

2024-2025 DePaul University Counseling Program Evaluation Annual Report

For the 2024-2025 academic year, DePaul Counseling Program faculty conducted its annual program evaluation by reviewing counseling student success measures including key performance indicators and professional dispositions, graduate outcomes including state and national examination data, degree completion rates and employment rates, and fieldwork. Through this process, counseling program faculty also examined student demographic data; program application, enrollment, and matriculation data, and graduate, site supervisor, and employer survey responses. The following report summarizes these data and the outcomes determined by program faculty. This annual review process allows for assessment of the program and an opportunity to improve our entry-level specialized practice areas in order to best prepare counseling students at the highest level of excellence in knowledge and application of theories and skills within 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 Identities and Experiences, (3) Lifespan Development, (4) career development, (5) Counseling Practice and Relationships, (6) group counseling and group work, (7) Assessment and Diagnostic Processes, and (8) research and program evaluation. We also have one KPI for each of the specialized practice areas (9) clinical mental health counseling and (10) school counseling.

Of all the KPIs measured, only two were not met during this academic year:

KPI 1: Students will identify and implement self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (CACREP Standard 3.A.11) –
One student did not pass this KPI.

KPI 3: Students will demonstrate an understanding of theories of individual and family development across the lifespan (CACREP Standard 3.C.1) –
One student did not pass this KPI.

The data indicates the majority of the counseling program students are consistently meeting each of the Key Performance Indicators. The counseling program faculty will continue to examine the data each year to determine how to support students to consistently meet KPI standards during counseling classes.

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

The counseling program faculty uses the Disposition Rubric to evaluate 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

The Dispositions List for Counseling (CSL) Courses can be found on the DePaul College of Education Website: <https://education.depaul.edu/student-resources/policies-and-forms/Pages/program-dispositions.aspx>

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In AY 2024-2025, these 11 professional dispositions items were assessed by counseling faculty members across the counseling program. The professional dispositions were evaluated as either "Concerned" or "Not Observed." If it was Not Observed the student Met that disposition.

| Professional Dispositions – Entry-Level | Met/Total | Percent Met |
|---|-----------|-------------|
| 1. Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions | 1000/1003 | 99% |
| 2. Reflects on own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices | 1002/1003 | 99% |
| 3. Takes initiative in all learning experiences and responsibility for his or her own professional growth and development | 1002/1003 | 99% |

| | | |
|---|-----------|------|
| 4. Is open to new ideas and engagement in learning | 1003/1003 | 100% |
| 5. Demonstrates awareness of own cultural values and biases, actively works to understand clients' worldviews, and applies culturally appropriate intervention strategies | 1003/1003 | 100% |
| 6. Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws | 1003/1003 | 100% |
| 7. Communicates and cooperates effectively with others | 1001/1003 | 99% |
| 8. Demonstrates consistent professional behavior across all settings | 1001/1003 | 99% |
| 9. Maintains appropriate interpersonal and professional boundaries | 1003/1003 | 100% |
| 10. Accepts personal responsibility for one's behavior | 1000/1003 | 99% |
| 11. Expresses feelings and opinions effectively and appropriately to the setting | 1002/1003 | 99% |

Overall 99.9% of dispositions were met by counseling students. There were 11,033 dispositions assessed, with 11,020 Met and 13 Unmet. Students who did not meet dispositions are invited to engage in reflection about professional counseling behavior. The program faculty will continue to give students multiple opportunities to demonstrate appropriate dispositions throughout the program. These data represent the total cases of dispositions assessed and do not represent the actual number of students with dispositions.

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

Program admissions demographics for AY 24-25 reveal that a total 325 people applied to the counseling program. Of those students, 252 were granted admission and 103 enrolled in the program.

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

Counseling program enrollment data indicate a total 286 students in the program. The breakdown per entry-level specialized practice areas was as follows: Clinical Mental Health Counseling (81%, 233 students), School Counseling (16%, 47 students), and College Counseling & Student Affairs (2%, 6 students). Among the students enrolled, 212 (74%) identified as female, 74 (26%) identified as male.

The 212 students who identified as female reported the following race/ethnicity:

| Race/Ethnicity | # of Students |
|-------------------------------------|----------------------|
| American Indian or Native Alaskan | 0 |
| Asian | 12 |
| Black | 21 |
| Hawaiian Native or Pacific Islander | 0 |
| Hispanic | 35 |
| Two or More | 2 |
| Unknown/other | 3 |
| White | 132 |
| International Student | 7 |
| Total | 212 |

Overall, 74 students identified as male and reported the following race/ethnicity:

| Race/Ethnicity | # of Students |
|-------------------------------------|----------------------|
| American Indian or Native Alaskan | 0 |
| Asian | 5 |
| Black | 8 |
| Hawaiian Native or Pacific Islander | 0 |
| Hispanic | 8 |
| Two or More | 4 |
| Unknown/other | 2 |
| White | 43 |
| International Student | 4 |
| Total | 74 |

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

Data on counseling program graduates reveal that a total 83 students graduated from the program in 2025. Graduates consisted of 61 (73%) from Clinical Mental Health Counseling, 16 (19%) from School Counseling, and 6 (7%) from College Counseling & Student Affairs. The completion rate for students in the counseling program was 92% for Clinical Mental Health Counseling, 92% for School Counseling and 100% for College Counseling & Student Affairs. The job placement rate is 87% across all specialized practice areas.

