

DePaul University Counseling Program 2020 Annual CACREP Report

For the 2019-2020 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

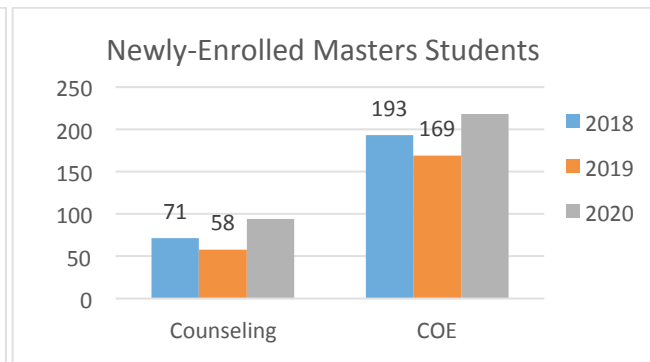
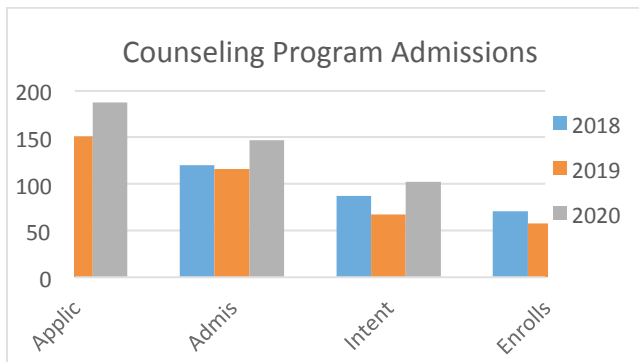
Acceptance, Enrollment, and Completion Rates

2020 Acceptance and Enrollment:

The acceptance rate across all three programs for the 2019-2020 academic year was 64%. The Counseling Program experienced a 24% increase in the number of applications received during the past academic year and admitted 27% more students than the prior year.

2018-2020 Program and College Application, Admission, Intent, and Enrollment:

	Applicants			Admissions			Intents			Enrolls		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Counseling	142	151	187	120	116	147	87	67	102	71	58	94
COE	376	386	477	312	296	369	233	208	255	193	169	218

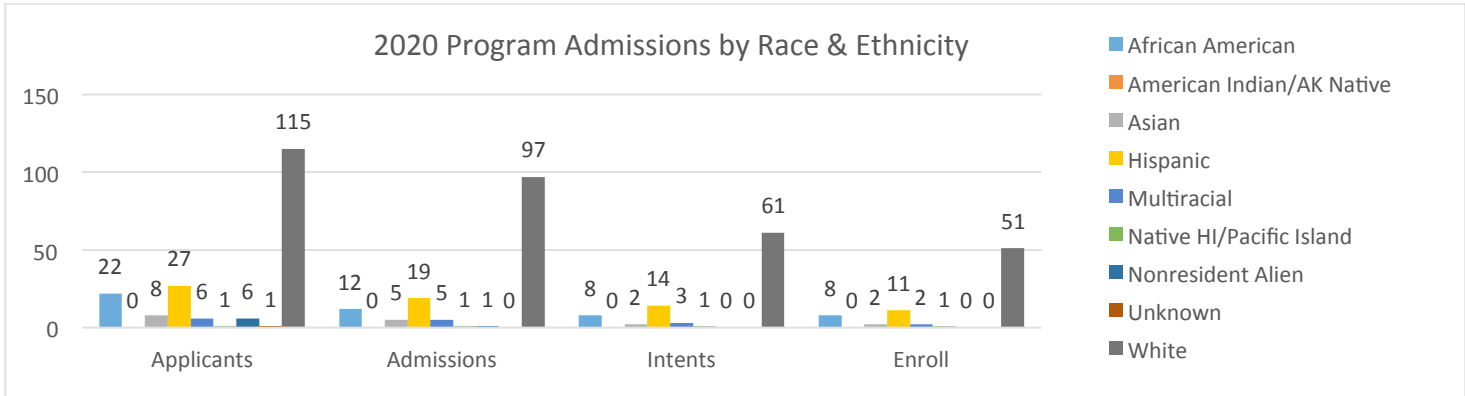


2018-2020 Program Application, Admission, Intent, and Enrollment by Race & Ethnicity:

Of the students who applied to the Counseling Program for the 2018-2019 academic year, 62% identified as White, 15% Hispanic, 12% African-American, 4% Asian, 3% Multiracial, and 3% Nonresident Alien. More White students are admitted into the program than non-White students. Of the total number of students admitted into the program, 69% identified as White; 14% Hispanic; 9% African-American; 4% Asian; 4% Multiracial; and 1% Native Hi/Pacific Island or Nonresident Alien. After reviewing this data the program recognizes that more non-White students (61%) were denied admission than compared to White applicants (84%).

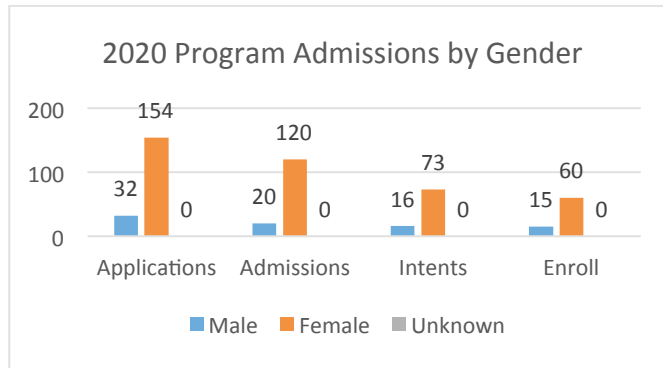
	Applicants			Admissions			Intents			Enrolls		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
African-American	15	15	22	11	9	12	9	5	8	7	5	8
Am Indian/AK Native	1	0	0	1	0	0	0	0	0	0	0	0
Asian	4	8	8	4	5	5	0	2	2	0	1	2

Hispanic	25	22	27	21	15	19	17	10	14	16	8	11
Multiracial	2	5	6	2	4	5	2	2	3	2	2	2
Native HI/Pacific Island	0	1	1	0	1	1	0	1	1	0	1	1
Nonresident Alien	4	4	6	3	1	1	3	0	0	2	0	0
Unknown	2	1	1	1	0	0	0	0	0	0	0	0
White	89	95	115	77	81	97	56	47	61	44	41	51



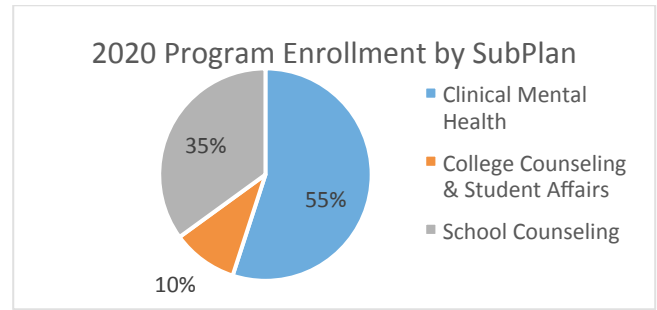
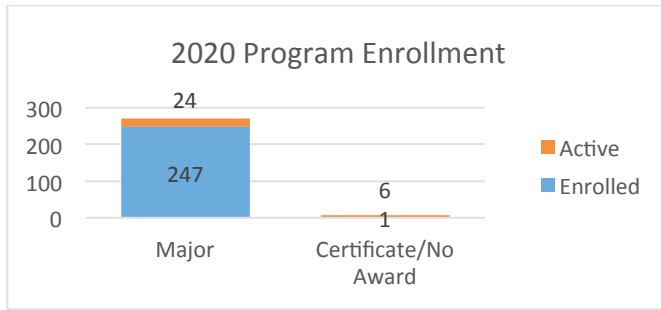
2018-2020 Program Applicant, Admission, Intent, and Enrollment by Gender

	Applicants			Admissions			Intents			Enrolls		
	2018	2019	2020	2018	2019	2020	2018	2019	2020	2018	2019	2020
Male	26	24	32	21	16	20	15	13	16	10	12	15
Female	115	127	154	99	100	120	72	54	73	62	46	60
Unknown	1	0	0	0	0	0	0	0	0	0	0	0



