

PROGRAM EVALUATION PRELIMINARY REPORT

For the 2016-2017 academic year, DePaul Counseling Program faculty conducted a program evaluation by reviewing available data and surveying stakeholders. The following report summarizes data gathered from state and national examinations, alumni survey responses supervisor evaluations of internship students, and demographic data. The obtained data allows for an honest 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.

The following information is organized by program specialty areas for 2016-2017.

Clinical Mental Health

- The program requires the completion of 90 credit hours (quarter). This includes a 100-hour practicum and a 600-hour internship.
- 127 students are currently enrolled in this specialty area.
- The pass rate on the 2015 National Counselor Exam from this specialty area was 94%.
- Surveys were sent to alumni, supervisors, and employers for program evaluation. The program evaluations assessed the core standards within the program based on the CACREP standards. Furthermore, the program evaluation measured the counseling competencies of our graduates. The data from these surveys are used to improve and modify the program in our pursuit for excellence.
 - Overall, with few exceptions, alumni reported being prepared for the counseling profession. The alumni indicated that attention needs to be given to preparation in career development, assessment, human growth and development, and management and evaluation of counseling programs (see overview below).

Core Standard	Very Unprepared or Unprepared (%)	Prepared or Very Prepared (%)
1. Core foundational counseling knowledge	0.00	100.00
2. Current trends and changes in the counseling profession	18.18	81.82
3. Ethical understanding and behavior	0.00	100.00
4. Multicultural competence	0.00	100.00
5. Knowledge of how social systems and policies affect underrepresented groups	0.00	100.00

6. Advocacy Skills	9.09	90.91
7. Counseling assessment and interventions	27.27	72.73
8. Diagnosis and treatment planning	18.18	81.82
9. Individual counseling	0.00	100.00
10. Group counseling	9.09	90.91
11. Knowledge of human growth and development	27.27	72.73
12. Knowledge of career development	63.64	36.36
13. Crisis Management	0.00	100.00
14. Management and evaluation of counseling programs	27.27	54.55

- Supervisors were asked to indicate to what degree specific competencies were evident among internship students (i.e., not evident, sometimes evident, consistently evident, and evident at an exemplary level). There were between 3-7 questions for each competency area. Overall, with few exceptions, supervisors indicated students were consistently exhibiting these competencies. Based on these results, additional attention could be focused on theory integration and case conceptualization. Below is an average rating for each of the sections. The full report can be found in Appendix A.

Clinical Mental Health Sections	Sometimes evident (%)	Consistently evident (%)	Evident at an exemplary level (%)	NA (%)
Section 1: Therapeutic Relationship Competencies	16.10	55.51	26.69	1.70
Section 2: Conceptual Competencies	21.61	57.63	19.91	0.85
Section 3: Theory Integration Competencies	28.25	54.24	13.56	3.96
Section 4: Supervisee Competency	6.21	59.32	33.33	1.13
Section 5: General Case Management Competencies	18.16	56.66	13.07	12.11
Section 6: Professional & Ethical Competencies	10.73	60.45	27.40	1.41

School Counseling

- The program requires the completion of 72 credit hours (quarter). The program intends to move to 90 credit hours in 2018-19. This includes a 100-hour practicum and a 600-hour internship.
- 103 students are currently enrolled in this specialty area.
- The pass rate on the 2015 National Counselor Exam enrolled in this specialty area was 91%.
- The pass rate for the 2016 State of Illinois School Counselor Licensure Exam was 100%
- Surveys were sent to alumni, supervisors, and employers for program evaluation. The program evaluations assessed the core standards within the program based on the CACREP standards. Furthermore, the program evaluation measured the counseling competencies of our graduates. The data from these surveys are used to improve and modify the program in our pursuit for excellence.
 - Overall, with few exceptions, alumni reported being prepared for the counseling profession. The alumni indicated that attention needs to be given to preparation in diagnosis and treatment planning and crisis management (see overview below).