F. In this section we examine fieldwork student placement rates at practicum and internship sites.

In the past academic year, 100% of counseling students obtained a practicum and internship site placement. Additionally, the Education and Counseling Center (ECC) was re-established as a practicum and internship placement site. This was a significant accomplishment that took considerable leadership and coordination.

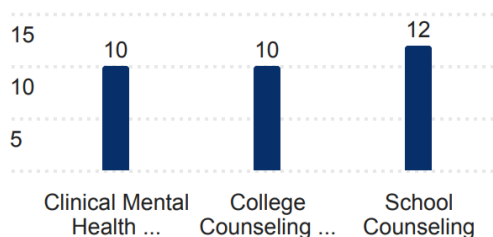
G. In this section we examine data from systematic follow-up surveys of graduates.

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

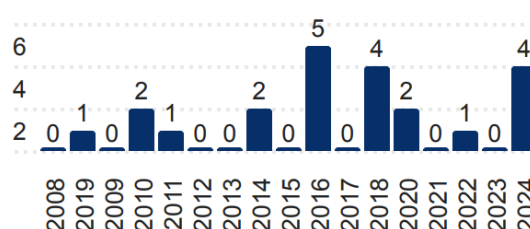
Thirty two program graduates responded to the survey, including individuals who identified as female (17), male (5); and undisclosed gender (10).

Respondents were from across all three specialized practice areas between the years 2019-2024.

Primary Area of Specialization:



Graduation Year:



Of respondents who indicated their race, they identified as White (13), Black or African American (5), Hispanic or Latinx (5) and Asian (1). Alumni worked in a variety of settings including working in private for profit companies (9), private non-profit organizations (7), state, local or federal government (3), and self-employed (2). There were also two alumni who were not working. The majority of respondents indicated they earned between \$50,000-79,999 annually. Reports ranged from less than \$10,000 to \$150,000 or more.

Program graduates were asked to evaluate their level of preparedness across multiple content areas. The majority of alumni indicated they were very prepared or prepared. However, some CMHC and CCSA alumni felt unprepared about knowledge how social systems and policies affect underrepresented groups, advocacy skills, diagnosis and treatment planning, group counseling, and management and evaluation of counseling programs. Some SC alumni felt unprepared with counseling assessment and interventions, human growth and development, career development, and crisis management. However, overall graduates reflected feeling prepared for the topics evaluated. An overview of program graduate responses are included below.

Clinical Mental Health Program Preparation:

| Field | 8 Responses | | | |
|--|---------------|----------|------------|-----------------|
| | Very Prepared | Prepared | Unprepared | Very Unprepared |
| Core foundational counseling knowledge. | 5 | 2 | 1 | 0 |
| Current trends and changes in the counseling profession. | 1 | 5 | 1 | 1 |
| Ethical understanding and behavior. | 5 | 3 | 0 | 0 |
| Multicultural competence. | 5 | 1 | 2 | 0 |
| Knowledge of how social systems and policies affect underrepresented groups. | 4 | 2 | 1 | 1 |
| Advocacy skills. | 3 | 3 | 2 | 0 |
| Counseling assessment and interventions. | 1 | 6 | 1 | 0 |
| Diagnosis and treatment planning. | 2 | 3 | 3 | 0 |
| Individual counseling. | 4 | 3 | 1 | 0 |
| Group counseling. | 1 | 5 | 2 | 0 |
| Knowledge of human growth and development. | 1 | 5 | 1 | 1 |
| Knowledge of career development. | 1 | 6 | 0 | 1 |
| Crisis management. | 0 | 7 | 1 | 0 |
| Management and evaluation of counseling programs. | 0 | 4 | 3 | 0 |
| Total | 33 | 55 | 19 | 4 |

College Counseling & Student Affairs Program Preparation:

| Field | 9 Responses | | | |
|--|---------------|----------|------------|-----------------|
| | Very Prepared | Prepared | Unprepared | Very Unprepared |
| Core foundational counseling knowledge. | 8 | 1 | 0 | 0 |
| Current trends and changes in the counseling profession. | 6 | 3 | 0 | 0 |
| Ethical understanding and behavior. | 7 | 2 | 0 | 0 |
| Multicultural competence. | 7 | 2 | 0 | 0 |
| Knowledge of how social systems and policies affect underrepresented groups. | 5 | 2 | 2 | 0 |
| Advocacy skills. | 4 | 5 | 0 | 0 |
| Counseling assessment and interventions. | 5 | 2 | 2 | 0 |
| Diagnosis and treatment planning. | 1 | 6 | 1 | 0 |
| Individual counseling. | 6 | 3 | 0 | 0 |
| Group counseling. | 5 | 4 | 0 | 0 |
| Knowledge of human growth and development. | 7 | 2 | 0 | 0 |
| Knowledge of career development. | 8 | 0 | 1 | 0 |
| Crisis management. | 4 | 5 | 0 | 0 |
| Management and evaluation of counseling programs. | 5 | 2 | 2 | 0 |
| Counseling, advising, and leadership strategies within Student Affairs. | 6 | 2 | 0 | 1 |
| Strategies to enhance college students' academic, career, personal and social development. | 6 | 2 | 1 | 0 |
| Total | 90 | 43 | 9 | 1 |

