

2022-2023 DePaul University Counseling Program Evaluation Summary

For the 2022-2023 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. We also have one KPI for each of the specialty areas (9) clinical mental health counseling, (10) school counseling, and (11) college counseling and student affairs.

Of all the KPIs measured, only four were not met during this academic year.

KPI 3: Students will demonstrate an understanding of theories of individual and family development across the lifespan (1 student)

KPI 6: Students will demonstrate an understanding of dynamics associated with group process and development (2 students)

KPI 9: Students will address cultural factors relevant to clinical mental health counseling (1 student)

The data indicates that the majority of the counseling program students are consistently meeting each of the key performance indicators. We will continue to examine the data each year to determine how to support students to consistently meet standards during counseling classes.

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 2022-2023, 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). If there was no concern the student met that disposition.

| Disposition | # Met | # Not Met | % Met |
|---|-------|-----------|-------|
| CSL 1: Receptiveness to Feedback | 1657 | 3 | 99.8% |
| CSL 2: Reflection | 1659 | 6 | 99.6% |
| CSL 3: Initiative | 1647 | 12 | 99.3% |
| CSL 4: Engagement in Learning | 1655 | 1 | 99.9% |
| CSL 5: Consideration of Cultural Contexts | 1655 | 1 | 99.9% |
| CSL 6: Legal/Ethical Conduct | 1656 | 3 | 99.8% |
| CSL 7: Effective Communication | 1652 | 3 | 99.8% |
| CSL 8: Professional Behavior | 1659 | 6 | 99.6% |

| | | | |
|--------------------------------|------|---|-------|
| CSL 9: Professional Boundaries | 1656 | 2 | 99.9% |
| CSL10: Personal Responsibility | 1653 | 2 | 99.9% |
| CSL11: Appropriate Expression | 1654 | 2 | 99.9% |

The overall percentage of dispositions being met was 99.7%. The total Dispositions assessed was 18,244. The total met was 18,203. The total not met was 41. These data represent the total cases of dispositions assessed and do not represent the actual number of students with dispositions. The most students did not meet disposition #3, which is related to initiative. The program faculty will continue to give students multiple opportunities to demonstrate initiative. The second most missed dispositions included #2, reflection, and #8, professional behavior. We will continue to give students reflection prompts and opportunities to learn about appropriate professional behaviors.

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

Program admissions demographics for AY 22-23 reveal that a total 243 people applied to the counseling program. Of those students, 196 were granted admission and 102 enrolled in the program. Of those enrolled students, 84 (82%) identified as female and 18 (18%) identified as male. The racial breakdown of admitted students is listed in the table below.

| Program Admissions Demographics for AY 22-23 | |
|---|--------------|
| Race Ethnicity | Total |
| African American/Black | 8 |
| American Indian/Alaska Native | 0 |
| Asian | 5 |
| Hispanic | 21 |
| Multiracial | 2 |
| International | 6 |
| Unknown | 4 |
| White | 56 |
| Total | 102 |

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

Counseling program enrollment data indicate a total 284 students in the program. The breakdown per specialty program is as follows: 78% Clinical Mental Health Counseling, 20% School Counseling, and 2% College Counseling & Student Affairs.

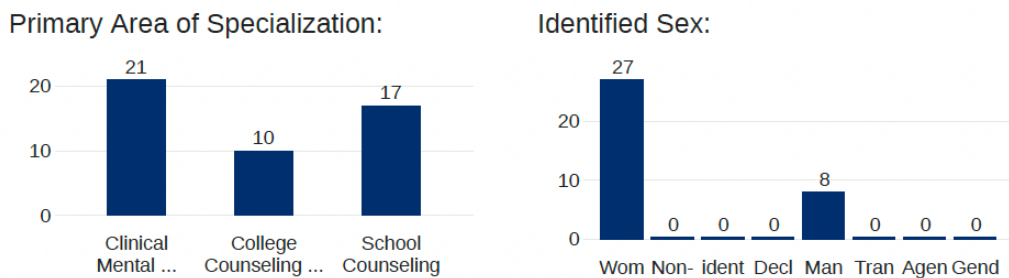
Among the students enrolled, 228 (80%) identified as female, 54 (19%) identified as male, and 2 (less than 1%) unspecified gender. Among enrolled students 57% of identified as White, 3% identified as Hispanic, 10% identified as African American/Black, 7% identified as Asian, 21% identified as multiracial, and 2% were unknown.

