

University of Colorado Denver Counseling Program Annual Report

2024-2025 Academic Year

Introduction

The University of Colorado Denver, through the School of Education & Human Development, offers Master of Arts programs appropriate for counseling work in clinical mental health settings, school systems, private practice, and business settings. The programs in Clinical Mental Health Counseling and School Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The overall philosophy of the Counseling program is to prepare master's level counselors / therapists with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on what research demonstrates as being essential in effective counseling.

The Mission of the Counseling program at the University of Colorado Denver is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and society.

The Counseling Program faculty strives to train counselors:

1. Who are adept at providing high quality, contextually appropriate counseling and consultation services to individuals, couples, families and systems.
2. Who welcome and support diversity, including race, ethnicity, sexual orientation, spirituality, gender, age, ability and socioeconomic status among the faculty, peers, and clientele; who advocate on behalf of marginalized individuals and groups; and who are open to challenging the dominant paradigm by adopting multiple perspectives with the goal of becoming culturally responsive.
3. Who embody integrity and culturally sensitive ethics in their professional practice.
4. Who are committed to lifelong learning, self-care, and professional development; and who advocate on behalf of their professional identity as counselors.

Current objectives of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards and licensure requirements.

Program Objective #1

(Cultural responsiveness and Advocacy) The program will exhibit a commitment to cultural responsiveness and advocacy and will prepare students to practice professional counseling in diverse settings and with diverse client populations, as well as through curriculum content and student composition.

Program Objective # 2

(Professional Practice) The program will prepare students to apply, in an ethical manner, culturally responsive, evidence-based frameworks to their understanding and practice of professional counseling, as well as to the larger systems that affect the counseling profession and the clients they serve.

Program Objective #3

(Professional Behavior and Ethics) The program will prepare students for LPC, and/or School Counseling licensure in Colorado, through its commitment to providing the knowledge, skills and ethical practices of culturally appropriate diagnosis, treatment, referral, and prevention of mental and emotional disorders.

Program Objective #4

(Knowledge, Research, and Evaluation) The program will prepare students to be skilled, knowledgeable, and culturally responsive professional counselors who implement evidence-based practices informed by research.

Successful completion of the M.A. in Counseling prepares students to meet the following learning outcomes. Note that each learning outcome is aligned to one or more program objectives.

1. Describe the role and process of the professional counselor advocating on behalf of the profession and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.d; II.F.1.e). Program Objective #1

2. Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i). Program Objective #2

3. Demonstrate understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (CACREP II.F.2.b, II.F.2.c). Program Objective #2

4. Conceptualize systemic and environmental factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan (CACREP II.F.3.a, II.F.3.f). Program Objective #1

5. Identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision-making (CACREP II.F.4.e, II.F.4.i). Program Objective #2
6. Apply theories and models of counseling (CACREP II.F.5.a, II.F.5.g). Program Objective #3
7. Demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g). Program Objective #2
8. Identify and apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g). Program Objective #3
9. Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m). Program Objective #4
10. Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a). Program Objective #4

Clinical Mental Health Counseling Specific Learning Outcomes

1. Articulate roles and settings of clinical mental health counselors and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c; V.C.2.a). Program Objective #3

School Counseling Specific Learning Outcomes

1. Articulate roles and settings of school counselors and apply principles and models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b.; V.G.1.c). Program Objective #3

Overview of the Comprehensive Assessment Plan

The Assessment Plan for the Counseling Program at CU Denver aims to help faculty regularly and systematically review student learning outcomes and program objectives.

The faculty is committed to a process of comprehensive program evaluation that is focused on outcomes data, collaborative in nature, and implemented at various points in a student's progression through the program. The assessment plan describes a process in which both summative and formative data is collected and analyzed to assess: (a) whether the program is meeting its stated objectives; and (b) whether students are learning core knowledge and skills of professional counselors for the environments in which they are

being prepared to work. The philosophy of our outcomes-based, collaborative, and ongoing assessment plan is evidenced by the following:

1. Multiple points of measurement: student readiness and learning are assessed from point of entry into the program through post-graduation.
2. Multiple evaluators: students are assessed on their learning outcomes by numerous qualified stakeholders, including core and non-core faculty, site supervisors, and employers; the program is assessed by students, alumni, site supervisors, and internally through a university program review process.
3. Various instruments of measurement: students and the program are assessed using various tools that provide direct and indirect measures of outcomes that are both quantitative and qualitative in nature.

Assessment of student learning includes a review of (a) students' competence in core and specialized knowledge and skill areas as established by the CACREP 2024 standards and the Counseling Program faculty; (b) students' professional and personal disposition development prior to acceptance to the program, while in the program, and after graduation; and (c) student demonstration of counselor professional identity development.

Assessment of program objectives includes the evaluation of program outcomes that faculty established in congruence with the Mission of the Program and the University of Colorado Denver. Figure 1 shows an overview of the components of the Comprehensive Assessment Plan and their relationship with one another.

