



The Department of Counselor Education

Executive Summary Report of Program Evaluation 2019-2020

Prepared by: Shedeh Tavakoli, Ph.D., Department Chair
Approved by: Counselor Education Faculty

Executive Summary Report of Program Evaluation (Survey Findings, Student Learning Outcomes, and Recommendations) 2019-2020

The Department of Counselor Education at Northeastern Illinois University (NEIU) has been accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) since 1994. In accordance with the 2016 CACREP standards, the Department of Counselor Education at NEIU continuously engages in program evaluation activities for the purposes of program improvement for the following 4 programs: Clinical Mental Health Counseling (CMHC), Couple and Family Counseling (CFC), Rehabilitation Counseling (RC), and School Counseling (SC).

The information and data on this Executive Summary of the program evaluation is based on data gathered from the following sources: NEIU Institutional Data Digest, National Counselor Examination (NCE) pass rates (for graduates seeking licensure as a Professional Counselor in Illinois); the Illinois School Counselor examination pass rates; biannually scheduled curricular review by faculty; advisory board evaluation and feedback; professional dispositions evaluation of students throughout their program; site supervisor evaluation of students in Practicum and Internship courses; student performance on the Department Proficiency Exam (DPE); formal data collection regarding perceptions of program effectiveness from stakeholders such as alumni, employers of graduates, exit survey from students prior to graduation, and follow up survey of site supervisors.

As part of its CACREP Systematic Program Evaluation Report, the NEIU Counselor Education Department conducted an evaluation of students and courses. Four groups of stakeholders were sent online surveys: current students exiting their respective programs, recent graduates, current employers, and former site supervisors of the graduates. Each group responded to different surveys; however, the content on the surveys had some similarities. The surveys were designed to assess the overall program quality and curriculum with regard to preparation of students in counseling skills, professional counselor identity, structure and delivery of the curriculum, and overall evaluation of the NEIU Counselor Education programs.

For many years, the NEIU Department of Counselor Education has been gathering data on student learning outcomes (SLO) from admission to graduation and one year post graduation. As students in the Counselor Education Department, the students are expected to successfully complete all course requirements and pass each of the 5 transition levels. Students must successfully complete all the program transition levels. This report will also include the findings of SLO at each transition level in the program.

Current CACREP Programs (Fall 2020):

M.A. in Clinical Mental Health Counseling (60 semester credit hours)

M.A. in Couple and Family Counseling (60 semester credit hours)

M.A. in Rehabilitation Counseling (48 semester credit hours)

M.A. in School Counseling (60 semester credit hours)

Program Demographics

The NEIU Counselor Education Department admits students twice per year for all of the four graduate programs. Applications are reviewed after the March 15 deadline for admission consideration for the fall semester and August 15 deadline for admission consideration for the spring semester. As part of the application process, all applicants are invited to attend a pre-admission workshop (PAW) for an assessment of their interpersonal skills and potential for development of professional counselor identity.

Applicant Data for 2019-2020 program applicants:

Fall 2020 Admission Per Program		
<i>Graduate Program</i>	<i>Applied</i>	<i>Admitted</i>
Clinical Mental Health Counseling	64	39
Couple and Family Counseling	13	11
Rehabilitation Counseling	9	7
School Counseling	27	26

Spring 2020 Admission Per Program		
<i>Graduate Program</i>	<i>Applied</i>	<i>Admitted</i>
Clinical Mental Health Counseling	33	26
Couple and Family Counseling	6	4
Rehabilitation Counseling	6	4
School Counseling	13	10

Total for 2020:	171 Applied	127 admitted
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Fall 2019 Admission Per Program		
<i>Graduate Program</i>	<i>Applied</i>	<i>Admitted</i>
Clinical Mental Health Counseling	18	10

Couple and Family Counseling	7	6
Rehabilitation Counseling	5	2
School Counseling	12	7

Spring 2019 Admission Per Program		
Graduate Program	Applied	Admitted
Clinical Mental Health Counseling	16	10
Couple and Family Counseling	7	6
Rehabilitation Counseling	4	2
School Counseling	11	7

Total for 2019:	80 Applied	50 admitted
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Enrolled Student Data:

Demographic data on NEIU Counselor Education students enrolled in one of the four programs in 2019- 20 are provided below:

