

Annual Report 2019-2020
Executive Summary – Master’s in Counseling

Clinical Mental Health Counseling & School Counseling

College of Professional Studies and Advancement (CPSA)
National Louis University

September 2020

Mission Statement

The mission of the NLU Counseling Program is to train highly competent and humane individuals in the greater Chicago area who are interested in working in schools or clinical mental health agencies in urban, suburban, small town, and rural areas. The faculty is committed to providing experiential opportunities for students that link research and theory with hands-on experience at promoting personal, scholarly, and professional development. The counseling curriculum prepares individuals to become licensed professional counselors and/or licensed professional educators with a school counseling endorsement in the State of Illinois. Students will be trained to be diversity-sensitive counselors with expertise for working in an increasingly global society.

National Louis Characteristics

National Louis University has Illinois campuses in Chicago, Elgin, Lisle, North Shore, and Wheeling. The Counseling Program features 60-hour degrees in clinical mental health and school counseling. Both degrees are offered at all Illinois campuses. The counseling department is in the College of Professional Studies and Advancement. There are 10 full time faculty members with co-chairs whose duties are teaching and administrative. There are 2 male faculty and 8 female faculty members. Half (50%) are faculty of color as self-identified by race and ethnicity.

Student enrollment in the counseling program for 2019-2020 was 245. Female students comprised approximately 83% of the students enrolled. The Counseling Program student ethnic makeup is diverse with over half of students (54%) identifying themselves as students of color. The graduation rate for clinical mental health students and school counseling students (cohort start 2017) was 83%.

Program and Performance Data

Program assessment is a continuous process to provide feedback about the program and to identify areas of strength and areas for modification. Feedback is solicited from program graduates and site supervisors. Data are also collected through performance on the National Counselor Examination (NCE) and through student performance on program learning outcomes. These data provide a multifaceted view of student performance and program outcomes.

Program completers participated in a formal survey to assess satisfaction with the counseling program's ability to meet specific objectives. Completers were asked to rate objectives on a 5-point scale. The two lowest rated objectives were: (1) assisting individuals in making career and educational decisions based on test results, applying occupational information and changing gender roles, and (2) understanding and applying techniques of assessment, research, and evaluation within school and community settings. These objectives were rated as 4 or 5 by 76% of the students who responded to the survey. The two highest rated objectives were: (1) understanding and identifying personal characteristics and behaviors that influence the counseling process and profession and (2) understanding the necessity to engage in personal and professional self-evaluation. These two objectives were rated a 4 or 5 respectively by 86.7% and 84.9% of the students.

Clinical and school site supervisors, who supervise NLU students in the practicum and internship segment of the counseling program, participate in a formal survey every year. The 2019-2020 site supervisor data indicate that students are well-prepared with most supervisor scores rating students a 4 or 5 on the 5-point scale. Interns received the highest score of 5 on (1) ability to demonstrate an appreciation for the worth of each individual by commitment to client and improving client behavior or learning environment by 78.8 % of supervisors. Interns were further rated 5 by 72.7% of supervisors on the (2) ability to work effectively with stakeholders such as clients, co-workers, administrators, students, parents, or families.

The National Counselor Examination (NCE) provides valuable data about student knowledge of the Council for Accreditation of Counseling and Counseling Related Educational Programs (CACREP) and NLU counseling program core courses. NLU students near the end of the degree program took the NCE in April or May 2020. The pass rate for NLU students was 85%.

Course Assessment Data

In addition to the program assessment data reported above, the Counseling program uses course data to assess student learning at the three points in time: (1) entry or Year 1, (2) middle or Year 2, and (3) end of program or Year 3. As part of the annual assessment process, the program's annual assessment plan is executed using key signature assignments. The identified assignments are aligned to CACREP standards and Program Learning Outcomes (PLOs). This allows the program to gauge strengths and gaps in student learning which ultimately enables strategic intervention where necessary and in effort to continuously improve the program.

The table below provides a preliminary summary of assessment results by each of the program's learning outcomes (or KPIs). To provide context on the assessment results, methods, measurements, and targets are also included in the summary table. When reading this table, note that the course or the method of assessment aligns with a specific measure within the same row. For example, for PLO1, we use course 1: HSC 511 as one *method* of PLO assessment. For this course 1, we then use *measure* 1 or M1, the "ethical case analysis rubric", as the tool or rubric to do the assessment. This logic applies to all assessment courses and measures entered in the plan, which are all organized by the 10 PLOs. The data collection timeframe refers to where the assessment of student learning takes place in the course of the program. The "actual" is the result for each of the measures used in the specific academic year.