The Mission Statement of the program informs the overall program objectives. The CACREP core curriculum standards and the CACREP student learning outcomes for the specialized program areas of Clinical Mental Health Counseling and School Counseling also inform the objectives. Both the program curriculum (comprised of all core courses and specialty areas courses) and the admissions process are informed by the mission statement, program objectives, and the CACREP 2024 standards. The program curriculum has been developed to enable students to demonstrate knowledge and skills competence with CACREP standards, to meet program objectives, and fulfill our program mission. The over 200 CACREP standards are each taught and evaluated in at least one specific assignment, a "signature assignment" in a designated course.

Groups of CACREP standards are combined into Key Performance Indicators, or KPIs. The program has a total of 13 KPIs, each of which is associated with one of four program objectives. A complete list of the KPIs and their CACREP standards and program objectives can be found on the following page. While student performance on all CACREP standards is evaluated and assessed during the program, the KPIs serve as summary evaluations for

ongoing program evaluation and improvement. Objectives are written to reflect the outcomes (both program objectives and accreditation standards/KPIs) we aim for in our Counseling Program.

The methods of instructional delivery and measurements of Key Performance Indicators (KPIs) are informed by the curriculum, accreditation standards, and common practices for instructional delivery and assessment in counseling programs. Finally, the outcomes that we measure in terms of student learning and program objectives help us to revise all aspects of our assessment plan, from specific course level objectives to the admissions process, to program objectives, and even our mission statement.

The mission statement of the program and professional expectations related to licensure guide the broad program objectives. Program objectives are reflected and evaluated in Key Performance indicators (KPIs). Each KPI is made up of multiple specific CACREP standards, each of which is taught and evaluated with specific assignments (signature assignments) in designated courses. In addition to detailed learning outcomes tied to CACREP standards, students are evaluated for their professional dispositions, and the program is evaluated by community stakeholders, students and alumni.

Assessment of Student Success

The current learning outcomes of the Counseling Program are reflected in the core requirements as dictated by national accreditation standards and State of Colorado licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives.

Program assessments are based on the program objectives listed below. These program objectives inform student-learning outcomes, which are measured by key performance indicators (KPIs) at various points in the program. Learning goals based on CACREP standards are addressed in courses throughout the program.

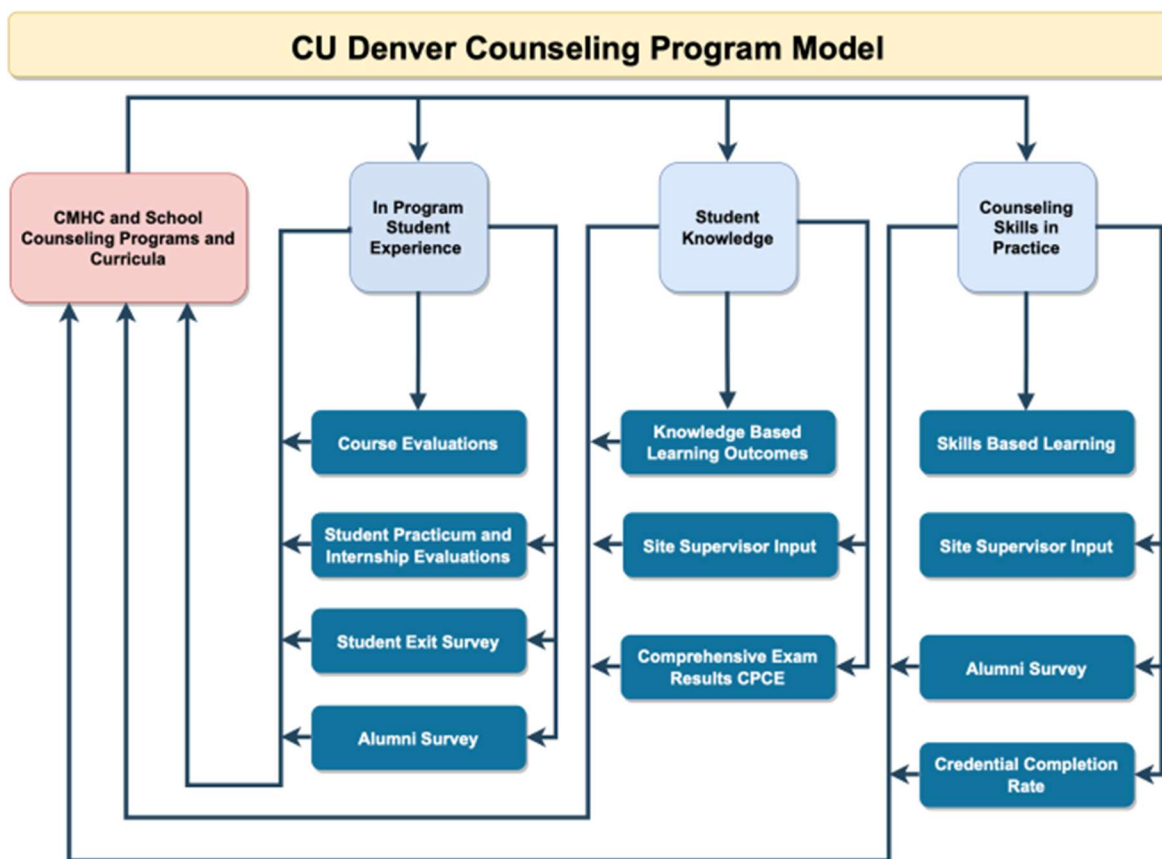
Groups of CACREP standards and their associated assessments are used to address the KPIs which are tied to the programs mission and broad learning goals. In addition to being assessed in course work throughout the program, learning goals based on CACREP standards are also evaluated through the comprehensive exam and through internship during the students' final semester or semesters in the program. KPIs contain one or more CACREP standards and are evaluated one or more times during the program.