Summary profile: Fall 2020 Enrollment

Program	Gender		Race/Ethnicity									Total
	Female	Male	Hispanic	Native American	Asian	African American	Hawaiian Pacific	Caucasian/White	Multiracial	Non res-Alien	Unknown	
Clinical Mental Health	80	30	22	0	9	5	0	63	3	0	8	110
Couple and Family	42	7	13	0	2	6	0	24	0	1	3	49
Rehabilitation	19	9	10	0	3	2	0	10	1	0	2	28
School Counseling	46	15	20	0	5	4	0	28	1	0	3	61
Total	187	61	65	0	19	17	0	125	5	1	16	248

Summary profile: Fall 2019 Enrollment

Program	Gender			Race/Ethnicity									Total
	Female	Male	Other	Hispanic	Native American	Asian	African American	Hawaiian Pacific	Caucasian/White	Multiracial	Non res-Alien	Unknown	
Clinical Mental Health	59	31	1	17	0	5	7	0	51	3	0	8	91
Couple and Family	37	6	2	14	0	3	4	0	20	0	0	4	45
Rehabilitation	15	10	0	8	0	2	2	0	10	1	0	2	25
School Counseling	36	18	1	17	0	3	1	0	30	0	0	4	55

Total	147	65	4	56	0	13	13	0	111	4	0	18	216
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Degrees Awarded in 2019-2020 According to Institutional Data*

Program	2019	2020
Clinical Mental Health Counseling	17	6
Couple and Family Counseling	10	7
Rehabilitation Counseling	4	13
School Counseling	18	34
Total	49	60

**Data collected during FY which begins on July 1 and ends June 30, compared to departmental data that is collected from September 1 to August 15.*

Retention rates:

According to NEIU's Institutional Data Digest, the retention rates for the Counselor Education programs for 2019-2020:

- Clinical Mental Health Counseling: 82.4%
- Couple and Family Counseling: 79%
- Rehabilitation Counseling: 94%
- School Counseling: 91%

Outcome of Administered Follow-up Surveys

Survey of Recent Graduates:

Surveys were distributed to the graduating class of 2019. From 43 surveys, 22 surveys (50%) were returned by the alumni. Of the 22 alumni who graduated in 2019, 20 reported that they took one or a combination of the following exams: National Counselor Exam (NCE); Content Test in School Counseling #181, and Certified Rehabilitation Counselor Exam (CRC). They took a total of 20 examinations in which 100% passed the test on their first attempt.

Credentials obtained since graduating from NEIU:

- 7 Licensed Professional Counselor LPC
- 1 Certified Rehabilitation Counselor PEL

6 National Certified Counselor NCC
5 Professional Educator License PEL

Of the 22 alumni who returned the survey, 82% were employed in a counseling-related field. Of the 18% who were not employed, the reasons for unemployment were due to other family and personal responsibilities. The length of time that it took the alumni to find a counseling position after graduating from their program:

Less than one month: 39%
1-3 months: 46%
4-6 months: 0%
7-12 months: 15%

The reported salary range for the 2019 alumni was between 45K to 65K per year, in which 23% indicated their position was at their former internships. The positions they listed included: School Counselor, School Therapist, Middle School Counselor, Mental Health Counselor, Counselor, Crisis Counselor, Licensed Professional Counselor, Rehabilitation Counselor Trainee, Individual Counselor, and Principal.

Formal Follow up of Current Employers:

The 2019 Counselor Education alumni surveys identified names and contact information of current employers. Those individuals were then invited to report on their perception of their NEIU graduate employee's professionalism, counseling skills and knowledge. The alumni survey identified 5 employers, and the department sent electronic employer surveys to all 5 employers. Out of the 5 employers, 3 responded to the survey. The employers indicated the NEIU graduate employees performed either "as expected" or "better than expected" in all of the following areas: counseling skills, cultural awareness, and professional counselor identity, exhibiting and maintaining ethical behavior and demonstration of a strong sense of professional counselor identity. One employer provided written feedback indicating that their concern with one of the NEIU graduate employees was her initial challenges with rapport building/client retention, and difficulty receiving feedback about client retention. The employer also indicated that the NEIU graduate employee eventually demonstrated significant improvement in these areas. Although only 3 employers responded to the survey, and the analysis may not be valid due to the small N, we are sharing the findings for transparency. The following table shows the Mean and Standard Deviation for the employer survey:

N= 3 Survey Questions	Mean	SD
Does the NEIU graduate employee demonstrate self-awareness and ability to be self-reflective?	3.90	1.15
Do you find the NEIU graduate employee to be skilled at promoting personal development of clients?	4.45	0.58
Is the NEIU graduate employee providing culturally sensitive delivery of services?	4.45	0.58

Does the NEIU graduate employee exhibit and maintain ethical behavior?	4.45	0.58
Does the NEIU graduate employee have knowledge of basic counseling techniques?	4.45	0.58
Does the NEIU graduate employee demonstrate a notable sense of professional counselor identity?	4.45	0.58
Does the NEIU graduate employee successfully maintain effective relationships with staff?	3.34	1.73
Does the NEIU graduate employee have the skills to make appropriate changes in response to feedback?	4.45	0.58
Does the NEIU graduate employee seek new learning experiences at work?	3.90	0.58
Does the NEIU graduate employee maintain privacy and confidentiality of records?	3.34	0.00
Does the NEIU graduate employee know and reflect the mission and goal of the employer?	4.45	0.58
Does the NEIU graduate employee set appropriate treatment goals?	3.34	0.00
Is the NEIU graduate employee prepared to intervene appropriately in crises situations?	3.90	1.15
Does the NEIU graduate employee demonstrate a non-judgmental attitude toward other?	3.34	0.00
Does the NEIU graduate employee consult and collaborate effectively with others?	3.90	0.58
Using the same rating scale, please indicate your overall evaluation of the NEIU Counselor Education program.	3.90	0.58
Please provide us with additional comments regarding how NEIU's Counselor Education department could improve the preparation of professional counselors: "My only concern with my Neiu graduate employee was her initial challenges with rapport building/client retention (which has improved significantly over the year) and her initial ability to receive difficult feedback about client retention (which she has also demonstrated improvement over the year)"		

Formal Follow up of Internship Site Supervisors:

Formal follow-up studies of 2019 internship site supervisors ($n = 39$) was conducted and 28% ($n= 11$) responded to the follow up survey. Internship site supervisors who had supervised NEIU Counselor Education students during the 2018-2019 academic year reported that their experience with their intern was positive. All follow up site supervisors rated their former interns at a 3.8 (out of possible 5 points) or higher ($M= 4.6$) on all areas. In addition, the three (3) site supervisors provided written feedback for the department. The table below provides the Means and Standard Deviations for each item on the survey.

N= 11 Survey Questions	Mean	SD
The NEIU intern was self-reflective and self-aware.	4.10	0.52
The NEIU intern was skilled at promoting personal/interpersonal development of clients.	4.01	0.52
The NEIU intern demonstrated and maintained ethical behaviors.	4.25	0.52
The NEIU intern have the knowledge of basic counseling techniques and methods.	3.95	0.50
The NEIU intern demonstrated a sense of professional identity.	4.55	0.47
The NEIU intern demonstrated effective relationships with staff.	4.40	0.50
The NEIU intern was open and receptive to feedback and made appropriate changes in response to the feedback.	4.40	0.50
The NEIU intern sought new learning experiences during his/her/their internship experience.	3.80	0.90
The NEIU intern maintained privacy and confidentiality of client information.	4.10	0.52
The NEIU intern demonstrated awareness of the agency/school mission.	3.95	0.50
The NEIU intern set appropriate counseling goals.	4.10	0.52
The NEIU intern intervened appropriately in crisis situations.	4.25	0.69
The NEIU intern demonstrated a non-judgmental attitude toward clients.	4.25	0.52
The NIEU intern made appropriate referrals to community resources.	3.80	0.47
Using the same rating scale, please make an overall evaluation of the NEIU Counselor Education Program.	3.95	0.50
Please provide us with additional feedback regarding how NEIU's Counselor Education program can improve the training of future counselors: 1. "Current climate would call for coursework directly practicing equity and anti-racism for a counseling professional". 2. "NEIU interns have been prepared and ready to face the challenges of the job" 3. "It appears that the students receive a great deal of support from the program which provides a further safety net for the students and clients".		

Findings of Student Learning Outcome (SLO)

The Counselor Education students in all four programs must successfully complete all the program transition levels I to V. Students are required to earn a grade of "B" or better in their clinical courses such as COUN 405, 406, 407, 421, and all program specific practicum and internship courses. Students are also required to maintain good academic standing, in accordance with university graduate policies. The detailed results of the SLO are discussed at the faculty meeting at the end of Fall semester.; . During the faculty meeting, faculty advisors review and discuss students who demonstrate a need for some improvement or need for much improvement. After consultation with department faculty and chair, the advisors meet with those advisees and develop a remediation plan for improvement.

