



SchoolCounseling@Denver 2024-2025 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 (PLO) Retreat and annually with applicable stakeholders. Feedback from all groups was used to draft this report.

Past Year Program Improvements

The SchoolCounseling@Denver program made the following significant program improvements during the 2024-2025 academic year.

Ongoing Advising Improvements – The program continues to hold consistent group advising meetings and have streamlined processes for documenting advising meetings.

Alternative Comprehensive Exam – The Program transitioned to an in-house comprehensive exam, with a formal launch in Summer 2025. As of November 2025, the exam pass rate has been 100%.

Preliminary / Ad Hoc Assessment Data

Data Collection

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

During the 2024-2025 academic year, the following data were collected and reviewed:

- Program Characteristics (e.g., retention / attrition / graduation rates)
- Key Performance Indicators (e.g., specific course assignment grades / rubrics)
- Annual Student Review (e.g., student self-evaluation on professional dispositions and learning outcomes)
- Professional Dispositions Assessment
- Practicum & Internship Evaluations
- Practicum & Internship Hourly Log
- Comprehensive Exam Scores
- University Course Evaluations
- Course Grades
- Site Supervisor Satisfaction Survey



- Student Placement Survey
- Program Satisfaction Survey
- Graduate Survey
- Alumni Survey
- Employer Survey

Results

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

Program Characteristics

Data reviewed for this domain included retention, attrition, and graduation rates for both students and faculty were provided.

Main Findings

- Application review scores were lower than last year, specifically in GPA and writing.
- First year retention rates averaged around 80% (74% - 2019-20 cohort; 86% - 2020-21 cohort; 82% - 2021-22 cohort; 78% - 2022-23; 81% 2023-24).
- Affordability is the primary reason students withdrew from the program.

Program Learning Outcomes

General PLO Review. Data reviewed for this domain included 1) comprehensive exam results; 2) student self-assessment of learning outcome proficiency during the annual review process (optional response); and 3) site supervisor assessment of learning outcome relevance (optional response; 54% response rate).

Main Findings

- 33% of students passed the comprehensive exam on their first attempt; 83% passed by the third attempt (data from winter 2020 to spring 2025).
 - Students were less likely to pass the following exam sections on their first attempt: Career Development (68%), Research Methods (61%), and Assessment (63%)
 - With the transition to the in-house SC Comprehensive Exam, 100% of the students have passed the exam on their first attempt.

Students generally self-assessed as “proficient” across most learning outcomes as part of their first annual review; slightly less students rated themselves as “proficient” for the following learning outcomes: social and cultural diversity (47%), school counseling focus (45%), career development (42%), and assessment and treatment planning (33%).

- Rating percentages shifted from “proficient” to “advanced” between their first and second annual review.



Half of site supervisors (55%) reported that “Assessment & Diagnostic Processes (Assessment and Treatment Planning)” was “important” or “very important” learning outcomes.

Professional Dispositions

Data reviewed for this domain included 1) faculty assessment of students enrolled in Counseling Techniques, Counseling Theory, Social & Cultural Diversity, Practicum, Internship I, and Internship II; 2) student self-assessment during annual review process (response optional); and 3) site supervisor assessment of professional disposition relevance (response optional).

Main Findings

- 99% of students across all courses and dispositions met expectations.
- Students generally self-assessed as “proficient” across all Professional Dispositions as part of their first and second annual reviews, with many ratings moving up to “advanced” for the second annual review.
- At least 85% of site supervisors found all Professional Dispositions as “important” or “very important.”

Clinical Experience

Data reviewed for this domain included 1) practicum and internship evaluations; 2) hourly log data; 3) site supervisor assessment of clinical experience (optional response) and 4) student assessment of clinical experience (optional response; 90% response rate).

Main Findings

- 100% of students met expectations across all competency domains during Practicum, Internship I, and Internship II.
- 92% of site supervisors were generally “satisfied” or “very satisfied” with their experience partnering with the Program.
 - 89% of site supervisors agreed that SchoolCounseling@Denver faculty “were responsive to my communication requests.” 87% of site supervisors agreed that SchoolCounseling@Denver faculty “were proactive in sharing materials.” 68% agreed that faculty “provided site supervisors with the resources when asked.”
- 89% of students were “satisfied” or “very satisfied” with their site supervisors; 93% were “satisfied” or “very satisfied” with their placement site.



Curriculum

Data reviewed for this domain included 1) course grade pass rates; and 2) course evaluations.

Main Findings

- For most courses, students agreed that they learned a great deal in a course, felt that the course was excellent, and found the course challenging, as noted in submitted course evaluations.
- Five new courses (i.e., COUN 4801, COUN 4805, COUN 4815, COUN 4825, and COUN 4835) launched in spring 2025 and summer 2025. The course passing rates for all five courses were 92% or higher.