2020 Program Matriculation:

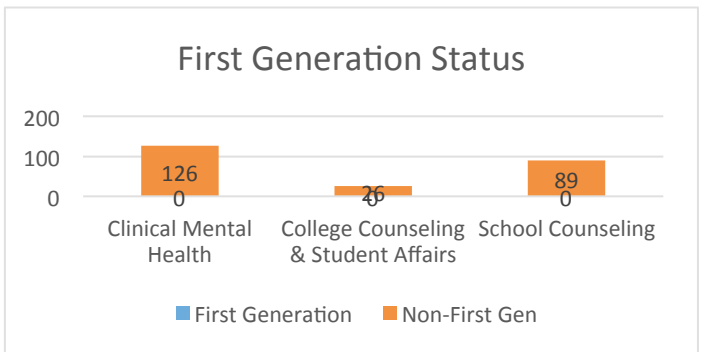
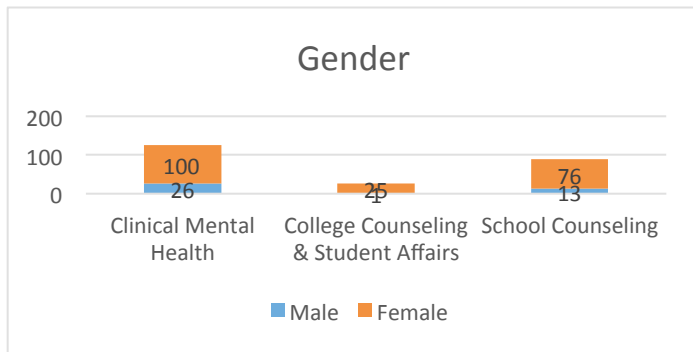
The Counseling Program had 94 new students matriculate in fall 2020 and 153 students continue in the program for a combined total enrollment of 247. The Clinical Mental Health program continues to comprise the largest percentage (55%) of overall student matriculation of the three Counseling programs whereas College Counseling & Student Affairs comprises the lowest (10%). In continued follow-up from last year’s report, the Counseling Program recognizes College Counseling & Student Affairs’ low student matriculation and continues to explore ways to address this problem.



2020 Program Enrollment Demographics:

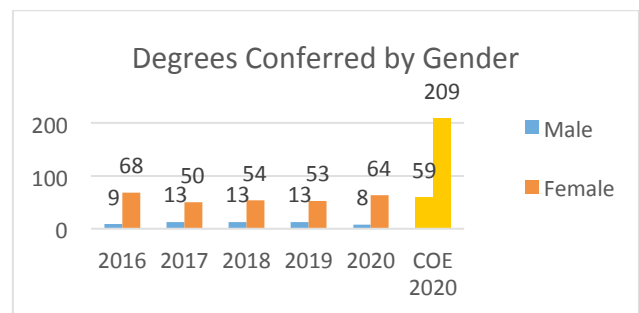
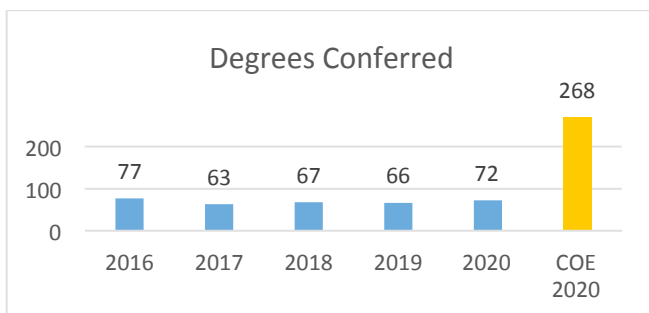
The combined programs continue to predominantly enrollment students who identify as White (62%) followed by Hispanic (19%) and African American (11%). Of the 3 programs, College Counseling & Student Affairs currently enrolls the highest percentage of minority students (62%) compared with 54% for School Counseling and 33% for Clinical Mental Health. Conversely, Clinical Mental Health enrolls a greater percentage of male students (21%) than School Counseling (15%) and College Counseling & Student Affairs (4%). None of the 3 programs currently enrolls any students who identify as First Generation.