The outcomes are reported in percentages, indicating the percentage of total ratings that were in each performance level. The numerical weight of each performance level used for summary statistics are:

- A Major Strength = 5 pts.
- A Strength = 4 pts.
- Appropriate = 3 pts.
- Needs Some Improvement = 2 pts.
- Needs Much Improvement = 1 pt.

Transition Level I:

- a. Successful completion of prerequisites for clinical skills training courses
- b. Completion of first-semester student survey
- c. Demonstration of appropriate professional and ethical behaviors and dispositions
- d. Minimum GPA of 3.00

Overall SLO of CACREP Standards for Courses for Transition Level I					
Semester	COUN 401 Professional & Ethical Issues in Counseling	COUN 402- Developmental Counseling	CON 403- Theories of Counseling	COUN 433- Foundations of Rehabilitation Counseling	1 st Semester Student Survey (N)
Fall 2019	M= 5.00 (SD=0.0)	M= 3.90 (SD= 0.80)	M=4.04 (SD=0.64)	M= (SD=)	N= 34
Spring 2020	M= 4.15 (SD= 0.29)	M= 3.93 (SD=0.24)	M=4.18 (SD=0.58)	M= (SD=)	n/a
Sum 2020	M= 4.24 (SD= 0.22)	M= 3.0 (SD=0.0)	M=4.78 (SD=0.42)	M= (SD=)	n/a
Average	M= 4.63 (SD=0.43)	M= 3.76 (SD=0.68)	M= 4.23 (SD=0.63)	M= (SD=)	Total = 34

Transition Level II:

- a. Successful completion of clinical skills training courses
- b. Demonstration of appropriate professional and ethical behaviors and dispositions
- c. Completion of Practicum Application
- d. Minimum GPA of 3.00

Overall SLO of CACREP Standards for Courses for Transition Level II				
Semester	COUN 405- Counseling skills	COUN 406- Group counseling	CON 407- Advanced Counsel skills	COUN 421- Advanced CFC skills
Fall 2019	M= 3.51 (SD= 0.51)	M= 4.67 (SD= .56)	M= 4.7 (SD= 0.48)	n/a
Spring 2020	M= 4.33 (SD= 0.61)	M= 4.42 (SD=0.56)	M= 4.8 (SD=0.63)	M= 4.30 (SD=0.37)

Dispositions				
Semester	COUN 405- Counseling skills	COUN 406- Group counseling	CON 407- Advanced Counsel skills	COUN 421- Advanced CFC skills
Fall 2019	M= 3.99 (SD=0.84)	M= 4.79 (SD=0.24)	M= 4.0 (SD=0.0)	n/a
Spring 2020	M= 4.48 (SD=0.45)	M= 4.80 (SD=0.27)	M= 4.71 (SD=0.40)	M= 4.63 (SD= 0.57)
Sum 2020	M= 4.64 (SD=0.22)	M= 4.44 (SD=0.55)	n/a	n/a
Average	M= 4.33 (SD=0.63)	M= 4.67 (SD=0.42)	M= 4.36 (SD=0.46)	n/a

Number of Practicum Applications Initiated					
Year	CMHC	CFC	RC	SC	Total
2019	20	4	7	18	49
2020	30	16	5	15	66
2021	34	11	12	22	79

Number of Actual Practicum Applications Submitted					
Year	CMHC	CFC	RC	SC	Total
2019	15	3	5	16	39
2020	22	16	3	13	54
2021	Still in process				

Transition Level III:

- Successful completion of clinical experiences: Practicum/Internship
- Completion of 100 Practicum hours
- Completion of 600 Internship hours
- Satisfactory ratings on all evaluations from site and university supervisors
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00

Overall SLO of CACREP Standards for Practicum and Internship 2019-2020						
Program	Practicum Site Supervisor Evaluations	Internship Site Supervisor Evaluations	Practicum University Supervisor Evaluations	Internship University Site Supervisor Evaluations	Range & Average Practicum Hours completed	Range & Average Internship Hours Completed