Core Standard	Very Unprepared or Unprepared (%)	Prepared or Very Prepared (%)
1. Core foundational counseling knowledge	0.00	100.00
2. Current trends and changes in the counseling profession	0.00	100.00
3. Ethical understanding and behavior	0.00	100.00
4. Multicultural competence	0.00	100.00
5. Knowledge of how social systems and policies affect underrepresented groups	0.00	100.00
6. Advocacy Skills	0.00	100.00
7. Counseling assessment and interventions	0.00	100.00
8. Diagnosis and treatment planning	29.41	64.70
9. Individual counseling	0.00	100.00
10. Group counseling	0.00	100.00
11. Knowledge of human growth and development	0.00	100.00

12. Knowledge of career development	11.76	88.24
13. Crisis Management	23.53	76.47
14. Management and evaluation of counseling programs	5.88	94.11
15. Awareness of data-driven comprehensive developmental school-counseling programs	0.00	93.75
16. Strategies to promote and enhance the academic, career, and social/emotional development of K-12 students	5.88	88.23

- Supervisors were asked to indicate to what degree specific competencies were evident among internship students (i.e., not evident, emerging, proficient). There were between 3-18 questions for each competency area. Overall, supervisors indicated students were emerging or proficient at almost all competencies. Below is an average rating for each of the sections. The full report can be found in Appendix A.

Competencies	Not Evident (%)	Emerging (%)	Proficient (%)	NA (%)
Section 1: Professional Orientation	0.89	24.96	72.73	1.43
Section 2: Foundation	1.47	30.88	66.67	0.98
Section 3: Delivery	2.18	38.13	52.62	7.08
Section 4: Management	2.24	33.33	57.98	6.44
Section 5: Accountability	3.27	47.06	41.18	8.50

College Student Development

- The program requires the completion of 72 credit hours (quarter). The program intends to move to 90 credit hours in 2020-2021. This includes a 100-hour practicum and a 600-hour internship.
- 48 students are currently enrolled in this specialty area.
- The pass rate on the 2015 National Counselor Exam was 100%.
- Surveys were sent to alumni, supervisors, and employers for program evaluation. The program evaluations assessed the core standards within the program based on the CACREP standards. Furthermore, the program evaluation measured the counseling competencies of our graduates. The data from these surveys are used to improve and modify the program in our pursuit for excellence.
 - Overall, alumni reported being prepared and very prepared for the counseling profession. The alumni indicate that attention needs to be given to preparation in diagnosis and treatment planning, knowledge of how social systems and policies affect underrepresented groups, career development, and management and evaluation of counseling programs (see overview below).

Core Standard	Very Unprepared or Unprepared (%)	Prepared or Very Prepared (%)
1. Core foundational counseling knowledge	9.09	90.91
2. Current trends and changes in the counseling profession	9.09	90.91
3. Ethical understanding and behavior	9.09	90.91
4. Multicultural competence	18.18	81.81
5. Knowledge of how social systems and policies affect underrepresented groups	36.36	63.63
6. Advocacy Skills	9.09	90.91
7. Counseling assessment and interventions	9.09	81.82
8. Diagnosis and treatment planning	36.36	27.27
9. Individual counseling	9.09	90.91
10. Group counseling	9.09	90.91
11. Knowledge of human growth and development	18.18	81.81

12. Knowledge of career development	36.36	63.63
13. Crisis Management	18.18	72.72
14. Management and evaluation of counseling programs	27.27	45.45
15. Counseling, advising, and leadership strategies within Student Affairs	9.09	90.91
16. Strategies to enhance college students' academic, career, personal, and social development	9.09	90.90

- Supervisors were asked to indicate to what degree specific competencies were evident among internship students (i.e., not evident, emerging, proficient). There were between 3-21 questions for each competency area. Overall, supervisors indicated students were emerging or proficient at almost all competencies. Below is an average rating for each of the sections. The full report can be found in Appendix A.

Competencies	Not Evident (%)	Emerging (%)	Proficient (%)	NA (%)
Section 1: Professional Orientation & Identity	0.00	38.51	59.77	1.72
Section 2: Equity, Diversity and Inclusion	0.31	48.90	45.77	5.01
Section 3: Delivery	1.31	47.95	40.07	10.67
Section 4: Program Development and Evaluation	0.00	54.02	24.52	21.46
Section 5: Legal and Ethical Knowledge	0.00	24.14	72.41	3.45

The following data includes all programs (Clinical Mental Health, College Student Development, and School Counseling).

Completion Rate

- The 6-year completion rate data for Master's in Counseling is 80.77% for the 2010 cohort.

- The 4-year completion rates for Master’s in Counseling: 77.53% for the 2012 cohort.

Number of graduates for past three years:

	Graduates 2015	2016	2017
Clinical Mental Health Counseling	*16 (Community Counseling program)	25	19
College Student Development	16	18	17
School Counseling	37	30	24
Total	69	73	60

The following tables show the race and gender of students enrolled in the 2016-2017 academic year.