Counseling program students in the two CACREP accredited degree tracks take the national Counselor Preparation Comprehensive Exam (CPCE) administered by the Center for Credentialing and Education (CCE). The eight sections of the CPCE exam address the

eight core areas of CACREP standards. Students complete an internship of 600 hours at the end of their program of study. The internship can take between one and three semesters, depending on the amount of direct client hours students obtain in any given semester. During internships, students are evaluated by on-site supervisors and University supervisors in a range of performance areas related to learning objectives.

The table below provides the CACREP standards, Counseling Program courses, and key assessments (i.e., signature assessments) aligned to each learning outcomes / KPI.

Figure 1: Overview of the Comprehensive Assessment Plan



Description of Assessments

Signature Assignments (Key Performance Indicators)

Each CACREP standard was assigned to at least one class in which learning of that standard would be formally evaluated. The forms of the evaluation vary with class and include a range of traditional academic evaluation methods including quizzes, major exams (i.e. midterm, final), papers, and in class presentations. Each CACREP standard has a designated signature assignment. Student performance signature assessments are currently being transitioned into a new assessment system (Lumivero).

Each CACREP standard has one or more signature assignments. Student performance signature assessments are currently being transitioned into a new assessment system (Lumivero). Student performance on signature assignments is aggregated. Aggregated performance data is used to evaluate Student Performance on KPs and CACREP standards (see “CACREP standards” below).

Program objectives are assessed throughout the curriculum using Signature Assignments that evaluate student learning for specific CACREP standards. Students will submit these assignments to Lumivero and the assignments are evaluated by faculty. Rubrics are used to manage this process. Once assessments are completed, outcome data may be viewed at the students and program levels. Aggregate reports of Key Performance Indicators related to each program objective are generated by the Assessment Office and shared with faculty.

Key Performance Indicator	Course	Course Name	Assessment
<u>CE KPI 1</u> : Describe the role and process of the professional counselor advocating on behalf of the profession and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.d; II.F.1.e) (Program Objective #1)	COUN 5810	Multicultural counseling	MAP Poster (K)
	COUN 5930	Internship	Case presentation (S)
			Supervisor evaluation (S)
			Professional Development Paper (K)
<u>CE KPI 2</u> : Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i) (Program Objective #2)	COUN 5330	Professional and ethical issues in counseling	Case Study Presentation (S)
	COUN 5930	Counseling internship	Case presentation (S)
			Supervisor evaluation (S)
<u>CE KPI 3</u> : Demonstrate understanding of theories and models of multicultural counseling, cultural identity development,	COUN 5810	Multicultural counseling	MAP Poster (K)
			Case presentation (S)

and social justice and advocacy. (CACREP II.F.2.b, II.F.2.c) (Program Objective #2)	COUN 5910	Counseling practicum	Supervisor evaluation (S)
CE KPI 4 : Conceptualize systemic and environmental factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan (CACREP II.F.3.a, II.F.3.f) (Program Objective #1)	LDFS (EDHD) 6200	Human Dev. across the lifespan	Child Observation Papers (K)
			Service Learning Project (K)
	COUN 5930	Counseling internship	Case presentation (S)
CE KPI 5: Identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP II.F.4.e, II.F.4.i) (Program Objective #2)	COUN 5400	Career Development	Career Construction Paper (K)
	COUN 5930	Counseling Internship	Case Presentation (S)
CE KPI 6: Apply theories and models of counseling (CACREP II.F.5.a) (Program Objective #3)	COUN 5010	Counseling Theories	CBT Application Paper (K)
	COUN 5100	Counseling techniques	Counseling skills self-evaluation paper (S)
			Clinic observation critique papers
			Case Conceptualization Critique paper
	COUN 5930	Counseling internship	Case presentation (S)
CE KPI 7: Demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g) (Program Objective #2)	COUN 5100	Counseling techniques	Counseling skills self-evaluation paper (S)
			Clinic observation critique papers
			Case Conceptualization Critique paper
	COUN 5910	Counseling practicum	Case presentation (S) Supervisor evaluation (S)
CE KPI 8: Identify and apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g) (Program Objective #3)	COUN 5110	Group counseling	Group Counseling Plan (K)
	COUN 5930	Counseling internship	Site supervisor evaluation (S)
CE KPI 9: Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m) (Program Objective #4)	COUN 6250	Mental Health Diagnosis	Case Study Paper (K)
	COUN 5910	Counseling practicum	Case presentation (S) Supervisor evaluation (S)

<u>CE KPI 10:</u> Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a) (Program Objective #4)	RSEM 5120	Intro to research	Research and Evaluation Project (K)
	COUN 5930	Counseling Internship	Professional Development Plan (K)
<u>CMHC KPI:</u> Articulate roles and settings of clinical mental health counselors and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c; V.C.2.a) (Program Objective #3)	COUN 5200 (5820)	Strategies in Agency Counseling	Case Study /Treatment Plan (S)
	COUN 5930	Counseling internship	Case presentation (S)
			Site supervisor evaluation (S)
<u>School Counseling KPI:</u> Articulate roles and settings of school counselors and apply principles and models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b.; V.G.1.c). (Program Objective #3)	COUN 6230	School Based Developmental Counseling and Prevention	Intervention Project
	COUN 5930	Counseling internship	Case presentation (S)
			Site supervisor evaluation (S)

CPCE Exam

Following completion of most of their classes, students take a comprehensive exam, the CPCE Exam. Results of the CPCE exams are reviewed on an ongoing basis (see “CACREP standards” below).

