



**School Counseling**  
UNIVERSITY OF DENVER

## **SchoolCounseling@Denver**

### **Assessment Blueprint**

The Assessment Blueprint provides space for programs to DESIGN a meaningful process to assess student learning. The Assessment Blueprint is a tool to help you and your colleagues fabricate assessment processes that simultaneously meet programmatic goals and accreditation guidelines.

### **PROGRAM MISSION**

#### Program Mission and Connection to DU IMPACT 2025

The SchoolCounseling@Denver program's mission is to develop the next generation of school counselors to become agents of change, embracing a holistic approach to meeting the academic, career, and social/emotional needs of students from diverse backgrounds within the P-12 school system(s) and across the communities in which they serve.

At the core, both the SchoolCounseling@Denver program and the University of Denver are dedicated to serving the public good. For School Counseling, this means bringing innovative and positive change to P-12 schools through the role of school counselors and the implementation of comprehensive school counseling programs. Both DU and this program have a key focus on partnering with and serving communities. Being an online program, SchoolCounseling@Denver has a unique opportunity to more readily impact communities outside of the Denver metropolitan area. Moreover, both strive to embrace and serve diverse populations (i.e. inclusiveness). Lastly, the SchoolCounseling@Denver program, like the University of Denver as a whole, approaches educating and training students from a holistic and interdisciplinary perspective. The SchoolCounseling@Denver program will strive to ensure that alumni, as P-12 school counselors, can address the needs of students from all angles.

#### Discussion

##### COLLECTION OF DATA

The SchoolCounseling@Denver program has been thoughtfully designed by faculty to meet state (Colorado Department of Education), national professional organizations (ASCA), and programmatic accreditor (CACREP) standards. In doing so, the assessment plan is grounded in and guided by these standards to ensure the programs develops competent school counselors.

The SchoolCounseling@Denver program has designed a robust assessment plan that collects data using a variety of methods, sources, and points in time. Throughout the program, key performance indicators (i.e. course assignments, national exams, experiential evaluations) have been identified for which data will be collected and analyzed by the program to assess the extent to which students are meeting program learning outcomes. These key performance indicators serve to assess both knowledge and skill at multiple points throughout the program. Professional Dispositions have also been identified by program faculty and students are assessed at several points throughout the program. The program regularly monitors student's academic progress via annual student review, grades, GPA, etc. and identifies potential students of

concerns. Student satisfaction with the program will also be assessed via quarterly evaluations and, moreover, satisfaction of our community partners (i.e. experiential site supervisors) will be assessed via surveys. Lastly, when the program sees its first cohort of graduates, recent graduate, alumni, and employer surveys will be used to understand the experiences and needs of students and their employers post-graduation.

#### REVIEW OF DATA

Data collected as part of the SchoolCounseling@Denver assessment plan is reviewed in a number of settings, by both faculty and staff, and throughout each academic year. Formalized review of assessment data occurs in the following venues.

In each setting where assessment data is reviewed, the SchoolCounseling@Denver program will strive to guide discussions using these questions:

- What are the most valuable insights gained from the assessment results?
- Do the assessment results reflect equitable program expectations and practices?
- What are the implications for teaching and learning? (e.g., course revisions, rubric revisions)
- What are the implications for advising and remedial best practices?
- What are the implications for program policies?
- What are the implications for the admissions standards? (e.g., essay prompt revision)
- What questions do we have that aren't being answered by assessment results?
- What assessment data does not seem to be used?

**Students of Concern Meetings** – Students found to be “needing improvement” regarding Professional Dispositions are discussed and appropriate action decided upon during these meetings. Students found to be making unsatisfactory academic progress are also discussed.

**Annual Student Review** – Faculty meet to discuss data collected as part of the annual student review process (i.e. student academic progress, professional dispositions, practicum/internship site evaluations).

**Annual Program Learning Outcomes Retreat** – Faculty meeting once per year during later summer/early fall to review assessment data as it relates to the program learning outcomes and general program health. In particular, faculty pre-select a particular learning outcome(s) to evaluate. A portion of this meeting is also dedicated to discussing the status of action items from the prior year's meeting.

**Program Meetings** – Assessment data is discussed as part program level monthly meetings. For example, faculty will review post-graduation survey results as part of each December program meeting.

**Annual Department Retreat** – As part of the Counseling Psychology annual retreat occurring during the fall quarter, the SchoolCounseling@Denver program conducts an informal review of program guiding statements (e.g., mission, program learning outcomes, professional dispositions). Every three years during the department retreat, the Program conducts a formal and comprehensive review of guiding statements and make changes if needed.

#### USE OF DATA

Assessment data collected and reviewed by the SchoolCounseling@Denver program is also used for continuous improvement in the following established processes. These processes have been separated by the focus of impact: program vs. student. Additionally, review of assessment data will occur on an ad-hoc basis when needed by the program.

### Program Improvement

**Course Iteration** – Each quarter, faculty are given the opportunity to submit requests for minor changes to a course (ex. async question updates, assignment updates, etc.). Every three years, course developers are given the opportunity to review a course fully and make major changes (ex. update lecture videos and PPT slides).