Race & Ethnicity	<i>African American</i>	<i>Am Indian/ AK Native</i>	<i>Asian</i>	<i>Hispanic</i>	<i>Multiracial</i>	<i>Native HI/Pac Island</i>	<i>International</i>	<i>Unknown</i>	<i>White</i>	Total
<i>Clinical Mental Health</i>	11	0	1	19	5	2	4	1	83	126
<i>College Counseling & Student Affairs</i>	7	0	1	7	1	0	0		10	26
<i>School Counseling</i>	8	0	2	20	1	0	0	1	57	89
% of Total	11%	0%	2%	19%	3%	0%	2%	1%	62%	

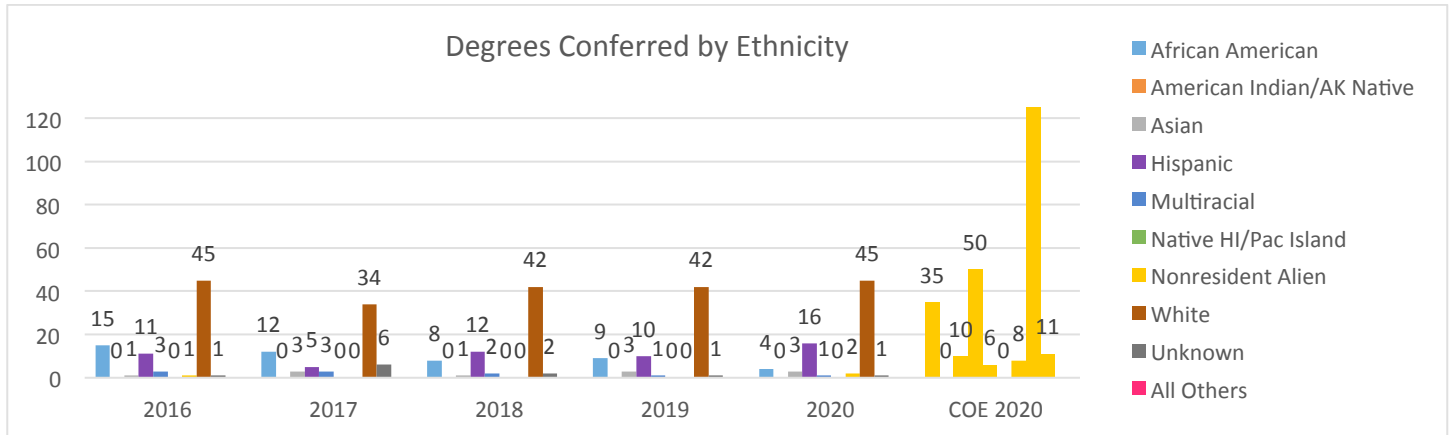


2016-2020 Program Graduation Data

The Counseling Program conferred 72 degrees between July 1, 2019 and June 30, 2020. Of these 72 degrees, 89% were awarded to females and 11% to males. These categories were developed by the University's Office of Enrollment Management and did not take into account non-binary identification.



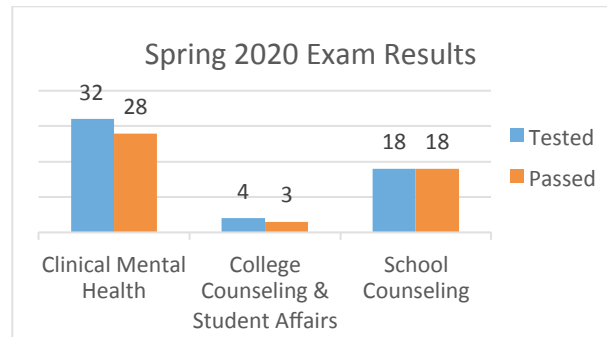
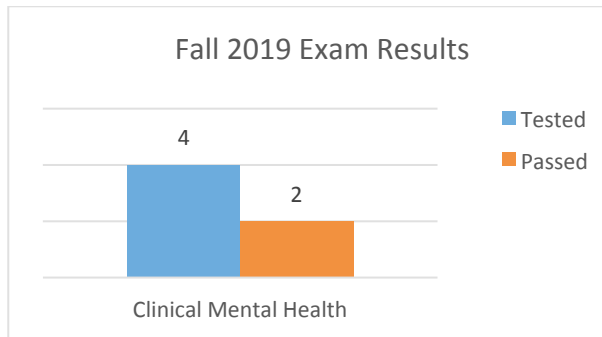
63% of the 2020 program graduates identified as White, 22% identified as Hispanic, 6% African-American, and 4% Asian. These percentages indicate a decrease in the number of African American graduates and an increase in Hispanic graduates. These categories were also developed by the University's Office of Enrollment Management. Counseling Faculty recognize the lack of inclusiveness within these categories.



