Leadership assignments & service:

- ✚ Dr. Diane Stutey—Department Chair
- ✚ Dr. Joe Wehrman—AOC/AMT Program Coordinator
- ✚ Dr. Lori Notestine—Clinical Mental Health Counseling Coordinator
- ✚ Dr. Kylie Rogalla—School Counseling Program Coordinator; CACREP Liaison
- ✚ Dr. Cortny Stark—Substance Use & Recovery Program Coordinator
- ✚ Kim Severn—Human Services (BA) Program Coordinator
- ✚ Dr. Jose Tapia & Dr. Alfredo Palacios—CSI Co-Faculty Advisors
- ✚ Kelley Harrow—Fieldwork Director

New administration/faculty/staff hires:

- ✚ Dr. Henrietta Williams Pichon—Dean (College of Education)
- ✚ Dr. Katie Anderson-Pence—Associate Dean (College of Education)
- ✚ Dr. Sarah Long—Assistant Dean & Director of Student Affairs (College of Education)
- ✚ Dr. Darius Green—Assistant Professor
- ✚ Dr. Markus Moeder-Chandler—Instructor
- ✚ Dr. David Johns—Instructor
- ✚ Kelley Harrow—Fieldwork Director & Instructor
- ✚ Jana Hoffmann—Executive Assistant to the Dean (College of Education)
- ✚ Morgan Easter—Academic Support Professional (College of Education)

DCHS Class of 2023 Graduates: 49 (29 CMHC; 20 SC)

DCHS Applications for Incoming 2023 Cohort: 153 prospective applicants

2023 New Cohort Admissions (Summer, 2023): 45 (30 CMHC; 15 SC); Approximated matriculation rate: 29.4%

**Due to CACREP (2016) requirements, DCHS caps enrollment/admissions each interview cycle given current faculty availability to lead field experience courses (12:1), maintain advising loads (12:1), and considerations related to ongoing enrollments (e.g., endorsement students, 3-year track degree-seeking students).

Recent Programmatic Changes

DCHS administrators and faculty consistently absorb stakeholder feedback with the intention of continued programmatic improvements each academic year. Below is a bullet-pointed summative list of implemented changes in this past cycle which are aimed to address potential areas of need described by our constituents.

- ✓ *COUN 5550: Crisis Counseling, Trauma, & Disaster Work*—moved from a condensed summer session (2nd year) to a full semester offering (1st year); changes addressed an expressed need for more time and this training/practice to be provided pre-fieldwork
- ✓ *COUN 5020: Lab in Individual Counseling*—moved from a condensed summer session (1st year) to a full semester offering (1st year); changes addressed an expressed need for more time to practice skillwork with supervised feedback prior to practicum
- ✓ *COUN 5860: Social & Cultural Foundations of Professional Counseling*—moved from a condensed summer session (2nd year) to a full semester offering (1st year); changes addressed an expressed need for more time and this training/knowledge to be shared earlier in the program so it can be applied in both practicum and internship.
- ✓ Clinical Mental Health Counseling—additional guest speakers in specialty professionals, co-teaching assignments for lab, group, and roles/functions courses; changes addressed expressed needs of exposure to “business” orientation in private practice, better understanding of therapeutic goal setting & use of diagnostic tools, and supportive insight for self-care applications while in the program
- ✓ School Counseling—course assignments/projects dedicated to school counseling settings professional development opportunities (e.g., CSCA conference), further advertising/support for students taking *COUN 5570: Play Therapy & Child Counseling*, adding another RPT-licensed faculty (Tapia); changes addressed expressed needs of guidance for programs that blend therapeutic training and academic support, better understanding of community resources/referrals, further training for specific child/adolescent counseling, and supportive insight for self-care applications while in the program
- ✓ Additional student-advisor meetings—all students are now required to meet *three* times with their faculty advisor in the first year of study. Two of these meetings are reserved for DAM score overviews & discussions. This additional contact is intended to create a sense of connection and support for all new incoming students.
- ✓ DCHS faculty are collecting non-UCCS email addresses from newly admitted students in attempt to establish an independent listserv for future data collection regarding alumni and employer surveys. Faculty will confirm these surveys are administered on a timely basis from collaborating offices on campus.
- ✓ DCHS exit surveys for graduating students will now be administered during finals week of the spring semester, as opposed to after graduation. This is intended to increase participation and accurate data collection.
- ✓ DCHS recently installed HIPAA-compliant [Avigilon](#) software in all lab spaces for training and supervision purposes to ensure video/audio quality and secure access to recorded data.

- ✓ DCHS purchased and adopted the [Tevera](#) record keeping and data collection system for maintaining all paperwork, survey data, and cumulative student portfolios. This software is HIPAA-compliant and eliminates the need for paper signed/shared documents for initial informed consent upon admission into the program, as well as agreements between multiple parties for fieldwork placements. Lastly, students have access to all of their stored data for life, even after graduation and conferral of their degrees, which will greatly offset potential delays or complications with licensure. This system is being implemented/onboarded in Fall, 2023.

Please contact Dr. Kylie Rogalla, CACREP Liaison and Assessment Coordinator for more information: krogalla@uccs.edu