

DePaul University Counseling Program 2019 Annual CACREP Report

For the 2018-2019 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

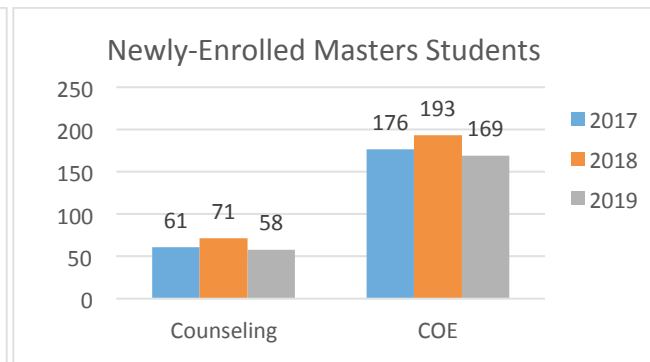
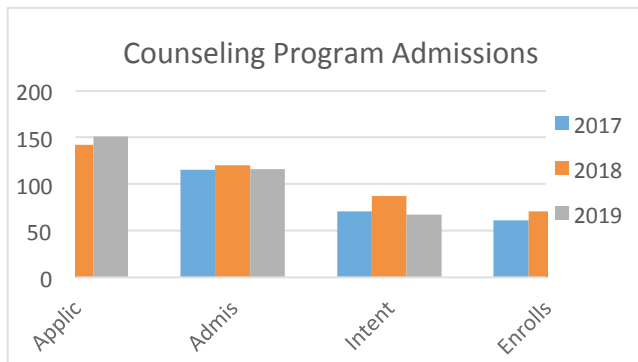
Acceptance, Enrollment, and Completion Rates

2019 Acceptance and Enrollment:

The acceptance rate across all three programs for the 2018-2019 academic year was 77%. The Counseling Program experienced a 6% increase in the number of applications received during the past academic year and admitted 3% fewer students than the prior year.

2017-2019 Program and College Application, Admission, Intent, and Enrollment:

	Applicants			Admissions			Intents			Enrolls		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Counseling	146	142	151	115	120	116	71	87	67	61	71	58
COE	399	376	386	301	312	296	214	233	208	176	193	169



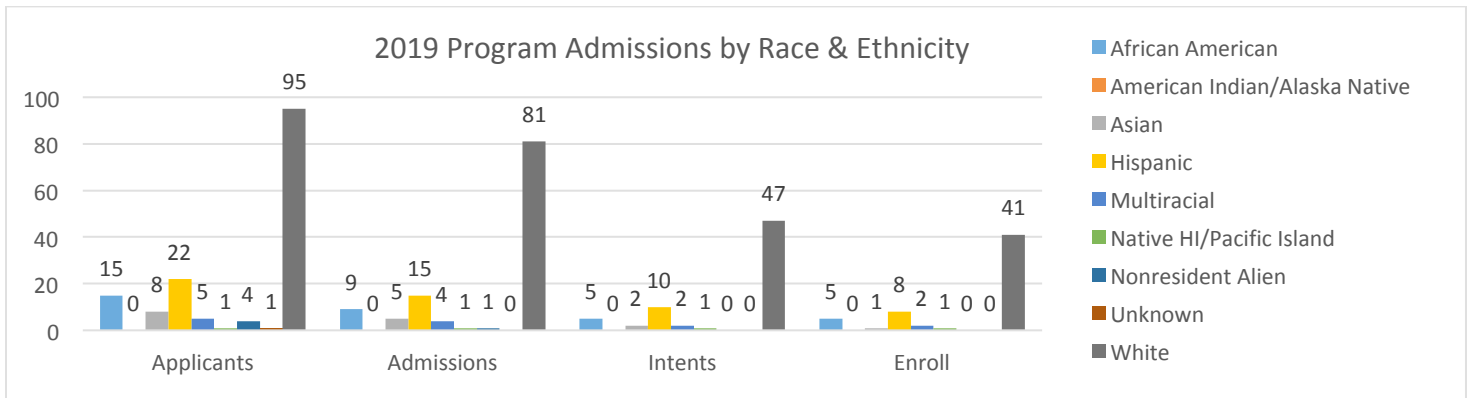
2017-2019 Program Application, Admission, Intent, and Enrollment by Race & Ethnicity:

Of the students who applied to the Counseling Program for the 2018-2019 academic year, 63% identified as White, 15% Hispanic, 10% African-American, 5% Asian, 3% Multiracial, and 3% Nonresident Alien. Of the total number of students admitted into the program, 70% identified as White; 13% Hispanic; 8% African-American; 4% Asian; 3% Multiracial; and 1% Native Hi/Pacific Island or Nonresident Alien.*

*These demographic categories were developed by the University's Office of Enrollment Management. Counseling faculty recognize the lack of inclusiveness within these categories.