2019-2020 Licensure Examination Results

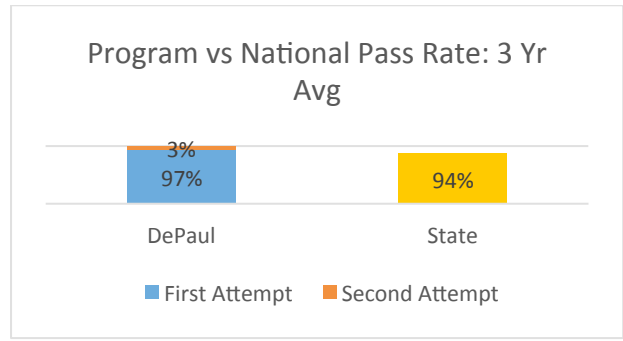
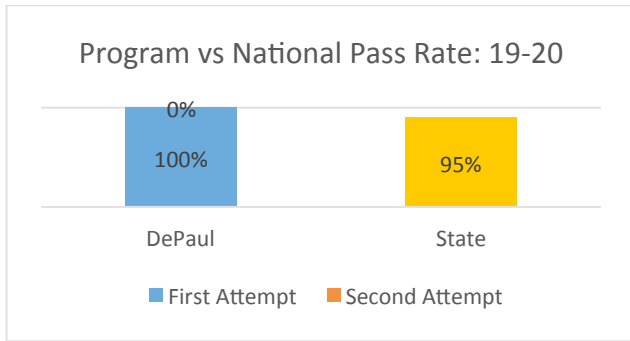
National Counselor Examination (NCE)

Counseling program students continue to consistently outperform their national peers in their performance on the NCE. 100% of the students enrolled in the School Counseling Program who sat for the NCE in spring 2020 passed this examination, and 83% of our Clinical Mental Health and 75% of our College Counseling & Student Affairs students passed the exam throughout the 2019-2020 examination period. Counseling faculty recognize opportunities to improve student examination performance despite achieving higher than national average results (90.6%).



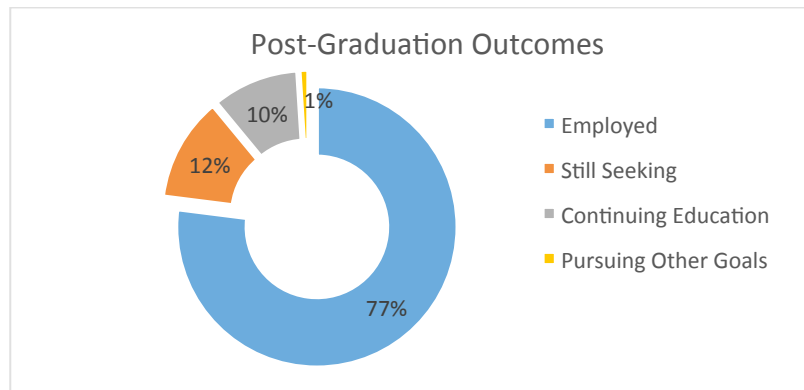
School Counselor Licensure Examination

Similarly, the vast majority of the program's School Counseling students pass Illinois' School Counselor licensure examination on the first attempt. All students passed this examination by their second attempt. The students' performance (100%) on this examination during 2019-2020 exceeded state results (95%).



