

2020-2021 DePaul University Counseling Program Evaluation Summary

For the 2020-2021 academic year, DePaul Counseling Program faculty conducted its annual program evaluation by reviewing state and national examination data; student demographic data; program application, enrollment, and matriculation data; and graduate, site supervisor, and employer survey responses. The following report summarizes this data and the outcomes determined by program faculty based on this data. This annual review process allows for assessment of the program and an opportunity to improve our specialty areas in order to best prepare our students at the highest level of excellence in knowledge of theories, skills and the counseling profession.

Summary of Program Evaluation Results

A. In this section we examine the aggregate student assessment data that address student knowledge, skills, and professional dispositions

The DePaul Counseling Program assesses each student's progress throughout the program on a series of Key Performance Indicators. The Key Performance Indicators are a selected number of assignments and evaluations designated along various points in the program that assess a student's mastery in each of the eight core CACREP areas: (1) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) human growth and development, (4) career development, (5) counseling and helping relationships, (6) group counseling and group work, (7) assessment and testing, and (8) research and program evaluation.

In response to the recommendations from the prior year, DePaul full-time counseling faculty adjusted and enhanced key performance indicators in the following ways: a) aligning key performance indicators with CACREP standards, b) adjusted timing of assessment points 1 and 2 in order to more effectively assess student growth over time, and c) development of rubrics used to assess key performance indicators to ensure consistency across sections.

	N	Met (%)	Not Met (%)
1. History of Counseling	121	98.34	1.65
2. Ethics	342	99.12	.88
3. Multicultural Competency	358	100	0
4. Growth and Development	155	100	0
5. Career Counseling	74	100	0
6. Counseling Skills	263	100	0

7. Group Counseling	112	100	0
8. Assessment	141	98.58	1.42
9. Research & Program Evaluation	253	99.21	.79
10. Program Specific: CMHC	88	97.73	2.27
11. Program Specific: CCSA	26	100	0
12. Program Specific: SC	23	100	0

The data indicates that nearly all of the counseling program students are consistently meeting each of the key performance indicators.

The area in which a higher percentage of students did not meet KPI indicators is CMHC program specific (2.27%) and Assessment (1.42%). Full-time counseling faculty are more consistently instructing courses where key performance indicators are being assessed in this area. Future recommendations include creating a tutorial about KPIs for adjunct faculty members to include what they are, how to assess them, and where to go with questions.

B. In this section, we examine aggregate student assessment data that address student professional dispositions

The counseling program faculty evaluates each student on the following professional dispositions each quarter to ensure that every student:

1. Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions
2. Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices
3. Takes initiative in all learning experiences and responsibility for his or her own professional growth and development
4. Is open to new ideas and engagement in learning
5. Demonstrates awareness of own cultural values and biases, actively works to understand clients' worldviews, and applies culturally appropriate intervention strategies
6. Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws
7. Communicates and cooperates effectively with others
8. Demonstrates consistent professional behavior across all settings
9. Maintains appropriate interpersonal and professional boundaries
10. Accepts personal responsibility for one's behavior
11. Expresses feelings and opinions effectively and appropriately to the setting

Dispositions can be found on the COE Website: <https://education.depaul.edu/student-resources/policies-and-forms/Pages/program-dispositions.aspx>

In AY 2020-2021, these 11 professional dispositions items were assessed by faculty members across the program. The professional dispositions were rated on a 2-point scale, ranging from 0 (concern) to 1 (no concern).

Dispositions Assess in AY 20-21

Disposition	# Met	# Not Met	% Met
1	1761	7	99.6%
2	1833	8	99.6%
3	1828	13	99.3%
4	1827	14	99.2%
5	1832	9	99.5%
6	1835	6	99.7%
7	1833	8	99.6%
8	1832	9	99.5%
9	1836	5	99.7%
10	1834	7	99.6%
11	1835	6	99.7%

Total Dispositions KPIs assessed in 2020-2021 = 20,184

Total Met = 20,086

Total Not Met = 98

Overall % Met = 99.5%

Quantitative data indicated that a total of approximately 20,184 professional dispositions were assessed across all students. Out of those assessed, 98 concerns were identified and addressed. The overall percentage of dispositions being met was 99.5%. These data represent the total cases of dispositions assessed and do not represent the actual number of students with dispositions. Future recommendations for tracking student dispositions include disaggregating the data to determine if there are trends from the dispositions across demographic data and specialty area data.