Comprehensive exam data is aggregated as students take the CPCE exam throughout the year. Student performance on the CPCE exam is evaluated to look for areas of relative strength and weakness within the program and how University of Colorado Denver Students are performing relative to the national sample. For example, the lowest scores in 2024-25 were school counseling students; the highest score area was again Group Work (11.84). Because of issues with sample size and data availability, we cannot conduct valid means comparison tests, however we do compare program to national means in each core area. We had no students fail the CPCE in 2024-2025.

Professional Dispositions

Students’ professional dispositions are evaluated by all faculty annually. Professional dispositions are non-academic personal characteristics that are associated with the ability to effectively deliver counseling and therapy services.

Students' fulfillment of the nine Professional Dispositions is reviewed by the entire Counseling faculty at the conclusion of the first year of study, at the end of Practicum, and during Internship.

The nine Professional Dispositions are:

1. Respects the privacy and confidentiality needs of others. (e.g. clients, peers, faculty, staff)
2. Understands and maintains ethical guidelines for counselors/therapists as published by the relevant professions and organizations.
3. Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
4. Remain open to ideas, learning, feedback, and change.
5. Cooperates with remediation plans and endeavors to adjust or improve behavior.
6. Fulfills obligations promptly, consistently, reliably, and according to expectations stated by professor/instructor or supervisor.
7. Follows the procedures and policies of the Counseling Program and the School of Education and Human Development. Students are responsible for knowing and understanding the content of relevant material from official sources including syllabi, program handbooks, and University web sites.
8. Engages effectively as a team member supporting the efforts of peers, faculty, and the SEHD.
9. Uses technology (including all hardware and social media) appropriately and ethically in all situations while respecting others who are present or impacted.

Community Assessments

In addition to evaluating student learning, the program has additional forms of program assessment that include assessments by students and community stakeholders.

Graduate, Employer, and Site Supervisor Program Surveys

Each year, the Counseling Program distributes surveys to graduating students and alumni who provide supervision to students during internship. Below provides a brief description of the scope of each survey.

Please note that surveys of employers and site supervisors are under development with expected launch in 2026-27.

Graduating Students

The graduating students survey assesses graduates' perceptions of how effectively the Counseling program prepared them with the knowledge, skills, and professional dispositions needed for counseling practice as well as impact on students' professional identity development, self-awareness, multicultural competence, commitment to lifelong learning and self-care, exam preparation, and readiness for engagement in the counseling profession. Graduating students are also asked about satisfaction with the quality of support received and for any comments on the strengths and weaknesses of the program.

Alumni Survey

The alumni survey collects data on alumni employment (e.g., status, setting, type of position, organization name, location, and job title), licensure status, and pursuit of continuing education (i.e., doctoral program). Alumni are also asked to share any further comments, how the program can continue to support alumni, and advice for current students.

Advisory Board

The Counseling Program Advisory Board is comprised of professionals with clinical, academic, and administrative backgrounds in the counseling profession. The Advisory Board is scheduled to meet annually in the Fall semester to discuss the quality of services offered by the Counseling Program and to make recommendations to the program faculty for changes that would better meet the needs of the counseling profession in the community. The next Advisory Board meeting is scheduled for November 2026.

One focus of the Advisory Board is to receive feedback from professionals in the community regarding the mission and objectives defined by the program. Feedback from these meetings is used to adjust these areas as needed. Minutes from Advisory Board meetings will be stored in the Counseling program One drive and this information will be incorporated into the Annual Program Evaluation Report.

Schedule of Assessments

The table below provides timeline, method, and audience (i.e., those involved) for both administering and reporting on assessments.

Counseling Program Assessment Calendar

Assessment Name	Administration Timeline	Admin Method	To Whom / By Whom	Reporting Timeline	Report Audience
Signature Assessments	Every Semester	Lumivero	Students / Faculty	Fall, Spring	Faculty
CPCE Exam	Annually (x3)	CPCE	Students / CPCE	Fall, Winter, Summer	Faculty
Professional Dispositions	- Admissions - End of First Year - End of Practicum - During Internship - As Needed	Lumivero	Students / Faculty	Fall, Spring	Faculty
Graduating Student Survey	Every Semester	Qualtrics	Students / CU Denver OIRE	Fall	Faculty
Alumni Survey	Annually (summer)	Qualtrics	Students / SEHD Assessment Office	Fall	Faculty
Site Supervisor Survey	UNDER DEVELOPMENT	Lumivero	Site Supervisors / Counseling Program	Summer	Faculty
Employer Survey	UNDER DEVELOPMENT	Lumivero	Employers / Counseling Program	Fall	Faculty
Advisory Board	Annually (x1)	Zoom	Members / Counseling Program	Spring	Faculty

Assessment Results

Signature Assessments (Key Performance Indicators)

CE KPI 1: Describe the role and process of the professional counselor advocating on behalf of the profession and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.d; II.F.1.e)

CE PKI 1 is measured through signature assessments in COUN 5810 Multicultural Counseling (MAP Poster) and COUN 5930 Internship (Case Presentation, Professional Development Paper, and Supervisor Evaluations).

