



SchoolCounseling@Denver 2020-2021 Annual Report

The following report summarizes assessment activities of the SchoolCounseling@Denver program during the past academic year. Furthermore, program improvements and assessment focus for the coming academic year are also discussed. Assessment data is formally reviewed by program faculty and staff during an annual Program Learning Outcomes Retreat and annually with external partners that are members of the [SchoolCounseling@Denver Advisory Council](#). Feedback from both groups was used to draft this report.

Assessment Narrative

Past Year Program Improvements

The SchoolCounseling@Denver program made the following program improvements during the 2020-21 academic year.

Advising Protocol Enhancements – The Program updated the Advising Protocol document which is used by faculty in advising students and added a reference sheet to be used by students to the SC@Denver Portfolio site.

Research Methods & Program Evaluation Course Improvements – Faculty made several improvements to this course including updating asynchronous contents (e.g., videos), separate the Final Evaluation assignment into four parts to be completed sequentially during the course, developed an exit survey to obtain feedback from students about the course upon completion, and adjusted the assignment expectations / description to align better with the role of a school counselor.

Admissions Process & Rubric Revisions – Faculty collaborated with MCE Admissions staff to review the admissions process and rubric. Specifically, updates were made to the number of points awarded based on GPA.

Advisory Council – Faculty and staff finalized the Charter document, solicited membership interest, and hosted initial Advisory Council meeting in August 2021.

Preliminary / Ad Hoc Assessment Data

Data Collection

Faculty and staff developed multiple points of data collection each quarter in various courses to assess student development and performance as well as the program in general.

During the 2020-21 academic year, the following data were collected and reviewed:

- Program Characteristics (e.g., applicant, student, and graduate demographics, faculty

demographics, retention / attrition / graduation rates)

- Key Performance Indicators (e.g., specific course assignment grades / rubrics)
- Professional Dispositions Assessment
- Practicum & Internship Evaluations
- Annual Student Review (e.g., progress ratings, student survey results)
- Comprehensive Exam
- University course evaluations
- Learning partner (2U) end of term surveys
- Site Supervisor Satisfaction Survey
- Program Satisfaction Survey

In the future, additional assessments will be disseminated to further reflect on student growth and school counselor competence (e.g., Alumni Survey and Employer Survey). The faculty meet once a year for a Program Learning Outcome Retreat to discuss the data collected over the academic year, determine program strengths, and strategize to address programmatic improvements.

Results

The following provides a summary of findings from the assessment data noted above.

Program Characteristics

Data reflected demographics such as race/ethnicity, legal sex, and age for admitted students, enrolled students, and graduates. Faculty demographic data was also reviewed and included race/ethnicity and legal sex. Lastly, retention, attrition, and graduation rates were provided.

Main Findings

- When comparing demographics between admitted and enrolled students, no significant differences were found.
- SchoolCounseling@Denver students tend identify as white, female, and between the ages of 24 and 30.
- Of the 2019-20 new student cohort, 81% were retained through the first year.

Learning Outcomes & Key Performance Indicators (KPI)

During last year's Program Learning Outcomes (PLO) Retreat in August 2020, faculty and staff identified two learning outcomes to focus on during the 2020-21 academic year. The two learning outcomes are identified below. Key Performance Indicators (KPI) measuring student learning in these two areas included course assignments, comprehensive exam sub-scores, and practicum & internship evaluation competency domain ratings. Data reflected key performance indicators collected between summer 2020 and spring 2021; not all KPIs had data for the entire timeframe.

Learning Outcomes

- **Social and Cultural Diversity** – Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
- **Research and Program Evaluation** – Students will demonstrate an understanding of research methods to inform evidence-based practice.

Main Findings

- Social and Cultural Diversity
 - 100% of students met expectations on Diversity Tool Kit (course assignment) KPI.
 - 100% of students met expectations on the comprehensive exam Social and Cultural

- Diversity sub-section KPI.
 - 100% of students met expectations on the Practicum & Internship Evaluation Diversity: Individual and Cultural Diversity competency domain KPI.
- Research and Program Evaluation
 - 69% of students met expectations on the Final Evaluation Plan (course assignment) KPI.
 - 97% of students met expectations on the RAMP Review Application (course assignment) KPI.
 - 100% of students met expectations on the comprehensive exam Research Methods and Program Evaluation sub-section KPI.

Professional Dispositions

Data reflected 1) faculty assessment of students enrolled in Basic Counseling Techniques, Diversity, Practicum, and Internship II between the spring 2020 and spring 2021 academic quarters.