Program Learning Outcome	CACREP Standard Alignment	Method	Measurement	Target Metrics	AY 19-20	Data Collection Timeframe (Entry, Middle, or End of Program assessment)
					Actual	
1. Demonstrate the ability to apply code of ethics and legal standards in the profession.	[2.F.1.i.]	Course 1: HSC 511: Professional Practice and Ethics in Human Services Course 2: HSC 582: Professional Capstone Assignment	M1: Ethical case analysis rubric M2: Professional capstone assignment section 1	M1 Standard: 80% or more of total points on the rubric M2 Standard: 80% on section 1 (outcome 1) of the rubric	M1: 95% M2: 100%	M1: Entry M2: End of Program
2. Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy.	[2.F.2.b.; 2.F.2.c.]	Course 1: HSC 503: Counseling and Human Development in a Multicultural Society Course 2: HSC 582: Professional Capstone Assignment	M1: Cultural and Ecological Case Analysis (Weeks 2 - 10) Rubric M2: Professional capstone assignment section 2	M1 Standard: 80% or more of total points on the rubric M2 Standard: 80% on section 2 (outcome 2) of the rubric	M1: 89% M2: 98%	M1: Entry M2: End of Program
3. Describe and apply theories of individual and family development across the lifespan.	[2.F.3.a.]	Course 1: HSC 506: Introduction to Theory and Practice of Family Therapy Course 2: LAP 506: Advanced Human Development Course 3: HSC 582 Professional Capstone Assignment	M1 (A): Child Developmental Interview and Rubric M2(B): Adult Developmental Interview and Rubric M3: Case Analysis Presentation Rubric M4: Capstone assignment section 3	M1 Standard: 80% or more of total points on rubric M2 Standard 80% or more of total points of rubric M3 Standard: 80% or more of the total points on rubric M4 Standard: 80% or section 3 (outcome 3) of the rubric	M1: 92% M2: 96% M3: 97% M4: 89%	
4. Describe and apply theories and models of career development, counseling and decision-making.	[2.F.4.a.]	Course 1*: HSC 514: Counseling for Career Development (*This course has 2 measures: M1/M2) Course 2: HSC 582: Professional Capstone Assignment	*M1/M2: Career Life Line Rubric and Special Population Presentation Rubric M3: Professional capstone assignment sections 4 & 5	*M1 Standard: 80% or more of total points on the rubric *M2 Standard: 80% or more of total points of rubric M3 Standard: 80% on sections 4/5 (outcome 5) of the rubric	M1: 100% M2: 100% M3: 100%	*M1/M2: Entry M3: End of Program

5. Describe, compare, contrast and apply major counseling skills and approaches to practice.	[2.F.5.a.; 2.F.5.b.; 2.F.5.g.]	Course 1: HSC 504: Clinical Techniques of Counseling Course 2: HSC 582: Professional Capstone Assignment	M1: Counseling Project Transcription & Skill Critique Rubric M2: Professional capstone assignment section 7	M1 Standard: 80% or more of total points on the rubric M2 Standard: 80% on section 7 (outcome 5) of the rubric	M1: 99% M2: 95%	M1: Middle M2: End of Program
6. Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes.	[2.F.7.e.; 2.F.7.i. ; 2.F.7.j. ; 2.F.7.k. ; 2.F.7.l.]	Course 1: LAP 501: Introduction to Psychological Assessment Course 2: HSC 582: Professional Capstone Assignment	M1: Final Exam Project Rubric M2: Professional capstone assignment section 6	M1 Standard: 80% or more of total points on the rubric M2 Standard: 80% on section 6 (outcome 6) of the rubric	M1: 93% M2: 100%	M1: Middle M2: End of Program
7. Describe, compare, contrast and apply major counseling theories to practice.	[2.F.5.a.]	Course 1: HSC 510: Theories of Counseling Course 2: HSC 582: Professional Capstone Assignment	M1: Theory Paper Rubric M2: Professional capstone assignment sections 1 & 2	M1 Standard: 80% or more of total points on the rubric M2 Standard: 80% on sections 1/2 (outcome 7) of the rubric	M1: 97% M2: 98%	M1: Entry M2: End of Program
8. Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development.	[2.F.6.a.; 2.F.6.b.; 2.F.6.d.; 2.F.6.e.]	Course 1: HSC 512: Theory and Perspective of Group Counseling Course 2: HSC 582: Professional Capstone Assignment	M1: Student Led Group M2: Field Project Rubric M3: Professional capstone assignment (no section) outcome 8	M1 Standard: 80% or more of total points on the rubric M2 Standard: 80% or more of total points on the rubric M3: Standard: Average of 80% on outcome 8 of the rubric	M1: 98% M2: 94% M3: 91%	M1: Entry M2: Entry M3: End of Program
9. Demonstrate awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation and implications for practice.	[2.F.1.k.; 2.F.5.f.]	Course 1: HSC 582: Professional Capstone Assignment	M1: Professional capstone assignment section 7	M1 Standard: Average of 80% on section 7 (outcome 9) of the rubric	M1: 100%	M1: End of Program

10. Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.	[2.F.8.a.; 2.F.8.b.; 2.F.8.j.]	Course 1: HSM 508: Research and Evaluation Methodology in Counseling Course 2: HSC 582: Professional Capstone Assignment	M1: Research Proposal Project M2: Professional capstone assignment section 8	M1 Standard: 80% or more of total points on the rubric M2 Standard: Average of 80% on section 8 (outcome 10) of the rubric	M1: 100% M2: 93%	M1: Middle M2: End of Program
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Course Assessment Highlights

Overall, and as demonstrated by the assessment results, students are learning and the program is meeting success standards. The results show that student learning is strong across all key performance indicators (or PLOs). When disaggregating the data by program specialty and location (see table below), it is uncovered there are some performance gaps in PLO 1, PLO 2, PLO 3, PLO 6, PLO 8, and PLO 10.

PLO #	School Counseling					Clinical Mental Health Counseling				
	CHI	Lisle	North Shore	Elgin	WH	CHI	Lisle	North Shore	Elgin	WH
PLO1	M1:93% M2: 100%	M1: 71% M2: NA	M1:NA M2: 100%	M1:NA M2: NA	M1: 100% M2: 100%	M1: 100% M2: 100%	M1:95 M2: 100%	M1: 100% M2: 100%	NA	M1: 100% M2: NA
PLO2	M1: 100% M2: 100%	M1:NA M2: NA	M1:NA M2: 100%	M1: 100% M2:NA	M1: 100% M2: 100%	M1: 79% M2: 93%	M1: 83% M2: 100%	M1: NA M2: 100%	M1: NA M2: NA	M1: 100% M2: NA
PLO3	M1: 100% M2: 100% M3: 100% M4: 63%	M1: 100% M2: 100% M3: 100% M4: NA	M1: NA M2: NA M3: NA M4: 100%	M1: NA M2: NA M3: 100% M4: NA	M1: 100% M2: 100% M3: 100% M4: NA	M1: 100% M2: 91% M3: 89% M4: 87%	M1: 89% M2: 89% M3: 95% M4: 100%	M1: NA M2: NA M3: 100% M4: 100%	M1: NA M2: NA M3: 100% M4: NA	M1: NA M2: 100% M3: 100% M4: NA
PLO4	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: NA	M1: NA M2: NA M3: 100%	M1: 100% M2: 100% M3: NA	M1: NA M2: NA M3: 100%	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: 100%	M1: NA M2: NA M3: 100%	M1: 100% M2: 100% M3: NA	M1: NA M2: NA M3: 100%
PLO5	M1: 100% M2: 88%	M1: 100% M2: 100%	M1: 100% M2: 100%	M1: 100% M2: NA	M1: 100% M2: 100%	M1: 100% M2: 93%	M1: 100% M2: 100%	M1: 88% M2: 100 %	M1: 100% M2: NA	M1: NA M2: NA
PLO6	M1: 100% M2: 100%	M1: 100% M2: NA	M1: 100% M2: 100%	M1: 100% M2: NA	M1: 100% M2:	M1: 100% M2:	M1: 100% M2:	M1: 78% M2:	M1: 75% M2: NA	M1: NA M2: 100%

					100%	100%	100%	100%		
PLO7	M1: 100% M2: 100%	M1: 100% M2: NA	M1: NA M2: 100%	M1: NA M2: NA	M1: 100% M2: 100%	M1: 89% M2: 93%	M1: 100% M2: 100%	M1: 91% M2: 100%	NA	M1: 100% M2: NA
PLO8	M1: NA M2: NA M3: 75%	M1: 100% M2: 100% M3: NA	M1: NA M2: NA M3: 100%	M1: NA M2: NA M3: NA	M1: 100% M2: 100% M3: 100%	M1: 92% M2: 75% M3: 87%	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: 100%	NA	M1: 100% M2: 100% M3: NA
PLO9	M1: 100%	M1: NA	M1: 100%	M1: NA	M1: 100%	M1: 100%	M1: 100%	M1: 100%	NA	M1: 100%
PLO10	M1: 100% M2: 75%	M1: 100% M2: 100%	M1: NA M2: 100%	M1: NA M2: NA	M1: 100% M2: 100%	M1: 80% M2: 93%	M1: 100% M2: 100%	M1: NA M2: 100%	NA	M1: 100% M2: 100%

A closer look at the type of student who may be underperforming with respect to those PLOs indicating gaps in performance success standards (see table below), reveals all demographic groups, Black, Hispanic, and White, are noted as underperforming with their peers on at least one PLO. Student performance by demographic and concentration underscores PLO 8 to be indicating some concerns across all demographics and both concentrations.