COUN 5810

- Counseling students were assessed on the MAP Poster on an expectation-based scale: exceeds, meets, meets some, and does not meet. Most students scored “exceeds expectations” across all rubric elements.

COUN 5930

- Overall, most counseling students received ratings of “distinguished” or “proficient” on all case presentation rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” were DSM-V and Assessment Results. No student received “unsatisfactory” ratings on the rubric.
- Overall, most counseling students received ratings of “distinguished” or “proficient” on all professional development paper rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” regarded “students will develop a resume.” No student received “unsatisfactory” ratings on the rubric.
- Overall, most clinical mental health counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Group facilitation skills. (INTERN PROCESS AND SKILLS) and Student is able to complete diagnostic process (5 Axis) (INTERN CLINICAL ASSESSMENT SKILLS). No student received “unsatisfactory” ratings on the rubric.
- Overall, most school counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation

included the following: Uses appropriate confrontation. (COUNSELING PROCESS AND SKILLS). No student received “unsatisfactory” ratings on the rubric.

CE KPI 2: Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i)

CE PKI 2 is measured through signature assessments in COUN 5330 Multicultural Counseling (Case Study Presentation) and COUN 5930 Internship (Case Presentation and Supervisor Evaluations).

COUN 5330

- Counseling students were scored on a “demonstration level” scale of “strong / advanced,” “adequate,” “limited,” and “none.” The majority of students received ratings of “strong / advanced” or “adequate” across the rubric elements. The highest average score students received was on the rubric element: “To demonstrate the ability to reflect upon ethical standards in their personal and professional lives, including how cultural differences, technology and social media, and management of professional boundaries impact ethical decision-making.”

COUN 5930

- Overall, most counseling students received ratings of “distinguished” or “proficient” on all case presentation rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” were DSM-V and Assessment Results. No student received “unsatisfactory” ratings on the rubric.
- Overall, most clinical mental health counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Group facilitation skills. (INTERN PROCESS AND SKILLS) and Student is able to complete diagnostic process (5 Axis) (INTERN CLINICAL ASSESSMENT SKILLS). No student received “unsatisfactory” ratings on the rubric.
- Overall, most school counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation

included the following: Uses appropriate confrontation. (COUNSELING PROCESS AND SKILLS). No student received “unsatisfactory” ratings on the rubric.

CE KPI 3: Demonstrate understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy. (CACREP II.F.2.b, II.F.2.c)

CE PKI 3 is measured through signature assessments in COUN 5810 Multicultural Counseling (MAP Poster) and COUN 5910 Internship (Supervisor Evaluations).

COUN 5810

- Counseling students were assessed on the MAP Poster on an expectation-based scale: exceeds, meets, meets some, and does not meet. Most students scored “exceeds expectations” across all rubric elements.

COUN 5910

- Counseling students are evaluated by faculty practicum supervisors in the following areas: Individual Supervision, Group Supervision, Record Management, Professional Behavior, Ethical Behavior, Initial Intakes, Therapeutic structure, treatment planning & goal setting, Counseling Theories and Case Conceptualization, Therapeutic Alliance, Core Counseling Skills and Techniques, Multicultural and Diversity Integration, Evaluation of Self as Professional Counselor, and Self-knowledge. The majority of students were evaluated across all areas as either “distinguished” (consistent and insightful mastery) or “proficient” (consistent mastery). Students received the majority of “distinguished” ratings in the areas of professional behavior, therapeutic alliance, group supervision, and ethical behavior. Areas where a few students (n=3) scored “basic” included Counseling Theories and Case Conceptualization and Multicultural and Diversity Integration.

CE KPI 4 : Conceptualize systemic and environmental factors that affect human development, functioning, and behavior and apply theories of individual and family development across the lifespan (CACREP II.F.3.a, II.F.3.f)

CE PKI 4 is measured through signature assessments in LDFS 6200 Multicultural Counseling (Child Observation Papers) and COUN 5930 Internship (Case Presentation).

COUN 5930

- Overall, most counseling students received ratings of “distinguished” or “proficient” on all case presentation rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” were DSM-V and Assessment Results. No student received “unsatisfactory” ratings on the rubric.

CE KPI 5: Identify and describe strategies for assessing abilities, interests, values, personality and other factors that contribute to career development and apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP II.F.4.e, II.F.4.i)

CE PKI 5 is measured through signature assessments in COUN 5400 Multicultural Counseling (Career Construction Paper) and COUN 5930 Internship (Case Presentation).