Race for 2016-2017 Enrollment

	American Indian	Asian	African American	Hispanic	Not Specified	Pacific Islander	White	Total
N	1	10	37	35	4	2	133	222
%	0.45	4.50	16.67	15.77	1.80	0.90	59.91	100.00

Gender for 2016-2017 Enrollment

Sex	Number	Percent
F	181	81.53
M	41	18.47
Total	222	100.00

Disposition Data

The academic programs within the College of Education have set forth these dispositions as educational and professional expectations for all students. Dispositions are assessed a quarterly basis for all students in the Counseling Program. The highest number of dispositional concerns was found in the area of professional behavior. The lowest number of concerns was in the areas of consideration of cultural contexts, engagement in learning, initiative, and professional boundaries and receptiveness to feedback.

Dispositions	N*	Concern Observed (N)	Concern Not Observed (N)	Concern Observed (%)	Concern Not Observed (%)
Appropriate Expression	789	5	784	0.63	99.37
Consideration of Cultural Contexts	789	3	786	0.38	99.62
Effective Communication	789	4	785	0.51	99.49
Engagement in Learning	789	3	786	0.38	99.62
Initiative	789	3	786	0.38	99.62
Legal/Ethical Conduct	789	4	785	0.51	99.49
Personal Responsibility	789	5	784	0.63	99.37
Professional Behavior	789	6	783	0.76	99.24
Professional Boundaries	789	3	786	0.38	99.62
Receptiveness to Feedback	789	4	785	0.51	99.49
Reflection	789	3	786	0.38	99.62

* N = Total number of evaluations for 2016-2017 (3 academic quarters)

Changes to Program

In reviewing the program evaluation data, and in preparation for initial CACREP accreditation, the DePaul Counseling Program faculty members have made a number of substantial changes to the program:

- The program curriculum is aligned with the CACREP standards and program objectives created by faculty.
- The leadership structure of the Counseling Program now includes a program leadership team, a Professional Practice Coordinator, and a CACREP liaison.
- Students in the DePaul Counseling Program are now being assessed through Key Performance Indicators for each core curricular area and specialty area. Faculty members use the designated course-based assignments and practicum/internship rating forms to assess students using multiple methods and at multiple points in time.
- In addition to increasing the number of quarter credit hours in the Clinical Mental Health Program from 72 to 90, the program faculty members plan to increase the number of quarter credit hours in the College Student Development and School Counseling Programs by 2020.
- The faculty members have begun to survey alumni, site supervisors, and employers in order to gather additional information about the strengths and opportunities for growth within the Counseling Program.
- In reviewing this survey data, a significant number of alumni across all three tracks identified Career Counseling as an area in which they were unprepared. The Counseling Program has hired a new faculty member who specializes in Career Counseling to teach this course in an effort to more adequately prepare our alumni to work with career related issues when they enter the field.
- The faculty members are reviewing the other courses which alumni indicated they were unprepared (i.e., assessment, human growth and development, management and evaluation of counseling programs, diagnosis and treatment planning, and crisis management) to determine what curricular or staffing changes can be made.
- The faculty members have developed a plan for systemically evaluating the Counseling Program on a yearly basis. The faculty will meet in each Fall to examine various data points including supervisor, alumni, and employer evaluations, national and state exam data, supervisor evaluations of internship students, demographic and outcome data. The program faculty will implement changes to improve the program based on analysis of the data. An annual report of the evaluation will be posted on the program website.