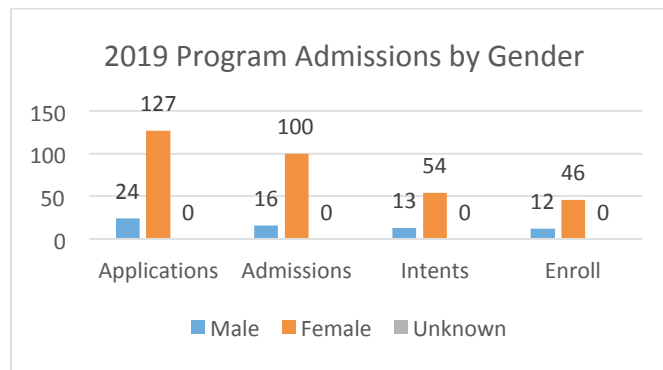
	Applicants			Admissions			Intents			Enrolls		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
African-American	13	15	15	12	11	9	9	9	5	8	7	5
Am Indian/AK Native	0	1	0	0	1	0	0	0	0	0	0	0
Asian	4	4	8	3	4	5	2	0	2	1	0	1

Hispanic	18	25	22	13	21	15	11	17	10	11	16	8
Multiracial	3	2	5	2	2	4	1	2	2	1	2	2
Native HI/Pacific Island	0	0	1	0	0	1	0	0	1	0	0	1
Nonresident Alien	10	4	4	6	3	1	2	3	0	2	2	0
Unknown	3	2	1	3	1	0	2	0	0	2	0	0
White	95	89	95	76	77	81	44	56	47	36	44	41



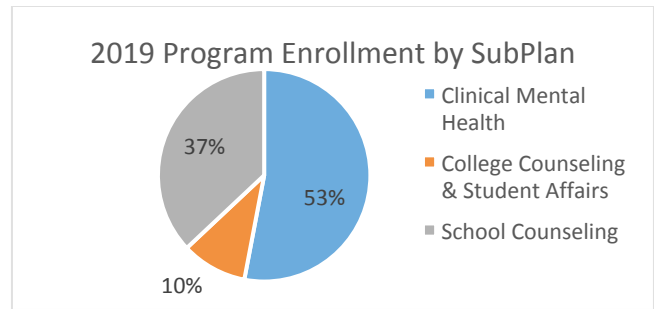
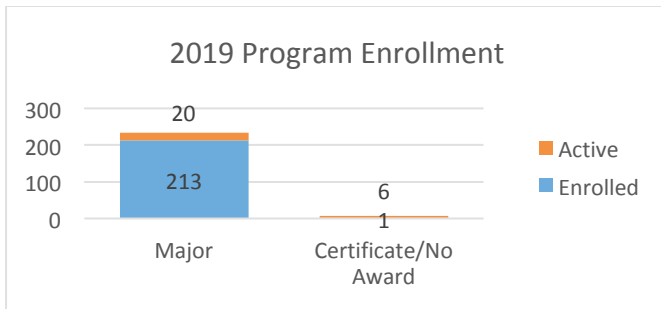
2017-2019 Program Applicant, Admission, Intent, and Enrollment by Gender

	Applicants			Admissions			Intents			Enrolls		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Male	17	26	24	12	21	16	9	15	13	9	10	12
Female	129	115	127	103	99	100	62	72	54	54	62	46
Unknown	0	1	0	0	0	0	0	0	0	0	0	0



