

## 2021-2022 DePaul University Counseling Program Evaluation Summary

For the 2021-2022 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.

During this academic year, KPIs were revamped to: a) align key performance indicators with CACREP standards, b) adjusted timing of assessment points 1 and 2 in order to more effectively assess student growth over time, and c) develop rubrics used to assess key performance indicators to ensure consistency across sections.

KPI	# Met	# Not Met	% Met
KPI 1: 2F1l	168	0	100%
KPI 2: 2F2c	89	1	98.9%
KPI 3: 2F3a	Not evaluated in AY22/23	Not evaluated in AY22/23	--
KPI 4: 2F4b	189	0	100%
KPI5: 2F5a	Not evaluated in AY22/23	Not evaluated in AY22/23	--
KPI 6: 2F6b	87	2	97.8%
KPI 7: 2F7i	24	0	100%
KPI 8: 2F8b	Not evaluated in AY22/23	Not evaluated in AY22/23	--
KPI 9: 5C2j	89	1	98.8%
KPI 10: 5G3b	Not evaluated in AY22/23	Not evaluated in AY22/23	--
KPI 11: 5E3b	Not evaluated in AY22/23	Not evaluated in AY22/23	--

The data indicates that the majority of the counseling program students are consistently meeting each of the key performance indicators. We updated our KPI process during the academic year, which is why some were not evaluated. One or two students did not meet KPI 2 (Students will

demonstrate an understanding of multicultural counseling competencies); KPI 6 (Students will demonstrate an understanding of dynamics associated with group process and development) and KPI 9 (Students will identify an evidenced-based counseling practice). We will continue to examine the data during internship class to determine how to support students to meet standards during these 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 2021-2022, 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).

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. Future recommendations for tracking student dispositions include disaggregating the data to determine if there are trends from the dispositions across demographic data and specialty area data.

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

Program admissions demographics for AY 21-22 reveal that a total 200 applicants were granted admission over the academic year. Of these applicants, 103 enrolled in the program.

According to gender identification, 86% of admitted students identified as female and 14% identified as male. By race, 58% of admitted students identified as White, followed by 15% who identified as African American, 19% who identified as Hispanic, 5% who identified as Asian, 2% who identified as multiracial, and 1% as non-resident.

<b>Program Admissions Demographics for AY 21-22</b>	
<b>Race Ethnicity</b>	<b>Total</b>
<b>African American/Black</b>	15
<b>American Indian/Alaska Native</b>	0
<b>Asian</b>	5
<b>Hispanic</b>	20
<b>Multiracial</b>	2
<b>International</b>	0
<b>Unknown</b>	0
<b>White</b>	60
<b>Total</b>	<b>103</b>

<b>Gender</b>	<b>Total</b>
<b>Female</b>	89
<b>Male</b>	14
<b>Total</b>	<b>103</b>

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

Counseling program enrollment data indicate a total 247 students in the program. The breakdown of number of students per specialty program is as follows: 78% Clinical Mental Health Counseling, 20% School Counseling, and 2% College Counseling & Student Affairs.

Among the students enrolled, 80% identified as female, 19% identified as male, and 1% unspecified gender. By race, 57% of students identified as White, 3% identified as Hispanic, 10% identified as African American/Black, 7% identified as Asian, 21% identified as multiracial, and 2% unknown race.

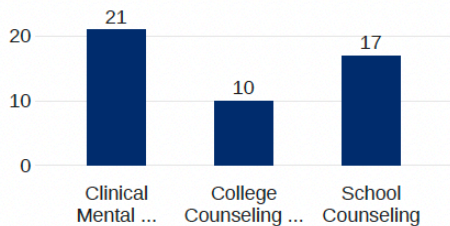
E. In this section we examine demographic data and other characteristics of graduates.

Data on counseling program graduates reveal that a total 68 students graduated from the program in 2022. Among graduates, 80% identified as female and 20% identified as male. Graduates racial background included 70% White, 10% African American, 3% Asian, 1% American Indian, 30% Hispanic, 7% multiracial, 4% non-resident, and 3% unknown race. The 4-year graduation rate for the program was 79.4% with CMHC and SC having 84.4% and 87% graduation rates respectively. CCSA’s 4 year graduation rate was 37.5%. Of students who graduated in 2022, 100% reported having a job.

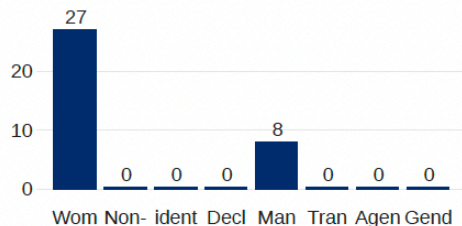
F. In this section we examine data from systematic follow-up surveys of graduates.

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

Primary Area of Specialization:



Identified Sex:



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 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 affect underrepresented groups, advocacy skills, counseling assessment and interventions, diagnosis and treatment planning, individual and group counseling, knowledge of human growth and development, knowledge of career development, management and evaluation of counseling programs, and others. Graduates of the CMHC specialty area rated these as very prepared ( $n=53$ ), prepared ( $n=114$ ), unprepared ( $n=32$ ) and very unprepared ( $n=4$ ). The three areas marked ‘very unprepared’ include advocacy skills and crisis management. Among CCSA graduates, individuals rated themselves as being very prepared ( $n=61$ ), prepared ( $n=82$ ), unprepared ( $n=13$ ). Finally, graduates of the school counseling specialty area rated themselves very prepared ( $n=154$ ), prepared ( $n=167$ ), unprepared ( $n=24$ ) and very unprepared ( $n=2$ ). 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. Graduates of the CCSA specialty area rated these as very prepared (n=57), prepared (n=58), unprepared (n=13) and very unprepared (n=4). The areas marked 'very unprepared' included career development, evaluation, leadership and crisis management. 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 (N = 1386) rated students as either prepared or very prepared, with very prepared the most indicated. 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 (n = 364), rated students as either prepared or very prepared, with the majority ranking them as prepared (n =198).

- 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 (n = 921) rated students as either prepared or very prepared, with the majority ranking them as very prepared (n =454).

- 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.

For all specialty areas, the data points to some improvements needed in the area of diagnosis treatment planning. However, for school counseling and CCSA, this is not under their professional purview.

Additionally, all three specialty areas could benefit from increased crisis management skills. Faculty will review the dedicated courses in crisis management to improve students' competence.

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

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. The few areas in which graduates were Unprepared included Crisis Management, Management and Evaluation of Counseling Programs, and Strategies to enhance academic, career, personal and social development. In order to address these deficits, the counseling faculty will continue to examine the Crisis Management course content and provide more coursework around evaluating programs. Future recommendations also include providing more support for interview preparedness.

### **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. In order to support students, we will offer Group Advising Meetings to provide information about our program and answer student questions.

In order to examine our dispositional processes, in the future we will disaggregate the data to determine if there are trends from the dispositions across demographic data and specialty area data. We will offer more opportunities for students to demonstrate initiative throughout the program through individual and group assignments. We will also revisit the Crisis Management course, 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. We will also explore using Tevera to collect information about student placement or anticipated placement after graduation.