COUN 5930

- Overall, most counseling students received ratings of “distinguished” or “proficient” on all case presentation rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” were DSM-V and Assessment Results. No student received “unsatisfactory” ratings on the rubric.

CE KPI 6: Apply theories and models of counseling (CACREP II.F.5.a)

CE PKI 6 is measured through signature assessments in COUN 5010 Multicultural Counseling (CMT Application Paper), COUN 5100 (Counseling Skills Self-Evaluation Paper and Clinic Observation Critique Paper), and COUN 5930 Internship (Case Presentation).

COUN 5010

- The majority of CMHC and SC students received scores of “excellent” on all rubric items for the CMT Application Paper in the Counseling Theories course.

COUN 5100

- The majority of CMHC and SC students received scores of “distinguished” on the Practicum Clinic Observation rubric elements related to the “description of counselor and client” and “closure and future direction, session effectiveness, and personal process”. Students generally received “proficient” on the rubric item related to “counseling relationships and core skills.” No student received “unsatisfactory” ratings on the rubric.

- The majority of CMHC and SC students received scores of “distinguished” on all of the Counseling Skills Self-Evaluation Paper rubric elements for this signature assessments. Rubric items included: client (identities and presenting problems), counselor’s skills, strengths, and areas for growth, case conceptualization, and personal reflection.

CE KPI 7: Demonstrate competence in essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g)

CE PKI 7 is measured through signature assessments in COUN 5100 (Counseling Skills Self-Evaluation Paper and Clinic Observation Critique Paper) and COUN 5910 Internship (Case Presentation and Supervisor Evaluation).

COUN 5100

- The majority of CMHC and SC students received scores of “distinguished” on the Practicum Clinic Observation rubric elements related to the “description of counselor and client” and “closure and future direction, session effectiveness, and personal process”. Students generally received “proficient” on the rubric item related to “counseling relationships and core skills.” No student received “unsatisfactory” ratings on the rubric.
- The majority of CMHC and SC students received scores of “distinguished” on all of the Counseling Skills Self-Evaluation Paper rubric elements for this signature assessments. Rubric items included: client (identities and presenting problems), counselor’s skills, strengths, and areas for growth, case conceptualization, and personal reflection.

COUN 5910

- Counseling students are evaluated by faculty practicum supervisors in the following areas: Individual Supervision, Group Supervision, Record Management, Professional Behavior, Ethical Behavior, Initial Intakes, Therapeutic structure, treatment planning & goal setting, Counseling Theories and Case Conceptualization, Therapeutic Alliance, Core Counseling Skills and Techniques, Multicultural and Diversity Integration, Evaluation of Self as Professional Counselor, and Self-knowledge. The majority of students were evaluated across all areas as either “distinguished” (consistent and insightful mastery) or “proficient” (consistent mastery). Students received the majority of “distinguished” ratings in the areas of professional behavior, therapeutic alliance, group supervision, and ethical behavior.

Areas where a few students (n=3) scored “basic” included Counseling Theories and Case Conceptualization and Multicultural and Diversity Integration.

CE KPI 8: Identify and apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP II.F.6.g)

CE PKI 8 is measured through signature assessments in COUN 5110 (Group Counseling Plan) and COUN 5930 Internship (Supervisor Evaluation).

COUN 5110

- The majority of counseling student received “full makes” on the group counseling plan rubric for the following rubric elements: rationale for the group, literature review, and cultural and ethical considerations. Some students received “no marks” on the following rubric elements: present an overview of the group counseling intervention and APA formatting and submission.

COUN 5930

- Overall, most clinical mental health counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Group facilitation skills. (INTERN PROCESS AND SKILLS) and Student is able to complete diagnostic process (5 Axis) (INTERN CLINICAL ASSESSMENT SKILLS). No student received “unsatisfactory” ratings on the rubric.
- Overall, most school counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Uses appropriate confrontation. (COUNSELING PROCESS AND SKILLS). No student received “unsatisfactory” ratings on the rubric.

CE KPI 9: Identify and apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m)

CE PKI 9 is measured through signature assessments in COUN 6250 (Case Presentation) and COUN 5910 Internship (Supervisor Evaluation).

COUN 6250

- Overall, most counseling students received ratings of “distinguished” or “proficient” across the case study paper rubric elements. However, there were two areas where ratings of “basic” and “unsatisfactory” were given. Ratings of “basic” were received by six out of 21 students for the rubric element “diagnostic accuracy and understanding.” Ratings of “unsatisfactory” were received by 10 out of 21 students for the rubric element “cultural formulation and considerations.”

COUN 5910

- Counseling students are evaluated by faculty practicum supervisors in the following areas: Individual Supervision, Group Supervision, Record Management, Professional Behavior, Ethical Behavior, Initial Intakes, Therapeutic structure, treatment planning & goal setting, Counseling Theories and Case Conceptualization, Therapeutic Alliance, Core Counseling Skills and Techniques, Multicultural and Diversity Integration, Evaluation of Self as Professional Counselor, and Self-knowledge. The majority of students were evaluated across all areas as either “distinguished” (consistent and insightful mastery) or “proficient” (consistent mastery). Students received the majority of “distinguished” ratings in the areas of professional behavior, therapeutic alliance, group supervision, and ethical behavior. Areas where a few students (n=3) scored “basic” included Counseling Theories and Case Conceptualization and Multicultural and Diversity Integration.