2019 Program Matriculation:

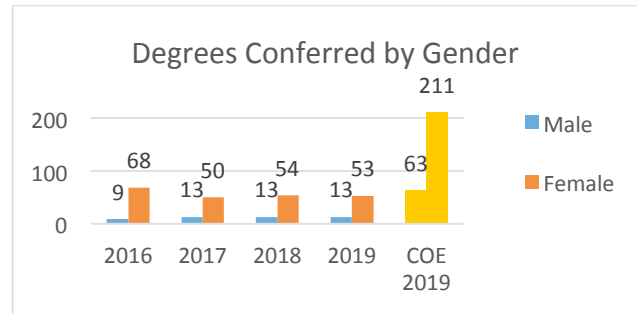
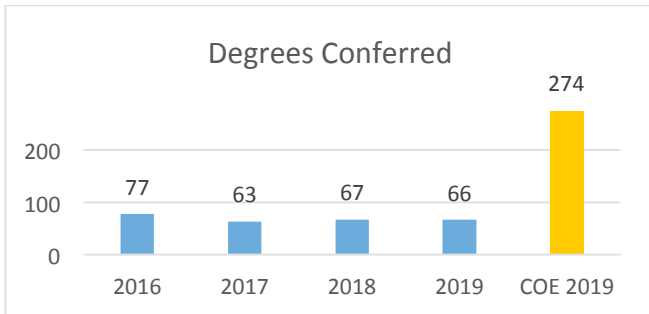
The Counseling Program had 57 new students matriculate in fall 2019 and 156 students continue in the program for a combined total enrollment of 213. The Clinical Mental Health program continues to comprise the largest percentage (53%) of overall student matriculation of the three Counseling programs, whereas College Counseling & Student Affairs comprises the lowest (10%). In 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.



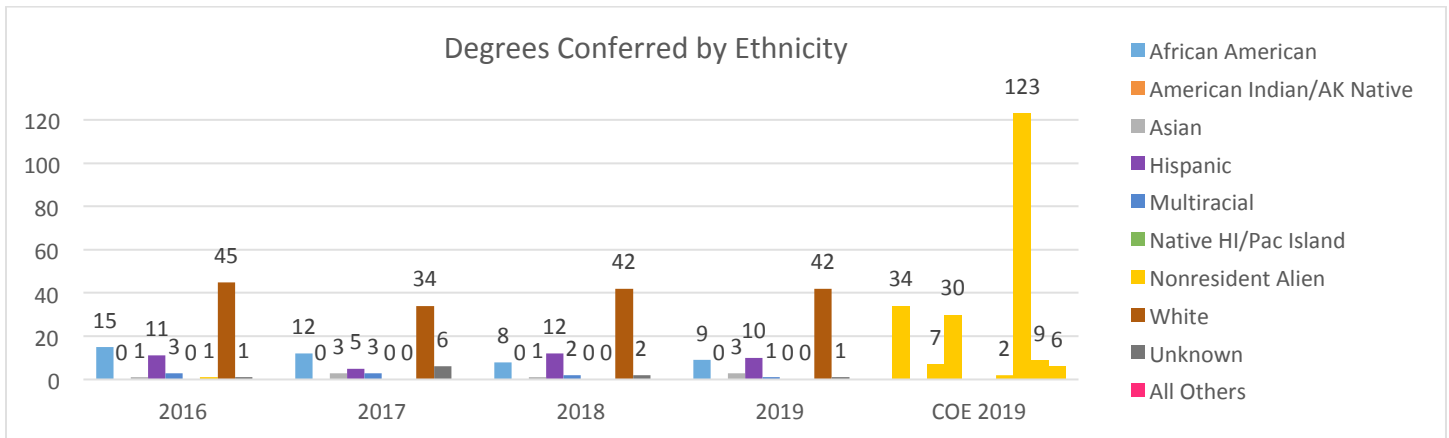
2016-2019 Program Graduation Data

The Counseling Program conferred 66 degrees between July 1, 2018 and June 30, 2019. Of these 66 degrees, 80% were awarded to females and 20% to males.* These percentages mirror those of our 2018 graduates.

*These categories were developed by the University's Office of Enrollment Management and did not take into account non-binary identification.