C. In this section we examine demographic data and other characteristics of applicants.

Program admissions demographics for AY 20-21 reveal that a total 235 applicants were granted admission over the academic year. 81% of admitted students were granted admission to begin the program in the fall quarter and the remainder were admitted to begin the program in the winter quarter.

According to gender identification, 74% of admitted students identified as female and 26% identified as male. By race, 58% of admitted students identified as White, followed by 15% who identified as African American/Black, 15% who identified as Hispanic, and 3% who identified as Asian. 2 international students were admitted to the program as well.

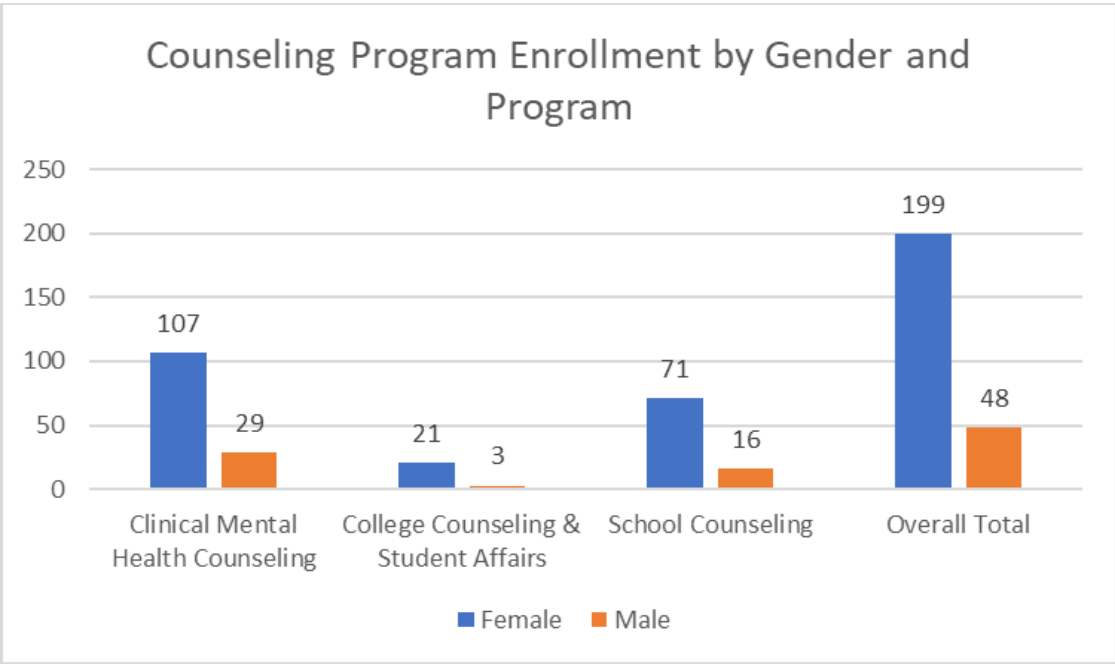
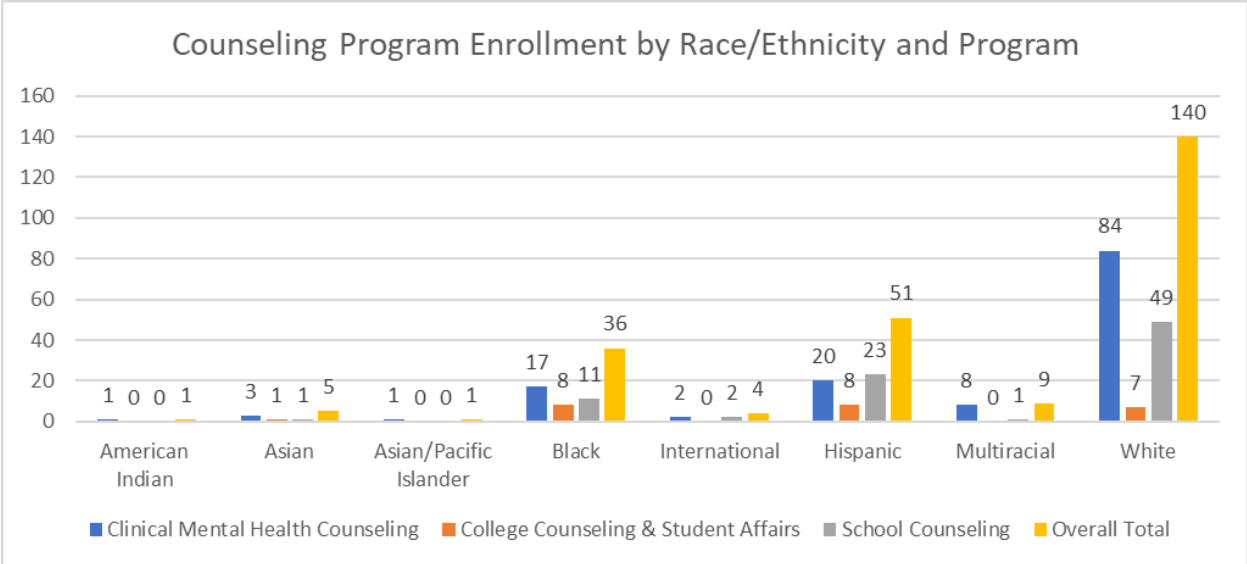
Program Admissions Demographics for AY 20-21			
Race Ethnicity	Fall 2020	Winter 2021	AY20/21 Total
African American/Black	34	2	36
American Indian/Alaska Native	1	0	1
Asian	5	2	7
Hispanic	31	4	35
Multiracial	8	1	9
International	4	4	8
Unknown	0	2	2
White	107	30	137
Total	190	45	235