Clinical Mental Health Counseling	M= 4.16 (SD=0.52)	M= 4.52 (SD=0.40)	M= 3.64 (SD=0.36)	M= 4.52 (SD=0.41)	137-246 Avg 209	602-915 Avg 710
Couple and Family Counseling	M= 4.22 (SD= 0.22)	M= 4.73 (SD=0.30)	M= 4.10 (SD=0.24)	M= 4.55 (SD=0.35)	164-224 Avg 193	602-748 Avg 657
Rehabilitation Counseling	M= 4.24 (SD=0.70)	M= 4.59 (SD=0.61)	M= 4.05 (SD=0.46)	M=4.32 (SD=0.52)	101-125 Avg 116	600-893 Avg 661
School Counseling	M= 4.29 (SD=0.61)	M= 4.59 (SD=0.55)	M= 4.24 (SD=0.38)	M= 4.54 (SD=0.43)	100-228 Avg 142	600-637 Avg 608

Clinical Mental Health Counseling. During practicum and internship, site supervisors and university supervisors evaluate the student’s level of competence at midterm and end of the term. During the 2019-2020 academic year, site supervisors (n= 17)provided feedback regarding NEIU Clinical Mental

Health Counseling students’ competence and skills on a 5-point Likert scale (M= 4.16 for Practicum and M= 4.52 for the end of Internship). Overall, site supervisors rated the Clinical Mental Health Counseling students’ competence and skills as “above average” (by a mean score of 4 or higher) on a variety of personal and professional traits, including: dependability and accountability ($M = 4.4; SD = 0.71$), respecting individual and cultural differences ($M = 4.6; SD = 0.61$), and demonstrating ethical behavior ($M = 4.6; SD = 0.61$). Under the category of professional knowledge and skills, students scored above average in empathic communication ($M = 4.6; SD = 0.55$), reflecting non-judgmental attitudes in counseling relationships ($M = 4.4; SD = 0.75$), applying theoretical frameworks to clinical skills ($M = 4.1; SD = 0.67$), and working collaboratively with clients ($M = 4.33; SD = 0.79$). With regard to professional development, students were rated higher than average, with record keeping ($M = 4.19; SD = 0.79$), and participating in workshops and training ($M = 4.3; SD = 0.82$). The site supervisors rated the interns above average on the use of supervision time and the student’s ability to accept feedback ($M = 4.4; SD = 0.68$).

Couple and Family Counseling. During practicum and internship, site supervisors and university supervisors evaluate the student’s level of competence at midterm and end of the term. During the 2019-2020 academic year, site supervisors (n= 4) provide feedback regarding NEIU Couple and Family Counseling students’ competence and skills on a 5-point Likert scale (M= 4.22 for Practicum and M= 4.73 for the end of Internship). Overall, site supervisors rated the Couple and Family Counseling students’ competence as “above average” (by a mean score of 4 or higher) on a variety of personal and professional traits, including: dependability and accountability ($M = 4.4; SD = 0.62$), respecting individual and cultural differences ($M = 4.7; SD = 0.46$), and demonstrating ethical behavior ($M = 4.8; SD = 0.42$). Under the category of professional knowledge and skills, they scored above average in empathic communication ($M = 4.5; SD = 0.50$), reflecting non-judgmental attitudes in counseling relationships ($M = 4.6; SD = 0.49$), applying theoretical frameworks to clinical skills ($M = 4.0; SD = 0.71$), and working collaboratively with clients ($M = 4.4; SD = 0.64$). With regard to professional development, students were rated higher than average, with record keeping ($M = 4.4; SD = 0.74$), and participating in workshops and

training ($M= 4.6$; $SD= 0.49$). The site supervisors rated the interns above average on the use of supervision time and the student's ability to accept feedback ($M= 4.8$; $SD= 0.47$).