Main Findings

- At least 90% of students across all courses and dispositions met expectations.
- The rate of “meeting expectations” for all dispositions was lower for students when assessed during the Diversity course (between 91% and 98% compared to 100% for other courses).
- Two ratings of “needs improvement” were given during this timeframe for the following dispositions: Ethical Behavior and Cultural Humility.

Practicum & Internship Evaluations

Data reflected end of quarter overall competency domain ratings by course instructors between the autumn 2020 and spring 2021 academic quarters.

Main Findings

- 100% of students met expectations across nine out of 10 competency domains.
- 95% of students met expectations for the Management and Administration competency domain.
- Competency Domains are: Diversity – Individual and Cultural Difference, Ethical and Legal Standards, Assessment and Case Conceptualization, ASCA Domains, Intervention, Crisis Intervention, Consultation and Outreach, Relationships and Interpersonal Issues, Use of Supervision, and Management and Administration.

Annual Student Review

Data reflected students who were reviewed during the summer 2020, winter 2021, and summer 2021 academic quarters (summer review focuses on students who began the program in a fall or winter quarter; winter review focuses on students who began the program in a spring or summer quarter). As part of the annual student review process, student progress is assessed by faculty and students are asked to complete a survey. Response rate to the survey during this time period is as follows: 70% (summer 2020), 88% (winter 2021), and 79% (summer 2021).

Main Findings

- The majority (at least 95%) of students were rated as “satisfactory” in the areas of clinical development and professional dispositions.
 - Regarding the area of academic status, 53% were rated “satisfactory” and 45% rated “satisfactory with provisions.” The latter was due to students not having their Portfolio updated at the time of review.

- When students self-assessed regarding Professional Dispositions, of those that responded to the survey, the majority (between 51% and 68%) rated themselves as “proficient.”
 - For students that completed more than one annual review process during this timeframe, ratings shifted from “proficient” to “advanced” between their first and second review for all Professional Dispositions.
- NEW! Of those that responded to the survey, preliminary student self-assessment of learning outcome proficiency showed that the majority (between 51% and 63%) rated themselves as “proficient” across eight of the nine program learning outcomes.
 - Students rated themselves as less proficient (41% “proficient”) regarding the Assessment and Treatment Planning learning outcome.
- Of those that responded to the survey, 44% had joined a counseling related professional organization (56% indicating no membership).
 - Fewer (28%) of students had engaged in professional and/or community activities during the past year (e.g., published, presented, volunteered).

Comprehensive Exam

Data reflected percentage pass rate overall and by exam sub-sections for students that completed the comprehensive exam between winter 2021 and spring 2021 quarters.

Main Findings

- 89% of students passed the exam.
- Students did not pass the following sub-sections of the exam: Human Growth and Development, Career Development, and Assessment

University Course Evaluations

Data reflected evaluations from the summer 2020 to spring 2021 quarters. Responses to evaluation items that asked about the course in general were analyzed. Students were asked to rate their agreement with the following statements:

- I learned a great deal in this course
- Overall, this was an excellent course
- I found this course challenging

Main Findings

- For the majority of courses, students agreed that they learned a great deal in a course, felt that the course was excellent, and found the course challenging.
 - Students during the first term Career Counseling was offered did not agree that they learned a great deal in the course, the course was excellent, or the course was challenging.
 - Students in the autumn 2020 quarter enrolled in Research Methods and Program Evaluation did not agree that that they learned a great deal in the course or that this was an excellent course.

Learning Partner End of Term Survey

Data reflects evaluations from the spring 2020 to winter 2021 quarters. Students are asked to provide feedback on the program, student success team, and technology as well as individual courses, placement sites, and site supervisors. Response rates to the survey during this time period are as follows: spring 2020 = 40%, summer 2020 = 51%, autumn 2020 = 45%, winter 2021 = 23%.

Main Findings

- Students were generally satisfied with the program overall and their experiences with the Student Success team. Satisfaction with technology steadily decreased from spring 2020 to winter 2021.
- The highest rated course consistently was Basic Counseling Techniques. The lowest rated course consistently was Research Methods and Program Evaluation.

Site Supervisor Satisfaction Survey

Data reflected survey responses from site supervisors of students completing experiential learning during the winter 2021 and spring 2021 quarters. Interpret these findings with caution as only the first two cohorts of students' site supervisors entering internship were surveyed and thus the sample size is small (N=4; response rate of 50%).

Main Findings

- At least 75% of site supervisors agreed that they had positive interactions with SchoolCounseling@Denver faculty (e.g., responsive communication, helpful and constructive feedback, provided with helpful resources, and information was shared proactively).
- Half (50%) of site supervisors would like to be offered professional development related to how to better use School Counselors in Trainings (e.g., SC@Denver students) to improve student achievement, attendance, and behavior).
- Overall, site supervisors were satisfied with the partnership with the SchoolCounseling@Denver program (rated at least a 7 out of 10; 1 = very dissatisfied to 10 = very satisfied).