Gender	Fall 2020	Winter 2021	AY20/21 Total
Female	146	27	173
Male	44	18	62
Total	190	45	235

D. In this section we examine demographic data and other characteristics of students in the counseling program.

Counseling program enrollment data indicate a total 247 students in the program. The breakdown of number of students per specialty program is as follows: 55% Clinical Mental Health Counseling, 35% School Counseling, and 10% College Counseling & Student Affairs. For minority groups, Hispanic students were the only group in which more students enrolled in the SC program than the CMHC program.

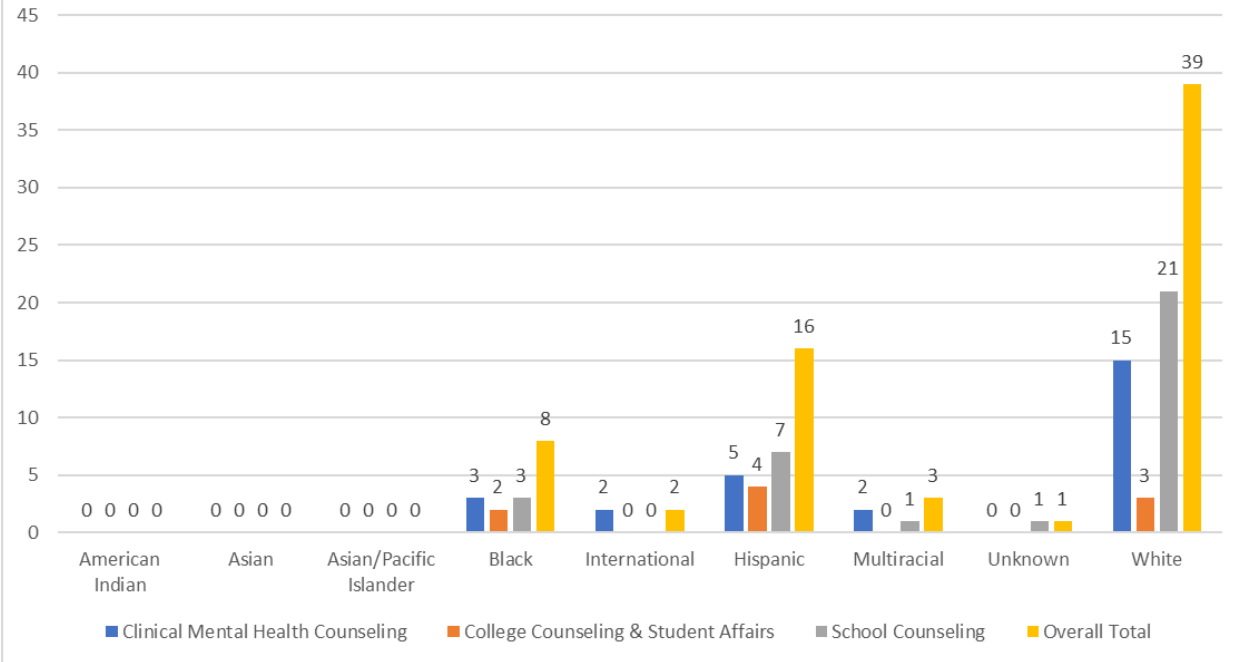
80% of enrolled students identified as female and 20% identified as male. By race, 56% of students identified as White, 21% identified as Hispanic, 15% identified as African American/Black, and 2% identified as Asian. 4 students were international students. Regarding other special groups, 2 students were veterans and 1 was active military. All students with military experience were Black. No students identified as having a disability.