**Annual Program Learning Outcomes Retreat** – The outcome of this annual review is to identify program improvements and a program learning outcome(s) of focus during the upcoming academic year.

**Program Meetings** – During monthly program meetings, faculty and staff use assessment data on an as needed basis to make program improvement decisions.

**Department Retreats** – During annual Counseling Psychology department retreats, faculty and staff use assessment data to determine possible revisions to program guiding statements (e.g., mission, program learning outcomes, professional dispositions).

### Student Progress

**Professional Dispositions Assessment** – As part of the professional dispositions assessment process, students found to be “needing improvement” in one or more professional dispositions receive an appropriate level of guidance / remediation by faculty with the goal of improving said disposition.

**Annual Student Review** – After review of data by faculty, students receive a letter summarizing progress and, if needed, a request for follow-up discussions in person with their faculty advisor.

**Student Remediation** – In support of our gatekeeping efforts, students that are not making adequate progress (i.e. academic, behavioral, etc.) in the program may be required to complete a remediation plan. The remediation plan consists of concrete actionable steps the student is required to take as well as a timeline for faculty review related to subsequent action. Faculty use assessment data to not only identify students who need remediation, but also to evaluate whether the student is meeting the expectations/goals articulated in the plan.

### SHARING OF DATA

To ensure transparency of data collection, review, and use, the SchoolCounseling@Denver program has also created several means by which to share assessment information.

**Annual Report & Program Outcome Data** – The SchoolCounseling@Denver program creates, disseminates, and posts on the program website an annual report summarizing evaluation results, program modifications, and other program changes as well as the following data points: number of graduates, credential exam pass rates, program completion rates, and job placement rates.

**Accreditation Self-Study** – For initial accreditation and reaccreditation, the SchoolCounseling@Denver program submits a self-study along with other documents as needed to the accrediting organization.

**Direct Communication to Stakeholders** – As part of the accreditation annual report process, the program notifies stakeholders of publication of said report (ex. current students, alumni, site supervisors, community partner organizations, and employers).

**State Reporting** – Every five years, the Colorado Department of Education requires programs that lead to licensure, like SchoolCounseling@Denver, to complete a reauthorization process. This include ensuring alignment of the program to state standards by providing assessment data. A report is submitted to the Department and available as public record (upon request).

## **STUDENT LEARNING OUTCOMES**

**Professional Counseling Orientation and Ethical Practice** – Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Identities and Experiences** – Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

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

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

**Counseling Practice and Relationships** – Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work** – Students demonstrate competency in preparing and facilitation of group counseling.

**Assessment and Diagnostic Processes** – Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation**– Students will demonstrate an understanding of research methods to inform evidence-based practice.

**School Counseling Focus**– Students will demonstrate an understanding of and ability to apply the foundations, contextual dimensions, and practice of school counseling as a specialty area, with emphasis on promoting the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.

**REQUIRED CURRICULUM**

COUN-4600: Orientation to Professional Counseling & Ethical Practice

COUN-4610: Counseling Techniques

COUN-4620: Counseling Theory

COUN-4630: Research Methods

COUN-4700: Social & Cultural Diversity

COUN-4710: Group Counseling

COUN-4720: Assessment & Appraisal

COUN-4730: Lifespan Development

COUN-4740: Roles and Responsibilities of the School Counselor

COUN-4750: Exceptionalities

COUN-4800: Career Counseling

COUN 4801: Developmental Application

COUN-4815: Program Evaluation

COUN-4805: Gender & Sexuality

COUN-4810: Comprehensive School Counseling Programs

COUN-4820: Counseling Youth & Families

COUN-4825: Activity-Based Counseling

COUN-4830: Diagnosis in Counseling

COUN-4835: Counseling for Trauma, Crisis, & Grief

COUN-4840: Educational Strategies and Policies

COUN-4850: School Counselor Interventions

COUN-4900: Practicum

COUN-4910: Internship I

COUN-4920: Internship II

## CURRICULUM ALIGNMENT MAP

	Professional Counseling Orientation and Ethical Practice	Social and Cultural Identities and Experiences	Lifespan Development	Career Development	Counseling Practice and Relationships	Group Counseling and Group Work	Assessment and Diagnostic Processes	Research and Program Evaluation	School Counseling Focus
COUN-4600	X				X				
COUN-4610					X				
COUN-4620					X			X	
COUN-4630								X	
COUN-4700		X							
COUN-4710						X			
COUN-4720							X		
COUN-4730			X						
COUN-4740	X				X				X
COUN-4750			X						
COUN-4800				X					X
COUN-4801					X				
COUN-4805			X						
COUN-4810									X
COUN-4815									
COUN-4820									
COUN-4825					X				X
COUN-4830			X		X		X		X

COUN 4835	X		X		X		X		X
COUN-4840	X								X
COUN-4850									X
COUN-4900									X
COUN-4910					X				
COUN-4920	X				X				