General Program Health

Data reviewed for this domain included 1) program satisfaction survey (response optional, data collection from 2019-2025), 2) graduate survey (response optional; 46% response rate), 3) alumni survey (response option, 63% response rate), and 4) employer survey (response optional, 6% response rate). It should be noted that only one employer responded to the employer survey and data from this survey will not be provided.

Main Findings

- Overall Satisfaction:
 - 95% of **recent graduates** were satisfied overall with the program and 92% were likely to recommend the program to others.
 - 100% of **alumni one to three years post-graduation** were satisfied with the program and likely to recommend the program to others.
- Regarding **program resource materials**, students were most satisfied with coursework plans (96.5% responding “satisfied” or “very satisfied”) and least satisfied with the Advising Reference Sheet (64% responding “satisfied” or “very satisfied”).
- Regarding **program and university learning resources**, students were most satisfied with the DU library (97% responding “satisfied” or “very satisfied”) and least satisfied with the DU Disability Services Program (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 (“satisfied” or “very satisfied” on average of 74%)
- Students were also satisfied with **school counseling faculty** as a while as it relates to teaching, availability, responsiveness, and quality feedback (range of “satisfied” or “very satisfied” responses from 88% to 95%).
- During the final term prior to graduation, 33% of students had not yet found employment as a school counselor and were still looking. Of the remaining 66%, 57% had found employment as a school counselor and 9% were not looking for



employment as a school counselor.

Interpretation

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

Program Characteristics

Program characteristics were not interpreted, but they were analyzed throughout this process. See *Program Characteristics* subsection in the preceding *Results* section for data and refer to associated action item(s) in the *Program Improvements* subsection of the *Future Considerations* section at the end of this document.

Professional Dispositions

Professional dispositions ratings by faculty and students alike are consistently favorable with little variability. The faculty agreed that adding in an additional course of professional dispositional assessment helped the faculty be more proactive in identifying and addressing concerns with students. Also, the faculty noted that although application scores were lower this year, there were fewer students who received formal remediations (e.g., formal warning, probations).

Clinical Experience

The faculty is pleased with the scores of students meeting expectations across all competency domains in Practicum, Internship I, and Internship II. The Program continues to offer continuing education credits for the PDs offered to site supervisors and tracking engagement with PDs. The faculty noted that although

Curriculum

Assessment of course grade pass rates (between 92%-100%) and course evaluations suggests that students agree that courses are challenging and that they learn a great deal throughout the curriculum.

General Program Health

The program was able to identify opportunities for improvement of general program health. When reviewing the open-ended comments regarding program improvements, respondents indicated they would like more support during field placement and more visibility from the program's student representatives.



Program Highlights

The SchoolCounseling@Denver program has many things to be proud of based on the 2024-2025 academic year. A few of these accomplishments are described below.

Faculty Leadership – Throughout the 2024-2025 academic year, core faculty served in leadership positions within several professional organizations, such as the *Society for Sexual, Affectional, Intersex, and Gender Expansive Identities*, the *Association for Death Education and Counseling*, the *Association for Adult Development and Aging*, and the *American School Counselor Association*.

Faculty Scholarship – Core faculty scholarship over the past academic year has included involvement in over 20 scholarly publications, presentations, and grant funding applications. Presentations were held at several state and national organizations, such as the *American Counseling Association*, *Colorado Counseling Association*, and the *American School Counselor Association*.

Program Degree Conferrals – The Program conferred 36 School Counseling MA degrees between November 2024, March 2025, June 2025, and August 2025. Many of the graduates traveled to Denver from across the country to attend the on-campus Commencement ceremony and program end-of-the year celebration to recognize their accomplishments.

Program Alumni Credentialing Exam Pass Rates – Program Alumni continue to achieve success on post-graduate credentialing examinations, with a pass rate of 95%.

Approved Continuing Education Provider – The Program received approval from the National Board for Certified Counselors to issue continuing education credits to attendees of our professional development webinars and events.

Program Alumni Accomplishments – Faculty and Staff are proud of our alumni accomplishments within the counseling professions. This includes receiving accolades, such as Denver Public Schools (Colorado) School Counselor of the Year.



Future Considerations

Program Improvements

Considering the data reviewed, the SchoolCounseling@Denver program will be focused on the following program improvements during the 2025-2026 academic year.

Program Outcome Indicators

Given the adoption of updated accreditation standards by CACREP, the SchoolCounseling@Denver program will focus efforts during the 2025-26 academic year on reviewing program learning outcomes and related Key Performance Indicators to ensure the new accreditation standards are met.

Revamp Advisory Council

To ensure the program is meeting the needs of current and future students, as well as adhering to curriculum standards, the program will revamp our Advisory Council to have a stronger team of internal and external individuals reviewing curriculum changes and assessment results.

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