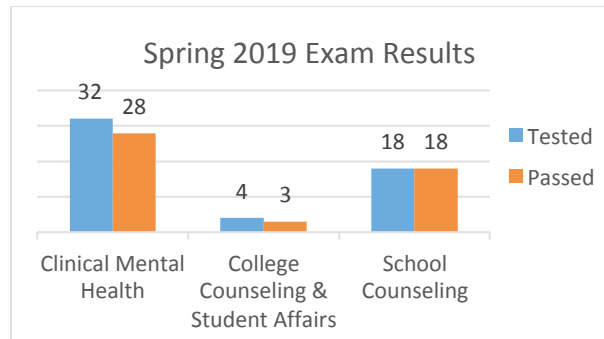
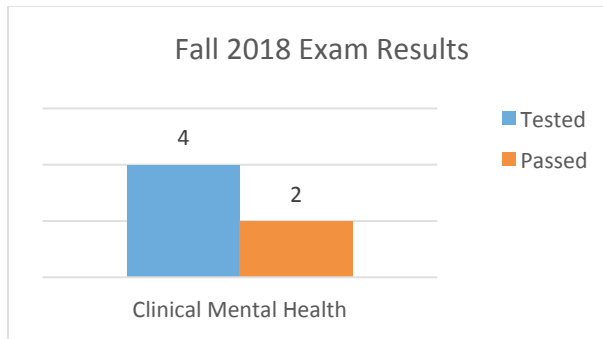
64% of the 2019 program graduates identified as White, 15% identified as Hispanic, 14% African-American, and 5% Asian. These percentages mirror those of our 2018 graduates.



2018-2019 Licensure Examination Results

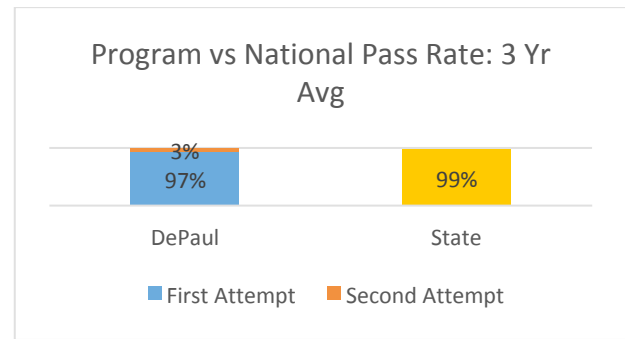
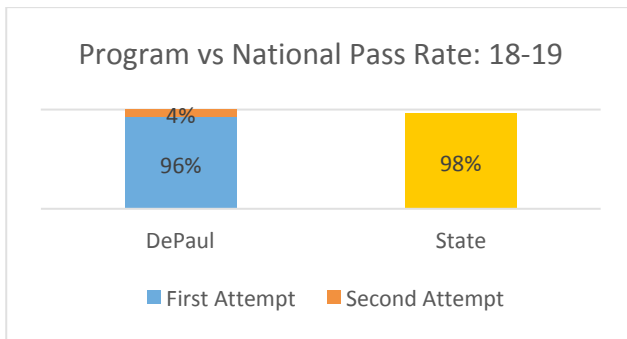
National Counselor Examination (NCE)

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 took the NCE in spring 2019 passed this examination, and 83% of our Clinical Mental Health and 75% of our College Counseling & Student Affairs students passed the exam in the 2018-2019 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 2018-2019 exceeded state results (98%).



2018-2019 Program Alumni Survey Data

	Most Prepared Skills Areas		
	#1	#2	#3
CMHC	<ul style="list-style-type: none"> Individual counseling Ethical understanding and behavior (100%) 	<ul style="list-style-type: none"> Core foundational counseling knowledge Multicultural competence (93%) 	Current trends and changes in the profession (85%)
CCSA	Individual counseling (100%)	<ul style="list-style-type: none"> Core foundational counseling knowledge Ethical understanding and behavior Multicultural competence Advocacy skills Group counseling (93%) 	<ul style="list-style-type: none"> Current trends and changes in counseling profession Crisis management (85%)
SC	<ul style="list-style-type: none"> Core foundational counseling knowledge Current trends and changes in the counseling profession Ethical understanding and behavior Multicultural competence (100%) 	<ul style="list-style-type: none"> Advocacy skills Individual counseling Knowledge of human growth and development Awareness of data-driven comprehensive developmental school-counseling programs (95%) 	<ul style="list-style-type: none"> Counseling assessment and intervention Group counseling (93%)