In reviewing PLO 8 performance data, faculty discussion emphasized that this PLO assessment has multiple measures. While this course is offered early in the course sequence, there is a research component embedded in one measure; however, and the research course is not taught until late in the course sequence so students will not have been exposed to all research principles. Faculty determined that when outlining and reviewing this assignment with students, there must be intentional discussion and explanation about the research component of this assignment so students can successfully address all components of the outcome.

In sum, for AY 19-20, all 10 PLO targets were met at the program level. However, further disaggregation of data uncovered differences in student learning across location, specialty, and student type. While student learning is not expected to be uniform across these different areas, performance assessment (at this level of disaggregation) allows for targeted interventions to ensure student and program success.

Next Steps

Faculty review of all data begins each October. The information from the above assessments is reviewed and discussed in order to make appropriate program modification to prepare NLU counseling students to become licensed professional counselors, to lead the field by using best practices, and to meet the demands of working in a global society.

PLO #	School Counseling						Clinical Mental Health Counseling					
	Asian	Black	Hispanic	White	Other	Undeclared	Asian	Black	Hispanic	White	Other	Undeclared
PLO1	M1: 100% M2: NA	M1: 60% M2: 100%	M1: 100% M2: 100%	M1: 100% M2: 100%	NA	M1: 100% M2: NA	M1: 100% M2: NA	M1: 100% M2: 100%	M1: 100% M2: 100%	M1: 100% M2: 100%	NA	M1: 100% M2: 100%
PLO2	NA	M1: 100% M2: 100%	M1: 100% M2: 100%	M1: 100% M2: 100%	NA	M1: 100% M2: NA	M1: NA M2: NA	M1: 63% M2: 91%	M1: 78% M2: 100%	M1: 93% M2: 100%	NA	M1: 100% M2: 100%
PLO3	M1: NA M2: NA M3: 100% M4: NA	M1: NA M2: NA M3: 100% M4: 67%	M1: 100% M2: 100% M3: 100% M4: 60%	M1: 100% M2: 100% M3: 100% M4: 100%	NA	M1: NA M2: NA M3: 100% M4: NA	M1: NA M2: 100% M3: 100% M4: NA	M1: 89% M2: 89% M3: 89% M4: 91%	M1: 100% M2: 83% M3: 89% M4: 100%	M1: 100% M2: 100% M3: 100% M4: 100%	NA	M1: 100% M2: 100% M3: 100% M4: 100%
PLO4	NA	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: 100%	NA	M1: 100% M2: 100% M3: NA	M1: NA M2: NA M3: 100%	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: 100%	NA	M1: 100% M2: 100% M3: 100%
PLO5	NA	M1: 100% M2: 67%	M1: 100% M2: 100%	M1: 100% M2: 100%	NA	M1: NA M2: NA	M1: NA M2: NA	M1: NA M2: 91%	M1: NA M2: 100%	M1: NA M2: 100%	NA	M1: NA M2: 100%
PLO6	NA	M1: 100% M2: 100%	M1: NA M2: 100%	M1: 75% M2: 100%	NA	M1: 100% M2: NA	M1: 100% M2: NA	M1: 89% M2: 100%	M1: 100% M2: 100%	M1: 82% M2: 100%	NA	M1: 100% M2: 100%
PLO7	M1: 100% M2: NA	M1: 100% M2: 100%	M1: 100% M2: 100%	M1: 100% M2: 100%	NA	M1: 100% M2: NA	M1: NA M2: 100%	M1: 92% M2: 91%	M1: 100% M2: 100%	M1: 100% M2: 100%	NA	M1: 89% M2: 100%
PLO8	M1: 100% M2: 100% M3: NA	M1: 100% M2: 100% M3: 67%	M1: 100% M2: 100% M3: 100%	M1: 100% M2: 100% M3: 75%	NA	M1: 100% M2: 100% M3: NA	M1: 100% M2: 100% M3: NA	M1: 100% M2: 80% M3: 91%	M1: 75% M2: 75% M3: 100%	M1: 100% M2: 100% M3: 94%	NA	M1: 100% M2: 100% M3: 100%
PLO9	NA	M1: 100%	M1: 100%	M1: 100%	NA	NA	M1: NA	M1: 100%	M1: 100%	M1: 100%	NA	M1: 100%
PLO10	NA	M1: 100% M2: 100%	M1: 100% M2: 60%	M1: 100% M2: 100%	NA	M1: 100% M2: NA	M1: 100% M2: NA	M1: 100% M2: 91%	M1: 100% M2: 100%	M1: 100% M2: 100%	NA	M1: 86% M2: 100%