Counseling Class of 2019 Post-Graduation Outcomes

Post-graduation outcome data is delayed one year and available for the 2018-2019 academic year. Of the Counseling Program’s Graduating Class of 2019, 77% reported being employed by at least 6 months following graduation. An additional 10% reported continuing their education while 1% reported pursuing other goals. Only 12% of the program’s 2019 graduates reported they were still seeking employment. The program’s 2019 6-month employment rate is just slightly lower than the reported rate for all of the College’s 2019 Master’s degree graduates (87%).

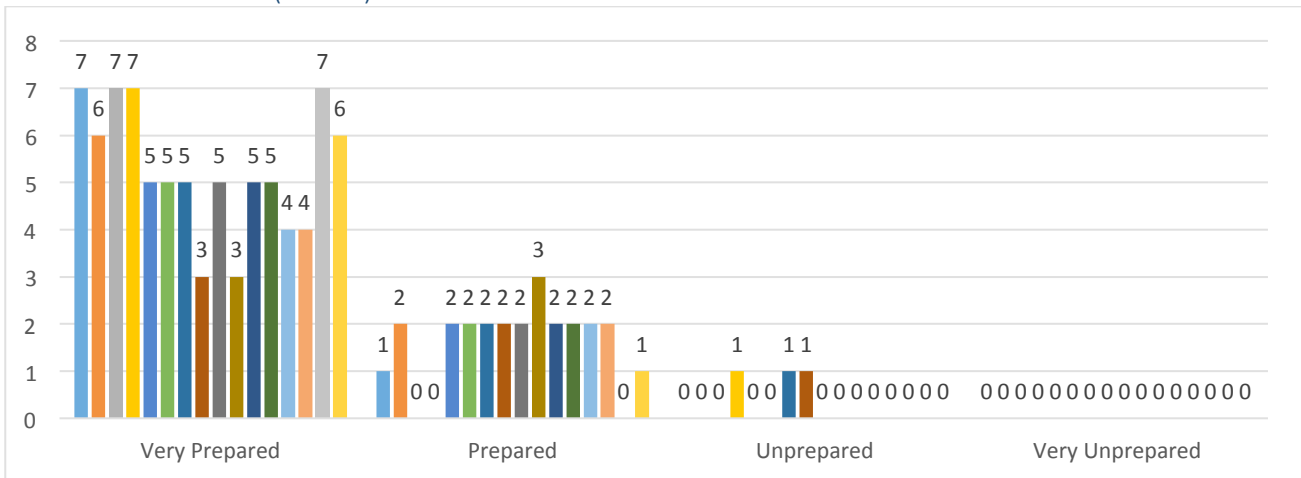


2019-2020 Site Supervisor Program Evaluation:

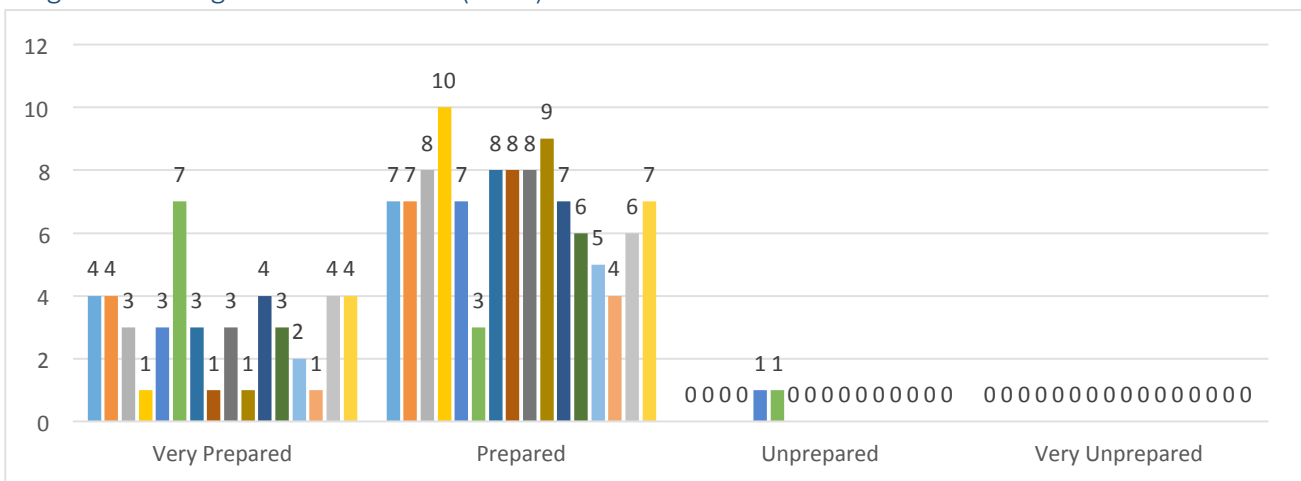
At the end of the 2019-2020 academic year, the program asked each partnering site supervisor to rate the level of preparation (prepared to very unprepared) in 16 specific areas as observed in their respective practicum and internship students. The results of these evaluations by respective program are presented below:

- Individual counseling.
- Core foundational counseling knowledge.
- 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.
- Current trends and changes in the counseling profession.
- Group counseling.
- Knowledge of human growth and development.
- Knowledge of career development.
- Crisis management.
- Management and evaluation of counseling programs.
- Counseling, advising, and leadership strategies within Student Affairs.
- Strategies to enhance college students' academic, career, personal, and social development.

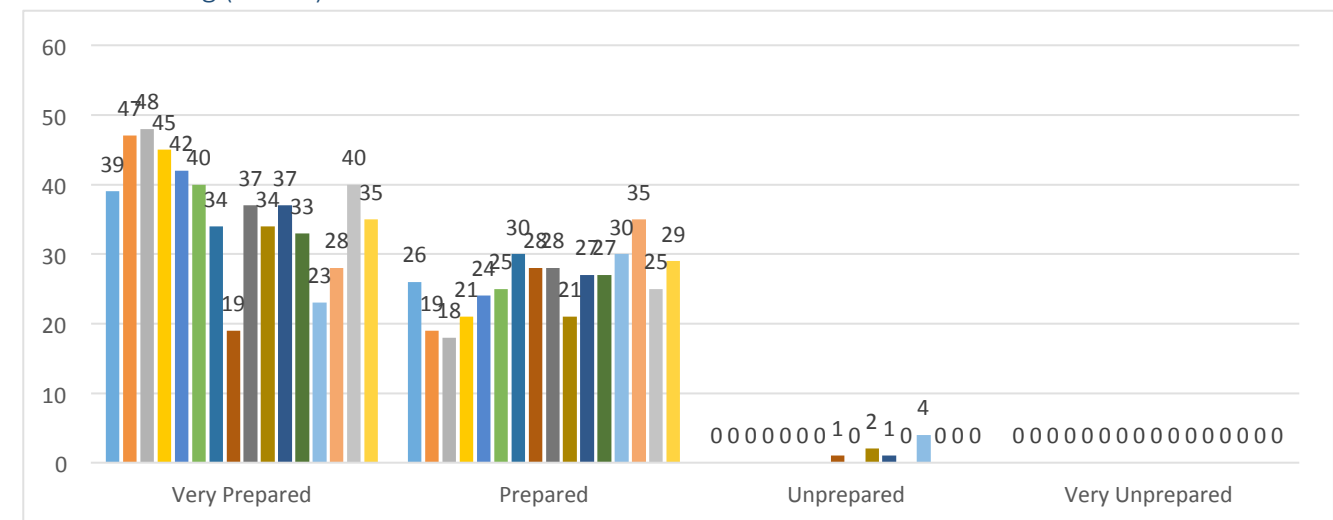
Clinical Mental Health (n=208):



College Counseling & Student Affairs (n=11):



School Counseling (n=153):



Dispositional Data

The Counseling Program identified dispositions that form the professional beliefs, values systems, and modes of conduct that are professional expectations for all students. The Counseling Program assesses each student quarterly on all of the dispositions.