CE KPI 10: Articulate the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP II.F.8.a)

CE PKI 10 is measured through signature assessments in RSEM 5120 (Research and Evaluation Project) and COUN 5930 Internship (Professional Development Paper).

RSEM 5120

- The majority of counseling students were rated “exemplary” or “proficient” on all research and evaluation project rubric elements. Rubric elements with some ratings of “partially proficient” were “explanation of and justification for study design,” “analysis and conclusions,” and “overall proficiency.” No students received “incomplete” ratings on the rubric.

COUN 5930

- Overall, most counseling students received ratings of “distinguished” or “proficient” on all professional development paper rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” regarded “students will develop a resume.” No student received “unsatisfactory” ratings on the rubric.

CMHC KPI: Articulate roles and settings of clinical mental health counselors and apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c; V.C.2.a)

CE PKI CMHC is measured through signature assessments in COUN 5200 (Case Study and Treatment Plan) and COUN 5930 Internship (Case Presentation and Professional Development Paper).

COUN 5200

- The majority of CMHC and SC students received scores of “distinguished” on the case study rubric elements related to the “Bronfenbrenne Model,” “Client Strengths/Advo Stance,” and “Provisional Diagnosis”. Students generally received “proficient” on the rubric item related to “Reason for Referral/ Precipitating Stress.” One student did receive “unsatisfactory” ratings across all elements on the rubric.
- The majority of CMHC and SC students received scores of “distinguished” on the treatment plan rubric elements related to the “Thoroughness of Long and Short Term Goals,” “Modes of Treatment,” “Treatment Evaluation,” and “Organization of Write Up”. Students generally received “proficient” on the rubric item related to “Diagnostic Reasoning.” No student received “unsatisfactory” ratings on the rubric.

COUN 5930

- Overall, most counseling students received ratings of “distinguished” or “proficient” on all case presentation rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” were DSM-V and Assessment Results. No student received “unsatisfactory” ratings on the rubric.
- Overall, most clinical mental health counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Group facilitation skills. (INTERN PROCESS AND SKILLS) and Student is able to complete diagnostic process (5 Axis) (INTERN

CLINICAL ASSESSMENT SKILLS). No student received “unsatisfactory” ratings on the rubric.

- Overall, most school counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Uses appropriate confrontation. (COUNSELING PROCESS AND SKILLS). No student received “unsatisfactory” ratings on the rubric.

School Counseling KPI: Articulate roles and settings of school counselors and apply principles and models of school counseling programs and models of P-12 comprehensive career development (CACREP V.G.1.b.; V.G.1.c).

CE PKI CMHC is measured through signature assessments in COUN 6230 (Intervention Project) and COUN 5930 Internship (Case Presentation and Professional Development Paper).

COUN 5930

- Overall, most counseling students received ratings of “distinguished” or “proficient” on all case presentation rubric elements. Rubric elements where the ratings were almost split between “distinguished” and “proficient” were DSM-V and Assessment Results. No student received “unsatisfactory” ratings on the rubric.
- Overall, most clinical mental health counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Group facilitation skills. (INTERN PROCESS AND SKILLS) and Student is able to complete diagnostic process (5 Axis) (INTERN CLINICAL ASSESSMENT SKILLS). No student received “unsatisfactory” ratings on the rubric.
- Overall, most school counseling students received ratings of “distinguished” or “proficient” across all areas of the supervisor evaluation. Areas where a larger number of students received a rating of “basic” on the supervisor evaluation included the following: Uses appropriate confrontation. (COUNSELING PROCESS AND SKILLS). No student received “unsatisfactory” ratings on the rubric.

Comprehensive Exam (CPCE)

100% of counseling students across all tracks passed the CPCE exam during the 2024-25 academic year which is used as the comprehensive exam in the counseling program. This compares to a national average of 87% pass rate.

Professional Dispositions

For students assessed at the end of Practicum, most students across both the Clinical Mental Health Counseling and School Counseling tracks were rated as “adequate” on all nine dispositions. For the following dispositions, a small portion of Clinical Mental Health Counseling students were rating above adequate.

- Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
- Remain open to ideas, learning, feedback, and change.

For students assessed during Internship, most students across both the Clinical Mental Health Counseling and School Counseling tracks were rated as “adequate” on all nine dispositions. For the following dispositions, a small portion of Clinical Mental Health Counseling students were rating above adequate.

- Respects the privacy and confidentiality needs of others. (e.g. clients, peers, faculty, staff)
- Understands and maintains ethical guidelines for counselors/therapists as published by the relevant professions and organizations.
- Engages actively in learning, training, and/or experiential processes and opportunities for personal and professional development.
- Remain open to ideas, learning, feedback, and change.
- Fulfills obligations promptly, consistently, reliably, and according to expectations stated by professor/instructor or supervisor.
- Follows the procedures and policies of the Counseling Program and the School of Education and Human Development. Students are responsible for knowing and understanding the content of relevant material from official sources including syllabi, program handbooks, and University web sites.
- Engages effectively as a team member supporting the efforts of peers, faculty, and the SEHD.
- Uses technology (including all hardware and social media) appropriately and ethically in all situations while respecting others who are present or impacted.