	Skills Areas to Consider for Improvement		
	#1	#2	#3
CMHC	Knowledge of career development (50%)	Crisis management (36%)	<ul style="list-style-type: none"> Knowledge of social systems' effects on underrepresented groups Counseling assessments and interventions Group counseling Human growth and development (29%)

CCSA	Management and evaluation of counseling programs (36%)	<ul style="list-style-type: none"> • Counseling assessment and interventions • Counseling advising, and leadership strategies within SA • Strategies to enhance college students' academic, career, personal, and social development (28%) 	<ul style="list-style-type: none"> • Current trends and changes in the counseling profession • Knowledge of social systems' effects on underrepresented groups • Knowledge of human growth and development • Crisis management (14%)
SC	Diagnosis and treatment planning (37%)	Crisis management (30%)	Knowledge of career development (22%)

2018-2019 Program Employers Survey Data

Employers consistently rated DePaul Counseling Program graduates that they hired as being either very prepared or prepared in all of the skill areas measured. The skill areas included: 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 effect underrepresented groups, advocacy skills, counseling assessment and interventions, diagnosis and treatment planning, individual counseling, group counseling, knowledge of human growth and development, knowledge of career development, crisis management, management and evaluation of counseling programs. Employers overwhelming rated graduates as most prepared in core foundational knowledge and knowledge of human growth and development. Data was reported in the aggregate because response rates did not meet or exceed 20 %.

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>	857	4	0%	100%
<i>Consideration of Cultural Contexts</i>	857	3	0%	100%
<i>Effective Communication</i>	857	5	1%	99%
<i>Engagement in Learning</i>	857	3	0%	100%
<i>Initiative</i>	857	3	0%	100%
<i>Legal/Ethical Conduct</i>	857	3	0%	100%
<i>Personal Responsibility</i>	857	3	0%	100%
<i>Professional Behavior</i>	857	5	1%	99%
<i>Professional Boundaries</i>	857	3	0%	100%
<i>Receptiveness to Feedback</i>	857	3	0%	100%
<i>Reflection</i>	857	3	0%	100%

In the 2018-2019 year, faculty members assessed 253 students on the program's 11 dispositions, resulting in 9,427 assessments. Out of this total, 2% of students were identified as needing additional assistance in any of the 11 dispositional areas. The aggregate concern centered on effective communication and professional behavior, which received the highest number of dispositional concerns per student.

2018-2019 Site Supervisor Survey Data

		Most Prepared Skills Areas		
CMHC	<ul style="list-style-type: none"> • Core Foundational Counseling Knowledge • Ethical Understanding and Behavior • Individual Counseling • Crisis Management (93%) 	<ul style="list-style-type: none"> • Current Trends and Changes • Multicultural Competence • Advocacy Skills • Diagnosis and Treatment Planning (89%) 	<ul style="list-style-type: none"> • Knowledge of social systems' effects on underrepresented groups • Counseling Assessment and Interventions • Group Counseling (85%) 	
CCSA	<ul style="list-style-type: none"> • Core Foundational Counseling Knowledge • Ethical Understanding and Behavior • Individual Counseling 	<ul style="list-style-type: none"> • Multicultural Competence • Counseling Assessment and Interventions • Diagnosis and Treatment Planning 	<ul style="list-style-type: none"> • None 	

	<ul style="list-style-type: none"> • Group Counseling • Knowledge of Human Growth and Development • Knowledge of Career Development (93%) • Crisis Management • Manage and Evaluation of Counseling Programs • Counseling Advising and Leadership Strategies within Student Affairs • Strategies to Enhance College Students' Academic, Career and Social Development • (100%) 	(88%)	
SC	<ul style="list-style-type: none"> • Core Foundational Counseling Knowledge • Ethical Understanding and Behavior • Multicultural Competence • Knowledge of social systems' effects on underrepresented groups • Individual Counseling • Knowledge of Human growth and Development • Strategies to Promote and Enhance the Academic, Career, and Social/Emotional Development of k-12 students (100%) 	<ul style="list-style-type: none"> • Advocacy Skills • Counseling Assessment and Interventions • Diagnosis and Treatment Planning (96%) 	<ul style="list-style-type: none"> • Current Trends and Changes in the Counseling Professions • Group Counseling • Knowledge of Career Development • Management and Evaluation of Counseling Programs • Awareness of Data Driven Comprehensive School Counseling Programs • Diagnosis and Treatment Planning (93%)