Program Satisfaction Survey

Data reflected survey responses from students who were reviewed during the summer 2021 Annual Student Review process (e.g., any student that started the program in either an autumn or winter quarter was given an opportunity to respond). A total of 25 students responded for a response rate of 35%.

Main Findings

- 84% of students were satisfied overall with the program and 79% of students were likely to recommend the program to others.
- Regarding **program resource materials**, students were most satisfied with coursework plans (96% responding "satisfied" or "very satisfied") and least satisfied with New Student Orientation (57% responding "satisfied" or "very satisfied").
- Regarding **program and university learning resources**, students were most satisfied with the DU library (92% responding "satisfied" or "very satisfied") and least satisfied with software such as Office 365 (67% responding "satisfied" or "very satisfied").
- Students were mostly satisfied with their **faculty advisor** as it relates to quality of advisement, availability, responsiveness, and quality feedback (range of "satisfied" or "very satisfied" responses from 64% to 66%).
- Students were also satisfied with **school counseling faculty** as a whole as it relates to teaching, availability, responsiveness, and quality feedback (range of "satisfied" or "very satisfied" responses from 75% to 92%).
- When asked about feeling connected, students felt most connected to other students in the program (84% responding "connected" or "very connected") and least connected to program alumni (8% responding "connected" or "very connected"). It should be noted that the program's first graduate cohort occurred in June 2021.
- Students agreed most strongly that the program is teaching to its mission, program learning outcomes are clearly defined, and that the program creates an inclusive learning environment

(92%, 88%, and 88% responding “agree” or “strongly agree,” respectively).

Interpretation

The SchoolCounseling@Denver program used the aforementioned data to make the following insights about student learning and the program.

Program Learning Outcomes

Social and Cultural Diversity

The Program was encouraged by the positive and consistent data reviewed, however a need was expressed to ensure that all groups that assess this area are doing so with the same understanding. Questions arose regarding whether the course assignment identified as a key performance indicator was a meaningful measure of this learning outcome. Regarding Practicum and Internship Evaluations, it was again observed that site supervisors tended to rate students higher than students rated themselves. Questions were also raised as to whether students were receiving the level of supervision that would allow for adequate assessment of competencies by site supervisors.

Research and Program Evaluation

Evaluation of the percentage of students “meeting expectations” for the Final Evaluation Plan course assignment key performance indicator (KPI) revealed that less than 80% of students were “meeting expectations” during the time frame analyzed. When comparing the two course assignment key performance indicators, a difference was observed in the percentage of students that “met expectations.” Possible explanations were discussed and included the evolving nature of the Final Evaluation Plan assignment over time, the change in course lead for the Research Methods and Program Evaluation course, and possible inconsistencies between the two KPI course assignments chosen (e.g., are we able to meaningful compare data between these two assignments to measure this learning outcome?).

Professional Dispositions

Upon reviewing faculty professional disposition ratings of students, it was observed that less students tend to “meet expectations” during the Diversity course. Possible explanations discussed included the nature of the course in general and potential dynamics between instructors and students. Also noticed was a general and expected trend in the “meets expectations” data over time with higher percentages of students meeting expectations when assessed early on in the program, followed by a slight decrease when assessed at a mid-point, and then an increase when assessed at the end of the program. Lastly, comments were made on the need to ensure that course instructors knew when it was appropriate and were comfortable selecting a response of “not applicable.”

Practicum and Internship Evaluations

The Program was again encouraged by the positive performance of students during the practicum and internship experience. It was noted that, for some competency domains (e.g., crisis intervention) students were assessed as “not applicable” as they were unable to gain experience in this area. The Program would like to monitor use of this rating over time and review written comments explaining why a competency was unable to be observed. Further exploration of how this data relates to student remediation was also suggested. Finally, focus was given to the competency domain of “Management and Administration” as the area with the lowest “meets expectations” percentage and whether a requirement of students to take timely and appropriate notes would be needed.

Annual Student Review

Data gathered during the Annual Student Review process again highlighted that students were not keeping their Portfolios up-to-date as required. This prompted a discussion of how to best monitor and assess the Portfolio and whether this should continue to be done through the Annual Review Process. Review of student self-assessment on Professional Dispositions revealed a potential need for further education and information to ensure students are assessing themselves with a consistent understanding of these dispositions. Lastly, students appear to not be as active in professional counseling organizations as hoped for and the Program will be exploring ways to further encourage professional participation.