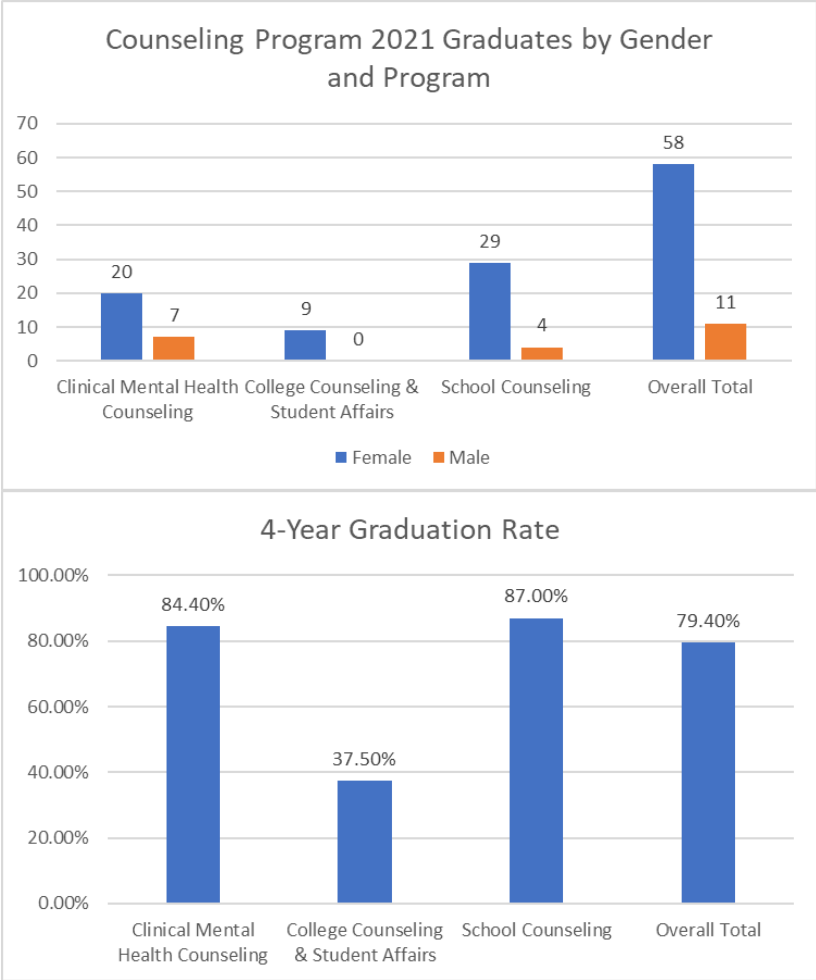


E. In this section we examine demographic data and other characteristics of graduates.

Data on counseling program graduates reveal that a total 69 students graduated from the program in 2021. More students graduated from the School Counseling specialty than CMHC or CCSA. The 4-year graduation rate for the program was 79.4% with CMHC and SC having 84.4% and 87% graduation rates respectively. CCSA’s 4 year graduation rate was 37.5%. Of students who graduated in 2020, 87% reported having a job.