Skills Areas to Consider for Improvement			
CMHC	<ul style="list-style-type: none"> • Knowledge of social systems' effects on underrepresented groups • Counseling Assessment and Interventions • Group Counseling (15%) 	<ul style="list-style-type: none"> • Current Trends and Changes • Advocacy Skills • Diagnosis and Treatment Planning (8%) 	• None
CCSA	<ul style="list-style-type: none"> • Multicultural Competence • Counseling Assessment and Interventions • Diagnosis and Treatment Planning (14%) 	• None	• None
SC	<ul style="list-style-type: none"> • Crisis Management (11%) 	<ul style="list-style-type: none"> • Current Trends and Changes • Group Counseling • Knowledge of Career Development • Management and Evaluation of Counseling Programs • Awareness of Data Driven Comprehensive School Counseling Programs (7%) 	<ul style="list-style-type: none"> • Advocacy Skills • Counseling Assessment and Interventions • Diagnosis and Treatment Planning Strategies to Promote and Enhance the Academic, Career, and Social/Emotional Development of k-12 students (4%)

The Counseling Program assesses internship students' progress on a quarterly basis. The above data is based on the responses from 62 site supervisors, who completed 200 evaluations (3 per student). Across programs, site supervisors identified core foundational counseling skills, ethical understanding and behavior, and individual counseling skills as knowledge as programmatic strengths, and counseling assessment and interventions as areas to consider for program improvement.

2018-2019 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
1. History of Counseling	92	98	2
2. Ethics	262	99	1
3. Multicultural Competency	251	100	0
4. Growth and Development	101	96	4
5. Career Counseling	61	100	0
6. Counseling Skills	198	100	0
7. Group Counseling	87	99	1
8. Assessment	124	100	0
9. Research & Program Evaluation	183	98	2
10. Program Specific CMHC	57	100	0
11. Program Specific CCSA	32	100	0
12. Program Specific SC	27	100	0

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 Modifications:

Student Recruitment and Program Admissions:

- Program faculty have begun the initial steps of collaborating with the Office of Graduate Admissions to review the program admission process in areas including: 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.

CACREP Standards:

- Given the advocacy work of the Faculty, Chair, and Dean, three full-time tenure track positions are open and will be filled for the 2020-21 academic year. The addition of three new faculty will assist with CACREP ratios and continue to ensure best practice and quality instruction for all courses.
- Site supervisor training is now mandated twice a year. Ongoing improvements for delivery (e.g. off-site locations and online training modules) are being explored.
- Faculty are currently reviewing the current program Key Performance Indicators in order to further clarify and develop the process by which they are assessed.
- There is no concern about dispositional issues, but faculty would like to take the opportunity to better systematize the process by which students are notified of dispositional concerns and how remediation plans are implemented.

Clinical Mental Health Program Modifications

- NCE test workshops are being developed in collaboration with the Academic Resource Center to help bolster NCE exam scores, although they continue to be above national averages.

- Faculty recognize assessment and evaluation as one area that was identified by site supervisors for considered improvement. The faculty have elected to collect another year of feedback from site supervisors before discussing any concrete programmatic revision based on these evaluations.

College Counseling & Student Affairs Program Modifications

- The CCSA program is working with colleagues in the College's Educational Leadership program to explore possibilities for future course and degree collaborations.
- The Counseling faculty recognize assessment and evaluation as an area identified by site supervisors for considered improvement. Faculty have elected to collect another year of feedback from site supervisors before discussing any concrete programmatic revision based on these evaluations.

School Counseling Program Modifications

- The Counseling faculty recognize Crisis Counseling as an area identified by site supervisors for considered improvement. Faculty have increased the credit hours of the crisis counseling course. This new course will be part of the 90-credit hour School Counseling Program which will be implemented prior to CACREP deadline of 2023.

Other Substantial Program Changes

- The counseling faculty plan to revise the alumni survey to more accurately measure employment competencies and recommendations.
- The counseling faculty developed a CSI chapter to help our students build leadership skills and engage with the field in various ways (e.g., advocacy, leadership, professional development).