School Counseling Program Preparation:

| Field | 7 Responses | | | |
|--|---------------|----------|------------|-----------------|
| | Very Prepared | Prepared | Unprepared | Very Unprepared |
| Core foundational counseling knowledge. | 3 | 4 | 0 | 0 |
| Current trends and changes in the counseling profession. | 2 | 5 | 0 | 0 |
| Ethical understanding and behavior. | 5 | 2 | 0 | 0 |
| Multicultural competence. | 4 | 3 | 0 | 0 |
| Knowledge of how social systems and policies affect underrepresented groups. | 2 | 5 | 0 | 0 |
| Advocacy skills. | 2 | 5 | 0 | 0 |
| Counseling assessment and interventions. | 3 | 2 | 2 | 0 |
| Diagnosis and treatment planning. | 1 | 5 | 1 | 0 |
| Individual counseling. | 5 | 2 | 0 | 0 |
| Group counseling. | 4 | 3 | 0 | 0 |
| Knowledge of human growth and development. | 0 | 5 | 2 | 0 |
| Knowledge of career development. | 2 | 3 | 2 | 0 |
| Crisis management. | 1 | 4 | 2 | 0 |
| Management and evaluation of counseling programs. | 3 | 2 | 1 | 0 |
| Awareness of data-driven comprehensive developmental school-counseling programs. | 4 | 2 | 0 | 0 |
| Strategies to promote and enhance the academic, career, and social/emotional development of K-12 students. | 2 | 3 | 0 | 0 |
| Total | 43 | 55 | 10 | 0 |

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

During 2024-2025, 69 site supervisors provided data about the preparedness of DePaul counseling students. Every site supervisor indicated DePaul internship students met or exceeded expectations across all areas measured, including specific counseling skills such as questions, reflection of meaning, summarizing, goal setting, and fostering a therapeutic environment of respect and compassion. Additionally, every site supervisor indicated DePaul internship students met or exceeded expectations for professional behaviors, such as professional ethics and boundaries, record keeping, multicultural competence, motivation to learn, and openness to feedback. Site supervisors indicated numerous strengths among DePaul internship students,

including willingness to learn, empathy, self-awareness, establishing goals, and counseling interventions. Site supervisors noted areas for improvement, such as maintaining work/life balance, confronting or challenging clients, assessment and diagnostic skills, administrative tasks, and trusting their own clinical judgment. Overall, site supervisors indicated internship students were developmentally where they should be as new clinicians.

In reviewing the above data, internship students across all specialty areas were consistently ranked high in individual counseling, core foundational knowledge and skills, and professional behavior. These findings suggest no additional changes are necessary in these areas. However, areas for improvement include supporting internship students to develop better work/life balance, utilize a variety of therapeutic interventions, and timely completion of required paperwork. Additionally, CMHC students can continue to build diagnosis and treatment planning skills, especially with clients presenting with challenging cases. Counseling faculty members will continue to emphasize these skills to improve counseling students' competence and confidence.

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

In this area we had a small response rate, with only six employers completing the survey. Among those who responded, there were two from each entry-level specialized practice, including CMHC, CCSA, and SC. All six employers indicated the DePaul graduates were 'prepared' or 'very prepared' in all areas. CMHC employers also noted they were "well trained graduates" and "would hire graduate again." The counseling program faculty will continue to work with the Assistant Dean for Assessment, Planning and Effectiveness to increase the response rate from program graduates and employers.

Counseling Program Modifications

Counseling program faculty members gathered to systematically review the counseling program based on key performance indicators related to student academic performance, dispositions, internship performance, persistence and retention, licensure pass rates, and student preparedness. These data were collected through quarterly student assessments and annual program assessments.

The counseling program faculty continues to ensure quality instruction throughout the program and support counselors in training to provide effective counseling for clients and students. Overall, counseling students have high-pass rates for KPIs and all site supervisors rated internship students as meeting or exceeding clinical expectations.

During our Academic Program Review, the counseling program faculty identified numerous program modifications and goals to prioritize, including revising admissions policies and procedures, expand the number of practicum and internship placements and clients served within the Education and Counseling Center (ECC), and developing a school counselors class on crisis interventions. In order to provide students with consistent information about the program, counseling advisors will offer quarterly Group Advising Meetings. Students will also have the opportunity to evaluate their work with advisors. In the future, counseling program faculty will continue to engage in systematic program evaluations in order to celebrate the successes and improve the quality of the counseling program for all of our stakeholders.