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

Data on counseling program graduates reveal that a total 93 students graduated from the program in 2022. Among graduates, 71 (76%) identified as female and 22 (24%) identified as male. Graduates racial background included 48 (51%) White, 3 (3%) African American, 2 (2%) Asian, 19 (20%) Hispanic, 5 (5%) multiracial, 3 (3%) non-resident, and 2 (2%) unknown race. The 4-year graduation rate for the program was 76% for CMHC and 77% for SC and 50% for CCSA.

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.



Of this sample, 100% of students found placement after graduation. The majority of respondents indicated they earned between \$40,000-79,999 annually. Reports ranged from less than \$10,000 to \$149,999. Alumni worked in a variety of settings including private non-profit organizations ($n=14$), state, local or federal government ($n=8$), private businesses ($n=12$), and self-employed ($n=2$).

Counseling program alumni report their level of preparedness across various areas of the counseling curriculum, including ethical understanding and behavior, individual and group counseling, core foundational counseling knowledge, multicultural competence, how social systems and policies affect underrepresented groups, advocacy skills, counseling assessment and interventions, diagnosis and treatment planning, human growth and development, career

development, management and evaluation of counseling programs, among others. In general CMHC graduates rated themselves as being very prepared (n=53), prepared (n=114), unprepared (n=32) and very unprepared (n=4). The areas marked 'very unprepared' include current trends in the counseling field, counseling assessment, diagnosis, and crisis management. However, the majority of program graduates indicated they were prepared or very prepared in these important curricular areas. Among CCSA graduates, individuals rated themselves as being very prepared (n=57), prepared (n=68), unprepared (n=13) and very unprepared (n=4). The areas marked 'very unprepared' included career development, evaluation, leadership and crisis management. Finally, SC graduates rated themselves very prepared (n=113), prepared (n=62), unprepared (n=13) and very unprepared (n=3). Graduates of the SC specialty area rated these as very prepared (n=113), prepared (n=62), unprepared (n=13) and very unprepared (n=2). The areas marked 'very unprepared' included counseling assessment and diagnosis, which are both not often done within school counseling. Overall graduates reflected that they were prepared for the topics evaluated.

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

All school counseling site supervisors rated students as either prepared or very prepared. 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, most rated students as either prepared or very prepared, with the majority ranking them as prepared.

- 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, some rated students as either prepared or very prepared, with the majority ranking them as very prepared.

- 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.

Some improvements needed in the area of diagnosis treatment planning for CMHC. Additionally, all three specialty areas could benefit from increased crisis management skills. Faculty will review the courses in crisis management to improve students' competence.

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

We had a small response, with only 9 employers completing the survey. Among those who responded, 22% were from CMHC, 44% from CCSA and 33% from SC. The majority of employers indicated that graduates were Very Prepared or Prepared in all areas measured. They did not indicate graduates were Unprepared in any of the areas. However, they did provide open ended feedback, including both positive and constructive feedback. For example, one person stated “DePaul graduate clinical trainees have been among our most successful and impactful.” Another person stated “DePaul school counseling students seem eager and well prepared to join a functioning counseling department.” One suggestion was “Interns sometimes seem unprepared in interviews.” In order to address this suggestion, the counseling faculty will provide more interview prep for students entering internship and work following graduation.

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.

The counseling program faculty continues to prioritize student well-being, ensure quality instruction throughout the program, and support counselors in training to provide counseling to clients/students. We will continue to offer Group Advising Meetings to provide information about our program and answer student questions.

In order to examine our dispositional processes, we will continue to offer opportunities for students to demonstrate initiative throughout the program through individual and group assignments. We are also planning to revise the Crisis Management course for school counseling, since this was listed as a low level of preparedness among graduates, site supervisors and employers.

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 the response rate.