Graduate Outcomes

Exam Pass Rates

100% of counseling students that took the exams during the 2024-25 academic year passed. Clinical Mental Health Counseling data based on the National Counselor Examination (NCE) and School Counseling data based on the Praxis School Counselor exam (required for the Colorado School Counseling Endorsement).

Degree Completion Rates

Five-year graduation rates are calculated for both the Clinical Mental Health Counseling and School Counseling program tracks. Students from each track that started between the 2017-18 and 2019-2020 academic years were included in the calculation of the rates.

- The Clinical Mental Health Counseling track has an 82% five-year graduation rate.
- The School Counseling track has an 80% five-year graduation rate.

Employment / Doctoral Admission Rates

The CU Denver Counseling program collects employment data via an annual alumni survey that is sent to the graduates from the prior five years. Of those that responded to the survey, 100% of both clinical mental health and school counseling alumni were employed.

Fieldwork Placement

100% of both Clinical Mental Health Counseling and School Counseling students are placed in fieldwork for practicum and internship. For Practicum, students complete this experience at the University's Counseling Center under the supervision of program faculty. For internship, students secure external sites.

Community Partner Engagement

Graduating Student Survey

A few key findings from exit surveys to graduating students from the counseling program during the 2024-25 academic year include:

GENERAL:

- On a scale of 1 (strongly disagree) to 5 (strongly agree), counseling students that graduated during the 2024-25 academic year **agree that the program prepared them for positions in their field of study** (avg across terms – 4.17 to 4.50).

FACULTY:

- On a scale of 1 (strongly disagree) to 5 (strongly agree), counseling students that graduated during the 2024-25 academic year felt **satisfied with the mentoring and advising received from counseling faculty** (fall 2024 avg – 3.50).
- On a scale of 1 (not satisfied) to 4 (very satisfied), counseling students that graduated during the 2024-25 academic year felt **somewhat satisfied to satisfied** with the **academic and career-focused support provided by faculty** regarding program of study change approvals, choosing courses to meet goals, and discussing career options (avg across terms – 2.20 to 4.00).

ACADEMIC ADVISORS (STAFF):

- On a scale of 1 (not helpful) to 4 (very helpful), counseling students that graduated during the 2024-25 academic year felt **staff academic advisors were helpful** with support regarding financial issues, graduation processes, program requirements, and registration (avg across terms – 3.00 to 3.67).

KNOWLEDGE AND SKILLS:

- In general, counseling students that graduated during the 2024-25 academic year felt the program had helped them develop knowledge and skills related to 1) clinical practice competence, 2) collaboration, consultation, and systems work, 3) assessment and evidence-based practice, 4) multicultural competence and social justice, and 5) professional identity and development.
 - **Most notably where knowledge and skills regarding multicultural competence** such as advocating for marginalized individuals / groups, openness to challenging dominant paradigms, welcoming and supporting diversity, and adopting multiple perspectives (averages between “agree” and “strongly agree”)
 - **Potential areas for further support might include collaboration, consultation, and systems work** such as establishing effective relationship with agency / school administrators, teachers, staff, and others (average between “neutral” and “agree”).

Alumni Survey

Alumni that responded to a survey sent in the summer of 2024 shared the following:

- 82% were employed in a program-related job (15% were seeking a program-related job at the time of the survey)
- Over half (64%) of counseling graduates were employed in the following settings: PK-12 education (24%), private practice (24%), and mental health (16%).
- The majority (61%) of employed counseling graduates cited “direct service – clinical” as the main responsibility of their position.
- 89% of counseling graduates that responded indicated holding a professional license or certification in a mental health field (including candidate status).
 - These licenses / certifications included: school counselor, NCC, CAC, LPC, LPC-C, and LMFT-C. Most were pursuing an LPC license (i.e., currently held a LPC-C).

Advisory Board

Unfortunately during the 2024-25 academic year, an advisory board meeting was not held. This was likely due to changes in the program leadership and additional attention being given to updating to curriculum mapping which was taking place this academic year in preparation for CACREP 2024 standards. An advisory board meeting is being planned for November 2026 and will continue to be held in the Fall semester moving forward.

Program Modifications

During the 2024-25 academic year, program modifications based on evaluation data continued to be minimal, with the program instead focusing on changes requested as part of the CACREP site visit process and responding to those changes. During spring 2025, faculty conducted several exercises in curriculum mapping, in preparation for the shift to CACREP 2024 standards. Adopting the new standards means that every class has to be significantly revised. The program incorporated what we learned during the last year of evaluation under the old (2016 standards) but the focus was on addressing new standards rather than making specific modification. The most significant modification to the program in the 2024-25 year continued to be changes in the way that the practicum field experiences class was structured. Based on feedback from the site visitors, the practicum

was changed from one 6-credit class to two 3-credit classes. This had a positive effect on faculty morale but has implications for meeting faculty loads, etc.

In spring 2025, the interim provost, upon advice from the new counseling center director, recommended a separation of the practicum clinic from student affairs. The rationale was administrative load, and a new MOU addendum is being created. This is a developing story.