Counseling Program 2021 Graduates by Race/Ethnicity and Program

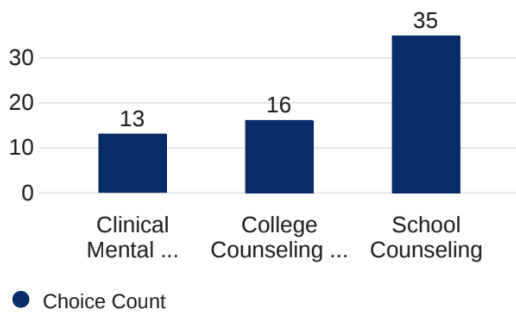




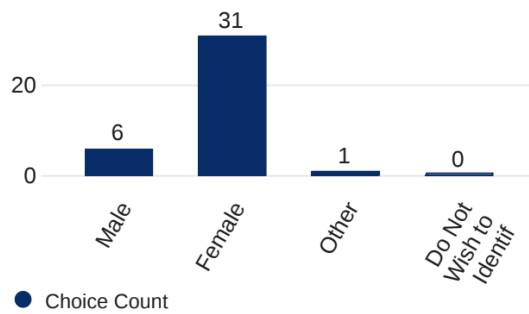
F. In this section we examine data from systematic follow-up surveys of graduates.

Below is the demographic information for program graduates who responded to the survey.

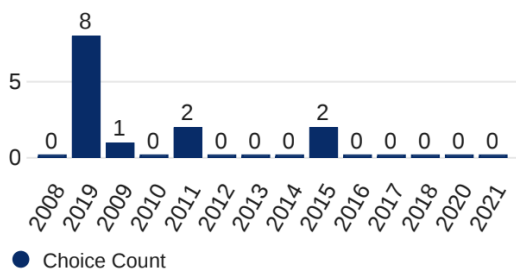
Primary Area of Specialization:



Identified Sex:



Graduation Year:



Identified Race:

Field	Choice Count
White	27
Black or African American	7
American Indian or Alaska Native	0
Asian	1
Native Hawaiian or Pacific Islander	0
Other	4
Do Not Wish to Identify	1

Of this sample, 87% of students found placement after graduation. The majority of respondents indicated they earned between \$50,000-59,999 annually. Reports ranged from \$20,000 to \$149,000. Alumni worked in a variety of settings including private non-profit organizations (n=14), state, local or federal government (n=14), private businesses (n=7), and self-employed (n=1).

Counseling program alumni report their level of preparedness across various areas of the counseling curriculum, including core foundational counseling knowledge, current trends and changes in the counseling profession, ethical understanding and behavior, multicultural competence, knowledge of how social systems and policies affect underrepresented groups, advocacy skills, counseling assessment and interventions, diagnosis and treatment planning, individual and group counseling, knowledge of human growth and development, knowledge of career development, management and evaluation of counseling programs, and others. Graduates of the CMHC specialty area rated these as very prepared (n=14), prepared (n=64), unprepared (n=17) and very unprepared (n=3). The three areas marked ‘very unprepared’ include advocacy skills and crisis management. Among CCSA graduates, individuals rated themselves as being very prepared (n=61), prepared (n=82), unprepared (n=13). Finally, graduates of the school

counseling specialty area rated themselves very prepared (n=154), prepared (n=167), unprepared (n=24) and very unprepared (n=2). The two areas marked 'very unprepared' include knowledge of how social systems and policies affect underrepresented groups and knowledge of career development. However, the majority of program graduates indicated they were prepared or very prepared in these important curricular areas.

Future recommendations include using Tevera to collect information about student placement or anticipated placement after graduation. Additionally, we will continue to evaluate trends across levels of preparedness throughout the curriculum.

G. In this section we examine data from systematic follow-up studies of site supervisors.

All school counseling site supervisors (N = 1386) rated students as either prepared or very prepared, with very prepared the most indicated. There were no ratings of unprepared or very unprepared.