School Counseling. During practicum and internship, site supervisors and university supervisors evaluate the student's level of competence at midterm and end of the term. During the 2019-2020 academic year, site supervisors ($n= 16$) provided feedback regarding NEIU School Counseling students' competence and skills on a 5-point Likert scale ($M= 4.29$ for Practicum and $M= 4.6$ for the end of Internship). Site supervisors rated the students' competence as "above average" (by a mean score of 4 or higher) under the personal and professional characteristics category which included: demonstrating effective relationships with students ($M = 4.58$ $SD = 0.67$), parents/guardians ($M = 4.48$; $SD = 0.69$), and school staff ($M = 4.63$; $SD = 0.40$); providing developmentally appropriate materials and instruction to students ($M = 4.73$; $SD = 0.58$), and commitment to ethics of the counseling profession ($M= 4.7$; $SD= 0.59$). Under the category of guidance curriculum, including use of structured group and activities ($M= 4.3$; $SD= 0.82$), and providing developmentally appropriate material ($M= 4.35$; $SD= 0.69$); under the category individual student planning which included assisting students to make appropriate educational plans ($M= 4.42$; $SD=0.77$) and accurately administering and interpreting assessments and data ($M= 4.32$; $SD= 0.73$). Under responsive services the students were rated above average on all the assessment topics, including individual counseling for students with identified needs ($M= 4.49$; $SD= 0.68$), group counseling ($M= 4.38$; $SD= 0.79$), crisis counseling ($M= 4.22$; $SD= 0.77$, and communicating empathically to students ($M = 4.50$; $SD = 0.70$). For the accountability category, the site supervisors rated the interns above average on all the assessment items including, promoting academic success for every student ($M= 4.40$; $SD= 0.71$).

Rehabilitation Counseling. During practicum and internship, site supervisors and university supervisors evaluate the student's level of competence at midterm and end of the term. During the 2019-2020 academic year, site supervisors ($n= 4$) provided feedback regarding NEIU Rehabilitation Counseling students' competence and skills on a 5-point Likert scale ($M= 4.24$ for Practicum and $M= 4.6$ for the end of Internship). Overall, site supervisors rated the Rehabilitation Counseling students' competence as "above average" (by a mean score of 4 or higher) on a variety of personal and professional traits, including: dependability and accountability ($M = 4.54$; $SD = 0.82$), respecting individual and cultural differences ($M = 4.63$; $SD = 0.56$), and demonstrating ethical behavior ($M = 4.7$; $SD = 0.62$). Under the category of professional knowledge and skills, students scored above average in empathic communication ($M =4.6$; $SD = 0.57$), reflecting non-judgmental attitudes in counseling relationships ($M = 4.6$; $SD =0.63$), applying theoretical frameworks to clinical skills ($M = 4.0$; $SD = 0.81$), and working collaboratively with clients ($M = 4.4$; $SD = 0.64$). With regard to professional development, students were rated higher than average, with record keeping ($M= 4.3$; $SD=0.87$), and participating in workshops and training ($M= 4.3$; $SD= 0.78$). The site supervisors rated the interns above average on the use of supervision time and the student's ability to accept feedback ($M= 4.6$; $SD= 0.63$).

Transition Level IV:

- a. Completion of student exit survey
- b. Passing of the departmental proficiency examination (DPE) prior to graduation
- c. Minimum GPA of 3.00

Transition Level V: Exit Requirements for Degree Completion:

Successful completion of all transition levels and required credit hours

Findings of The Exit Survey

Summer of 2020

Internship students were asked to complete an exit survey at the end of their internship experience in summer of 2020 by indicating to what degree their respective programs have prepared them to gain knowledge and skills of various counseling topics and areas. In the areas of professional identity and helping relationships/skills, 93% felt that the program prepared them a great deal. In the areas of social and cultural diversity, human growth and development, and group work, between 88-85% felt their respective programs prepared them a great deal. Similar to the graduating class of 2019, less students felt prepared in the areas of assessment, career development, and research and program evaluation, with only 65-67% of the students reporting their programs prepared them a great deal.

Another area in which students felt less prepared included the degree in which they felt prepared to incorporate technology in their practice, with only 60-65% feeling a great deal of preparedness.

Students were asked more specifically about the extent in which their programs prepared them on topics related to diversity, including: providing opportunities to learn about different philosophies, cultures, and academic abilities; improving skills working with diverse groups; and influencing attitudes and opinions about diversity, an average of 83% indicated their respective programs placed a great deal of emphasis on these topics.

When asked more specifically to evaluate their faculty in the program, the following responses were recorded on a scale of 1-5 (5= A great deal – 1= Not at all) :

Survey Question about Faculty N= 35	Mean (M)	Standard Deviation (SD)
Demonstrated in-depth knowledge of their field	4.58	0.23
Used effective teaching methods that help students learn	4.35	0.48
Modeled respect for diverse populations	4.51	0.32
Integrated diversity related subject matter within course work	4.47	0.49
Used technology to enhance your learning	4.09	0.60
Used technology to facilitate communication	4.27	0.61
Modeled the use of technology within the profession	3.86	0.68
Exhibited enthusiasm for profession and life-long commitment to learning	4.58	0.23
Conducted themselves in a professional manner	4.58	0.23
Displayed respect toward students, clients, and professionals in the field.	4.54	0.28