Appendix A

Supervisor Feedback on Core Competencies

Community Counseling/Clinical Mental Health

Competencies	Items	N	Mean	Not Evident (%)	Sometimes evident (%)	Consistently evident (%)	Evident at an exemplary level (%)	NA (%)
Section 1: Therapeutic Relationship Competencies	Q1	59	3.41	0.00	3.39	54.24	42.37	0.00
	Q2	59	3.05	0.00	18.64	59.32	22.03	0.00
	Q3	59	3.00	0.00	22.03	54.24	20.34	3.39
	Q4	59	3.03	0.00	20.34	54.24	22.03	3.39
Section 2: Conceptual Competencies	Q1	59	2.93	0.00	23.73	61.02	15.25	0.00
	Q2	59	2.90	0.00	27.12	55.93	15.25	1.69
	Q3	59	3.02	0.00	18.64	61.02	18.64	1.69
	Q4	59	3.16	0.00	16.95	52.54	30.51	0.00
Section 3: Theory Integration Competencies	Q1	59	2.90	0.00	28.81	54.24	16.95	0
	Q2	59	2.83	0.00	28.81	55.93	10.17	5.08
	Q3	59	2.88	0.00	27.12	52.54	13.56	6.78
Section 4: Supervisee Competency	Q1	59	3.28	0.00	5.08	64.41	30.51	0
	Q2	59	3.31	0.00	8.47	52.54	35.59	3.39
	Q3	59	3.31	0.00	5.08	61.02	33.90	0.00
Section 5: General Case Management Competencies	Q1	59	3.05	0.00	16.95	62.71	18.64	1.69
	Q2	59	3.04	0.00	15.25	59.32	16.95	8.47
	Q3	59	2.88	0.00	23.73	45.76	11.86	18.64
	Q4	59	2.92	0.00	18.64	57.63	10.17	13.56
	Q5	59	2.92	0.00	20.34	54.24	11.86	13.56
	Q6	59	2.98	0.00	16.95	57.63	13.56	11.86

	Q14	59	2.94	0.00	15.25	59.32	8.47	16.95
Section 6: Professional & Ethical Competencies	Q1	59	3.20	0.00	5.08	69.49	23.73	1.69
	Q2	59	3.22	0.00	13.56	50.85	33.9	1.69
	Q3	59	3.17	0.00	10.17	64.41	23.73	1.69
	Q4	59	3.08	0.00	16.95	59.32	22.03	1.69
	Q5	59	3.26	0.00	8.47	57.63	33.9	0
	Q14	59	3.18	0.00	10.17	61.02	27.12	1.69

School Counseling

Competencies	Items	N	Mean	Not Evident (%)	Emerging (%)	Proficient (%)	NA (%)
Section 1: Professional Orientation	Q1	51	2.66	0.00	33.33	62.75	3.92
	Q2	51	2.55	0.00	45.10	52.94	1.96
	Q3	51	2.85	0.00	15.69	84.31	0
	Q4	51	2.94	0.00	5.88	92.16	1.96
	Q5	51	2.52	1.96	43.14	50.98	3.92
	Q6	51	2.78	1.96	17.65	76.47	3.92
	Q7	51	2.77	1.96	19.61	78.43	0
	Q8	51	2.71	3.92	21.57	74.51	0
	Q9	51	2.65	0.00	35.29	64.71	0
	Q10	51	2.81	0.00	19.61	80.39	0
	Q11	51	2.83	0.00	17.65	82.35	0.00
Section 2: Foundation	Q1	51	2.75	0.00	25.49	74.51	0
	Q2	51	2.65	1.96	31.37	66.67	0
	Q3	51	2.63	1.96	33.33	62.75	1.96
	Q4	51	2.63	1.96	33.33	62.75	1.96
Section 3: Delivery	Q1	51	2.63	3.92	29.41	66.67	0
	Q2	51	2.52	1.96	45.10	52.94	0
	Q3	51	2.65	3.92	27.45	68.63	0
	Q4	51	2.63	0.00	37.25	62.75	0

	Q5	51	2.61	0.00	39.22	58.82	1.96
	Q6	51	2.65	0.00	35.29	62.75	1.96
	Q7	51	2.63	0.00	35.29	58.82	5.88
	Q8	51	2.63	1.96	33.33	62.75	1.96
	Q9	51	2.43	3.92	39.22	41.18	15.69
	Q10	51	2.42	1.96	49.02	41.18	7.84
	Q11	51	2.45	1.96	43.14	41.18	13.73
	Q12	51	2.44	1.96	41.18	37.25	19.61
	Q13	51	2.42	3.92	41.18	41.18	13.73
	Q14	51	2.65	0.00	35.29	64.71	0
	Q15	51	2.58	0.00	41.18	58.82	0
	Q16	51	2.36	5.88	33.33	31.37	29.41
	Q17	51	2.39	5.88	43.14	41.18	9.8
	Q18	51	2.56	1.96	37.25	54.90	5.88
Section 4: Management	Q1	51	2.38	3.92	47.06	37.25	11.76
	Q2	51	2.57	0.00	43.14	54.9	1.96
	Q3	51	2.44	1.96	43.14	39.22	15.69
	Q4	51	2.65	1.96	27.45	64.71	5.88
	Q5	51	2.58	5.88	27.45	62.75	3.92
	Q6	51	2.71	1.96	23.53	72.55	1.96
	Q7	51	2.78	0.00	21.57	74.51	3.92
Section 5: Accountability	Q1	51	2.42	1.96	50.98	39.22	7.84
	Q2	51	2.39	1.96	50.98	35.29	11.76
	Q3	51	2.47	5.88	39.22	49.02	5.88