- The highest ranked categories were ethical understanding and behavior, multicultural competence, individual counseling, and core foundational counseling and knowledge.
- The lowest ranked categories were diagnosis treatment planning and crisis management.

For CCSA site supervisors (n = 364), rated students as either prepared or very prepared, with the majority ranking them as prepared (n =198).

- The highest ranked categories were ethical understanding and behavior, core foundational counseling and knowledge, multicultural competence, advocacy skills and individual counseling.
- The lowest ranked categories were crisis management, management and evaluation of programs, group counseling and diagnosis and treatment planning.

For CMHC site supervisors (n = 921) rated students as either prepared or very prepared, with the majority ranking them as very prepared (n =454).

- The highest ranked categories were ethical understanding and behavior, core foundational counseling knowledge, and multicultural competence and individual counseling.
- The lowest ranked categories were management and evaluation of counseling programs, core knowledge of career development, crisis management and diagnosis and treatment planning.

In reviewing the above data, students across all specialty areas were consistently ranked high in ethical understanding and behavior, multicultural competence, individual counseling and core foundational knowledge. These findings indicate no additional changes are necessary in these areas.

For all specialty areas, the data points to some improvements needed in the area of diagnosis treatment planning. However, for school counseling and CCSA, this is not under their professional purview. CMHC could benefit from reviewing where there are concerns and amending the curriculum accordingly. Furthermore, lower scores in management and evaluation of counseling programs for CMHC and CCSA may be attributed to non-applicability at internship sites.

Additionally, all three specialty areas could benefit from increased crisis management skills. Faculty will review the dedicated courses in crisis management to improve students' competence. Lastly, the lower ranking of knowledge of career development for CMHC specifically should be further explored through the examination of core curriculum and related KPIs.

H. In this section we discuss systematic follow-up studies of employers of program graduates.

DePaul's Career Services Office does not maintain current employer information for recent graduates of our college's counseling program, because this office, primarily, does not assist our graduates with job placement. This lack of current employer information has forced the Counseling program to seek alternate ways of obtaining this current employer data from its recent alumni. We developed a mechanism for collecting this contact information as part of the program's annual Alumni Survey, which asks alumni respondents to provide the name and contact information for their most recent employer/s; however, responses to this specific survey question, longitudinally remain low. This low response rate, combined with contact challenges furthered by the COVID-19 pandemic, resulted in the decision to not administer the Employer Survey in Winter 2020 (the planned annual administration date), because any evaluation results would not be generalizable across prior graduates and the program.

Counseling Program Modifications

Counseling program faculty members gathered to systematically review the program based on key performance indicators related to student academic performance, dispositions, internship performance, persistence and retention, licensure pass rates, and student preparedness. This data was collected based on quarterly student assessments and annual program assessments. Due to a low response rate on the employer surveys these data did not inform this report.

The counseling program faculty continues to prioritize student well-being, ensure quality instruction throughout the program, and support counselors in training to provide on-site and virtual counseling to clients/students. In order to support students, we intend to offer Group Advising Meetings and Town Hall meetings to provide information about our program and answer student questions.

In response to the ongoing Pandemic, we will continue offering both in person and online classes in order to support the health and safety of students and faculty members. Additionally, we will continue to evaluate trends across levels of preparedness throughout the curriculum.

In order to update our Key Performance Indicators (KPIs), the Counseling Faculty will form a KPI sub-committee to evaluate the KPI process. In the future we also plan to create a tutorial about KPIs for adjunct faculty members to include what they are, how to assess them, and where to go with questions.

In order to continue to adhere to CACREP, the Counseling faculty will work with administration to ensure CACREP FTE ratios and core/non--core ratios are consistently met.

In order to enhance the professional practice experience, the Counseling Program has hired a new Professional Practice coordinator. During the next academic year we plan to hire a Clinical Placement Specialist who will assist with practicum and internship processes and placements.

In order to examine our dispositional processes, in the future we will disaggregate the data to determine if there are trends from the dispositions across demographic data and specialty area data.

In order to collect more data from program graduates and employers, the counseling program will continue to work with the Assistant Director of Assessment to increase response rate. We will also explore using Tevera to collect information about student placement or anticipated placement after graduation.