Summer of 2019

Internship students were asked to complete an exit survey at the end of their internship experience in summer of 2019. Forty-two students responded to the survey at the end of their Internship II semester

(summer of 2019). Approximately 80-100% of the graduates reported that their respective Counselor Education program sufficiently emphasized and prepared them in the following areas: Professional identity, social and cultural diversity, human growth and development, ethics, helping relationships/techniques of counseling, and group counseling. In the areas of assessment, career counseling and research, approximately 80-90% reported that their program sufficiently emphasized and prepared them in the mentioned areas. The graduates identified the strengths of the programs in the areas of professional identity, counseling skills, social and cultural diversity, and group counseling. Overall, 80% of the graduates reported they felt the program prepared them “a great deal”, and 18% felt the program “moderately” prepared them in the core CACREP areas (professional identity, social and cultural diversity, human growth and development, assessment, career development, counseling skills, group counseling, and research).

With regard to gaining effective counseling skills, 95.24% of the students reported the program focused “a great deal” on developing student counseling skills, and 73% of the students reported the program focused “a great deal” on developing student’s consultation skills.

When the students were asked about the program’s focus on diversity and multicultural counseling, between 80-88% of the students felt the program provided opportunities to learn and practice skills of counseling with diverse populations “a great deal”.

Survey Question about Faculty N= 43	Mean (M)	Standard Deviation (SD)
Demonstrated in-depth knowledge of their field	4.63	0.15
Used effective teaching methods that help students learn	4.41	0.39
Modeled respect for diverse populations	4.57	0.25
Integrated diversity related subject matter within course work	4.60	0.21
Used technology to enhance your learning	3.80	0.57
Used technology to facilitate communication	4.15	0.49
Modeled the use of technology within the profession	3.77	0.64
Exhibited enthusiasm for profession and life-long commitment to learning	4.63	0.15
Conducted themselves in a professional manner	4.59	0.21
Displayed respect toward students, clients, and professionals in the field.	4.63	0.15

Department Proficiency Examination Results

DPE Results 2020			
Program	Number of Exams	Number Passed	% Passing Rate
Clinical Mental Health Counseling	24	24	100%
Couple and Family Counseling	10	10	100%
Rehabilitation Counseling	7	6	86%
School Counseling	16	14	88%
TOTAL	57	54	94%

DPE Results 2019			
Program	Number of Exams	Number Passed	% Passing Rate
Clinical Mental Health	9	7	78%
Couple & Family Counseling	7	6	86%
Rehabilitation Counseling	24	13	54%
School Counseling	13	10	77%
TOTAL	29	23	79%

Reports From National and State Examinations

- According to the National Counselor Examination (NCE) results report for Spring and Fall of 2019, 8 students out of 9 students in the CMHC program passed the NCE exam (M= 114; SD= 22.55), compared to the national average (M= 104; SD 17.34). The 3 CFC students who took the NCE exam passed the exam (M= 120; SD= 5.86), and 15 out of 16 students in the SC program who took the NCE passed the first time (M= 107.5); SD= 16.93).
- The NEIU School Counseling students who took the Type 181 School Counselor Examination in FY 2019-20 had a 100% pass rate, with an average total score of 267.
- According to the spring and fall 2018 NCE report, 14 CMHC, 9 FC, and 9 SC students took the NCE exam. The results show 100% of the CMHC and FC students who took the test passed on their first attempt; and 89% of the SC students who took the test passed on their first attempt.
- One hundred percent (100%) of candidates who sat for the Illinois School Counselor Examination during the academic year 2018-2019 earned passing scores across all measured domains.

Key Program Findings & Recommendations

The assessments and follow up studies conducted for this report focused on evaluating the Counselor Education programs and Student Learning Outcomes (SLO) based on the 2016-CACREP standards. The findings indicate that the Counselor Education curricula for Clinical Mental Health Counseling, Couple and Family Counseling, Rehabilitation Counseling, and School Counseling programs met or exceeded the 2016-CACREP standards. The remainder of this report addresses modifications that have been made over the past year, modifications that will take place this year, and future goals.