College Student Development

Competencies	Items	N	Mean	Not Evident (%)	Emerging (%)	Proficient (%)	NA (%)
Section 1: Professional Orientation & Identity	Q1	29	2.52	0.00	48.28	51.72	0.00
	Q2	29	2.50	0.00	44.83	44.83	10.34
	Q3	29	2.50	0.00	44.83	44.83	10.34
	Q4	29	2.55	0.00	44.83	55.17	0.00
	Q5	29	2.59	0.00	41.38	58.62	0.00
	Q6	29	2.59	0.00	41.38	58.62	0.00

	Q7	29	2.69	0.00	31.03	68.97	0.00
	Q8	29	2.69	0.00	31.03	68.97	0.00
	Q9	29	2.72	0.00	27.59	72.41	0.00
	Q10	29	2.72	0.00	27.59	72.41	0.00
	Q11	29	2.72	0.00	27.59	72.41	0.00
	Q12	29	2.48	0.00	51.72	48.28	0.00
Section 2: Equity, Diversity and Inclusion							
	Q1	29	2.55	0.00	44.83	55.17	0.00
	Q2	29	2.48	0.00	51.72	48.28	0.00
	Q3	29	2.55	0.00	44.83	55.17	0.00
	Q4	29	2.46	0.00	48.28	41.38	10.34
	Q5	29	2.50	0.00	48.28	48.28	3.45
	Q6	29	2.28	3.45	55.17	27.59	13.79
	Q7	29	2.35	0.00	58.62	31.03	10.34
	Q8	29	2.48	0.00	48.28	44.83	6.90
	Q9	29	2.69	0.00	31.03	68.97	0.00
	Q10	29	2.52	0.00	48.28	51.72	0.00
	Q11	29	2.35	0.00	58.62	31.03	10.34
Section 3: Delivery							
	Q1	29	2.45	0.00	55.17	44.83	0.00
	Q2	29	2.46	0.00	51.72	44.83	3.45
	Q3	29	2.52	0.00	48.28	51.72	0.00
	Q4	29	2.36	0.00	62.07	34.48	3.45
	Q5	29	2.55	0.00	44.83	55.17	0.00
	Q6	29	2.48	0.00	51.72	48.28	0.00
	Q7	29	2.45	0.00	55.17	44.83	0.00
	Q8	29	2.45	0.00	55.17	44.83	0.00
	Q9	29	2.62	0.00	37.93	62.07	0.00
	Q10	29	2.35	0.00	51.72	27.59	20.69
	Q11	29	2.43	0.00	55.17	41.38	3.45
	Q12	29	2.48	0.00	51.72	48.28	0.00
	Q13	29	2.48	0.00	48.28	44.83	6.90
	Q14	29	2.15	10.34	37.93	20.69	31.03
	Q15	29	2.44	0.00	51.72	41.38	6.90
	Q16	29	2.25	6.90	48.28	27.59	17.24
	Q17	29	2.38	0.00	17.24	10.34	72.41
	Q18	29	2.27	10.34	34.48	31.03	24.14

	Q19	29	2.35	0.00	44.83	24.14	31.03
	Q20	29	2.41	0.00	58.62	41.38	0.00
	Q21	29	2.54	0.00	44.83	51.72	3.45
Section 4: Program Development and Evaluation							
	Q1	29	2.36	0.00	55.17	31.03	13.79
	Q2	29	2.40	0.00	51.72	34.48	13.79
	Q3	29	2.33	0.00	55.17	27.59	17.24
	Q4	29	2.33	0.00	48.28	24.14	27.59
	Q5	29	2.30	0.00	48.28	20.69	31.03
	Q6	29	2.18	0.00	62.07	13.79	24.14
	Q7	29	2.22	0.00	62.07	17.24	20.69
	Q8	29	2.40	0.00	51.72	34.48	13.79
	Q9	29	2.25	0.00	51.72	17.24	31.03
Section 5: Legal and Ethical Knowledge							
	Q1	29	2.75	0.00	24.14	72.41	3.45
	Q2	29	2.71	0.00	27.59	68.97	3.45
	Q3	29	2.67	0.00	31.03	62.07	6.90
	Q4	29	2.86	0.00	13.79	86.21	0.00
	Q5	29	2.75	0.00	24.14	72.41	3.45