<i>Disposition</i>	N	Concern Observed	Concern Observed (%)	Concern Not Observed (%)
<i>Appropriate Expression</i>	1486	2	0%	100%
<i>Consideration of Cultural Contexts</i>	1486	0	0%	100%
<i>Effective Communication</i>	1486	2	0%	100%
<i>Engagement in Learning</i>	1486	0	0%	100%
<i>Initiative</i>	1486	4	0%	100%
<i>Legal/Ethical Conduct</i>	1486	1	0%	100%
<i>Personal Responsibility</i>	1486	1	0%	100%
<i>Professional Behavior</i>	1486	1	0%	100%
<i>Professional Boundaries</i>	1486	0	0%	100%
<i>Receptiveness to Feedback</i>	1486	1	0%	100%
<i>Reflection</i>	1486	0	0%	100%

In the 2019-2020 year, faculty members assessed each student on the program's 11 dispositions every quarter, resulting in 16346 assessments. Out of this total, less than 1% of students were identified as needing additional assistance in any of the 11 dispositional areas. The aggregate concern centered on initiative, which received the highest number of dispositional concerns per student.

2019-2020 Counseling Program Key Performance Indicators

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 along various points in the program that assess a student's mastery 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.

	N	%Met	%Not Met
<i>1. History of Counseling</i>	136	99	1
<i>2. Ethics</i>	202	99	1
<i>3. Multicultural Competency</i>	303	98	2
<i>4. Growth and Development</i>	110	97	3
<i>5. Career Counseling</i>	96	100	0
<i>6. Counseling Skills</i>	201	100	0
<i>7. Group Counseling</i>	72	100	0
<i>8. Assessment</i>	152	97	3
<i>9. Research & Program Evaluation</i>	163	100	0
<i>10. Program Specific CMHC</i>	66	100	0
<i>11. Program Specific CCSA</i>	29	99	1
<i>12. Program Specific SC</i>	89	98	2

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

Subsequent 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 this past year's annual alumni and employer surveys, and statistically insignificant results, that data did not inform this report.

Counseling Program Modifications:

- The counseling faculty recognizes the detrimental effects of the ongoing pandemic and work from home mandate on students and their families. The priority of counseling faculty is to support student well being, ensure quality of instruction throughout the program, and provide innovative learning opportunities for students who will be completing their internships via telehealth. We plan to examine ways to integrate expanded course modalities into permanent course offerings.
- Program faculty plan to continue their ongoing review of the program admissions process in collaboration with the Office of Graduate Admissions. Areas for review are: 1) recruitment strategies and strategic funding opportunities targeted at increasing applications from a diverse applicant pool; 2) reviewing the existing admissions criteria rubric to determine if it still meets the program's needs and if it unintentionally creates barriers to access or entry for all applicant populations; and 3) query minority applicants who chose not to enroll at DePaul about their reasons for selecting another program/institution or not pursuing the degree.
- Faculty members are examining ways to improve data collection with alumni and employers.

CACREP Standards:

- Faculty plan to complete their review of the Key Performance Indicators in order to better capture program outcome data and systematize the process by which KPIs are assessed.
- Faculty will submit the interim report to CACREP in October demonstrating that the program meets all of the CACREP standards.
- Faculty plan to complete their review and update the process by students are notified of dispositional concerns how remediation plans are implemented.
- Faculty will explore ways to ensure CACREP FTE ratios and core/non-core ratios are consistently met.

Clinical Mental Health Program Modifications

- NCE test workshops will be hosted by the newly developed CSI chapter help bolster NCE exam scores, although they continue to be above national averages.
- Three new faculty members were hired to teach core and clinical mental health courses. These faculty members will be provided with ongoing mentoring and support to acclimate them to the program.

College Counseling & Student Affairs Program Modifications

- The CCSA program continues to collaborate with colleagues in the College's Educational

Leadership program to develop future degree opportunities for students.

- The Student Showcase capstone experience for all interns will likely take place online this spring. CCSA students will be provided with funding to develop and host the showcase online.

School Counseling Program Modifications

- The School Counseling Faculty are taking steps to prepare for the transition to the 90 credit hours school counseling program to be implemented prior to the CACREP deadline of 2023.