- The evaluation of SLO indicated that students in all four programs either met or exceeded standards at each transition level. The retention rate for all four programs were between 79-94%.
- The results of the program evaluation for all four programs housed in the Department of Counselor Education noted many areas of strength. Overall, the site supervisor evaluations and employer evaluations showed that internship students and alumni were viewed positively in regard to acquired counseling knowledge, skills, and professionalism.
- According to the results of the Department Proficiency Exam (DPE), as well as the self-reported exit surveys, there remains opportunity to improve and strengthen the students' knowledge regarding assessment, career development, and research courses. The department will initiate surveying students about what they perceive their wants/needs to be as it relates to research, assessment, and career

counseling.

- The overall response rate of the follow-up surveys were low. The Counselor Education Advisory Board suggested developing working alliances with employers, site supervisors, and alumni to increase the response rate.
- The enrollment numbers in the Department of Counselor Education have continued to grow, and this increase has had a negative impact on the student to faculty ratio (FTE). The department communicated the urgent need to address the faculty-to-student ratio to the NEIU administrators. The department received approval for hiring two additional faculty members by April 2021. These searches are currently underway.
- In addition to the CACREP-required systematic program evaluation, the Department of Counselor Education distributed a survey to current students to evaluate their experiences in reaction to the COVID-19 pandemic and sociopolitical issues. The results of the survey indicated that some students reported that they have the sufficient support to manage their stress and needs, whereas some students suggested that the Counselor Education Department could do more to provide additional support to the BIPOC students in the department.

Key Program Modifications

- All four programs have transitioned toward CACREP 2016 standards. This program evaluation reflects the standards.
- To address the faculty-to-student ratio and consolidate the systematic program evaluation, the faculty made several modifications to the admission rubric to better monitor the admission process and reflect the systematic approach.
- The department will expand the new student orientation to include more in-depth information regarding counselor professional identity, an overview of library research, APA-style writing, and a brief introduction to the core counseling curriculum.
- In 2020, School Counseling students completed their internship at the end of spring semester (after one full semester of practicum). This modification allowed students to graduate in May, thus increasing their chances of securing employment at Pre-k to 12 schools in the coming year. This modification was implemented in response to the 2018-19 program evaluation results, which indicated a need for the School Counseling students to graduate in May instead of August.
- According to the 2018-19 program evaluation results, site supervisor follow-up survey and employer surveys indicated a need for strengthening our students' counseling skills in the area of crisis counseling. To address this feedback, the department modified the COUN 407- Mental Health Counseling course. Course content now included practice of advanced skills, including crisis and trauma counseling skills. The course was renamed, "COUN 407- Advanced Clinical Mental Health Counseling."
- The name of the Family Counseling program was updated to "Couple and Family Counseling." This change was in effect for all spring 2021 admissions.
- To address students' needs and experiences in regard to supporting for BIPOC students, as evidenced by the student survey results, the department imparted the following steps and procedures:
 - In addition to the office hours and advising meetings , faculty held "zoom hall" sessions to provide space for students to speak with faculty members and other students on a variety of topics, expanding beyond issues discussed in the classroom. Faculty and instructors integrated all the multicultural counseling CACREP standards into all of their courses.
 - All faculty and instructors are taking part in professional development training and activities on

topics of anti-racism, social justice, and inclusive teaching. The professional development series started January of 2021 and will continue through May 2021.

- The department submitted a course modification form to add COUN 430 – Social and Cultural Diversity a prerequisite for COUN 405 – Counseling Skills course.

Future Goals

- Moving forward, the department assessment committee will identify a way to consolidate the technological mediums used for “key assessment” purposes to provide greater consistency in where/when/how students are evaluated.
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- The advisory board made several recommendations that the department will take into consideration:
 - Modifying the alumni survey questions.
 - Call employers in advance of sending employer surveys.
 - Defer fall 2021 admission to balance the faculty to student ratio.
 - Engage alumni and community partners through professional development activities and invitation to other department-related activities.
- Although the department has strong community relationships, there is a need to develop additional community relationships. A recommendation which would benefit the students, community partners, and the university, is to implement a second mandatory orientation prior to the start of students’ practicum experience regarding professional behaviors (i.e., timeliness, word-choice for professional email communications). In this secondary orientation, alumni will be invited to attend and meet with current students. This would further strengthen relationships between NEIU’s counselor education program and the community. This could increase the response rate surveys as well.
- The department aims to launch a year-round counseling training clinic to provide supervised counseling services to the community. To achieve this goal, the department will submit a formal request to NEIU administrators for a clinical faculty line to serve as the director of the clinic.