University Course Evaluations

For new courses, it was observed that when a course is offered for the first time, course evaluation ratings tend to be lower. Similarly, when the Course Lead changes, ratings for a course tend to decrease at the point of this change. For courses with low ratings (e.g., Research Methods and Program Evaluation), the Program noted that improvements to the course had or were being made to address any known issues.

Learning Partner End of Term Survey

Similar to the University Course Evaluation, the Research Methods and Program Evaluation course was found to be rated least favorably. As mentioned above, the Program has made or is making improvements to this course.

Site Supervisor Satisfaction Survey

The small response size to the survey at this time did not allow for meaningful interpretation, however the Program did recognize site supervisors' concerns about the assessment / evaluation process that occurs during experiential courses and will be making changes to address said concerns. The Program will also continue to monitor site supervisor professional development needs and plan programming accordingly.

Program Satisfaction Survey

The Program was again encouraged by the positive initial results from the first administration of this survey. To better understand the connection between satisfaction and length of time in the program, the survey will be updated to collect "time in program" data. Faculty and staff also discussed ways to strengthen the relationships between current students and program alumni; suggestions included hosting events with guest speakers, inviting alumni to the summer immersion, and planning social gatherings). Lastly, the Program will be ensuring that transfer students have access to any orientation type materials upon entering the program.

Program Highlights

The SchoolCounseling@Denver program has many things to be proud of during the 2020-21 academic year. A few of these accomplishments are described below.

CACREP Accreditation – The SchoolCounseling@Denver program officially submitted a CACREP Self-Study in October 2020. The Program has since received an initial response from CACREP and was approved to start the process of scheduling a site visit.

Curriculum Development – As of the spring 2021 quarter, all courses within the SchoolCounseling@Denver curriculum have been successfully developed and launched.

Advisory Council – The Program sought membership in and held the inaugural SchoolCounseling@Denver Advisory Council meeting in August 2021. Council members reviewed program data and provided valuable insights.

New Faculty – The Program welcomed a new core faculty, Dr. Joseph Johnson, in September 2020. During the spring 2021 quarter, the Program also hired four new core faculty members who will begin teaching in September 2021.

Inaugural Graduating Class – The Program produced its first three graduates in June 2021. These graduates and their families traveled to Denver from across the country to join the faculty at the on-campus Commencement ceremony to celebrate their accomplishments.

Future Considerations

Program Improvements

The SchoolCounseling@Denver program will be focused on the following program improvements during the 2020-2021 academic year.

Enhance the Advising Protocol – Faculty will continue to monitor the advising experience from both the student and faculty perspectives through survey data and informal feedback. Information will be also be collected on group advising processes to update the protocol with a group advising supplement.

Improvements to Research Methods and Program Evaluation Course – The MCE Associate Director for Accreditation and Assessment will monitor grades on the Final Evaluation Plan course assignment during the 2021-22 academic year and will share this data with faculty. The Program will seek to also hire a new faculty member that will assume course lead responsibilities and focus on further revising this course from a school counselor perspective. Lastly, course leads from this course as well as the Comprehensive School Counseling Program and Career Counseling courses will collaborate to ensure consistency in course content and assessments.

Admissions Process – Faculty will continue to monitor admissions trends and remediation needs as these related to admissions criteria during the 2021-22 academic year. Faculty will also explore integration of a professional dispositions assessment into the admissions process.

Advisory Council – The Program will finalize the membership of the Council and host an initial meeting in August 2021, followed by a second meeting in January 2022. Results of these meetings will be shared with other staff and faculty during regular program meetings.

Professional Dispositions – Faculty will revise and expand the professional dispositions rubric to better articulate the dispositions definitions and provide rubric response scale guidance for each disposition. Additionally, faculty along with the MCE Associate Director for Accreditation and Assessment will revise the criteria used to assess student progress in the area of professional dispositions within the Student Annual Review process.

Practicum & Internship Instructor Communication Protocol – The SchoolCounseling@Denver Practicum and Internship Specialist will collaborate to create a communication protocol to be used during discussions between site supervisors and course instructors.

Portfolio – Faculty in collaboration with the MCE Instructional Designer will revisit the structure and purpose of the Portfolio requirement as well as the inclusion of the Portfolio within the Student Annual Review process.

Improvements to Basic Techniques and Group Counseling Theory Courses – In response to the results of Practicum and Internship Evaluation results, faculty will be adding a note-taking template to both of these courses.

Student Assessment of Site Supervisors – Faculty in collaboration with the MCE Associate Director for Accreditation and Assessment will review the current instrument used to obtain student feedback on site supervisors and update as needed.

Next Year's Program Learning Outcome Focus

The SchoolCounseling@Denver program will focus on the following learning outcomes in the 2021-22 academic year.

Career Development– Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Human Growth and Development – Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

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