

**Annual Program Review & Outcome Measures
Comprehensive Assessment Summary Report
2023-2024**

**National Louis University Master of Science in Counseling
Clinical Mental Health & School Counseling (Illinois Program)
College of Psychology and Behavioral Sciences (CPBS)**

December 2024

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 campus locations in Chicago, Lisle, and Wheeling. The Counseling Program features 60-hour degrees in clinical mental health and school counseling. Both the clinical mental health counseling degree and the school degrees are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both degrees are offered at all Illinois campus locations. The counseling department is housed within the College of Psychology and Behavioral Sciences. There are 11 full-time faculty members including a Program Director and 3 Campus-level Program Coordinators whose duties are teaching and administrative. There are 3 male faculty and 8 female faculty members. Approximately half (45%) are faculty of color as self-identified by race and ethnicity.

Student enrollment in the counseling program for 2023-2024 was 272. Female students comprised approximately 82% of the students enrolled (18% male) with an average age of 35.0 years. The Counseling Program student ethnic makeup is diverse with (50%) identifying as students of color. Approximately half (46%) are first generation college students. Annual persistence was 94% (89% for BIPOC Students). The 4-year graduation rate was (for students starting in 2019/2020) was 84%; the 3-year graduation rate was 80%. Graduate employment outcomes indicate 72% of students are employed upon graduation.

The following charts compare AY23-24 with previous years' trends. *Comparison Group Data: NLU Graduate - Psychology and Behavioral Sciences*

Student Demographics

Race/Ethnicity	% Unduplicated Headcount – 2023/24	Comparison Group
Hispanic	22%	22%
Asian	3%	3%
Black	21%	22%
Native American	0%	0%
Pacific Islander	0%	0%
2 or more races	3%	4%
White	44%	43%
Overall Minority	50%	51%
International (<i>visa only</i>)	1%	1%
International Total (<i>visa and online</i>)	1%	1%

Gender	% Unduplicated Headcount – 2023/24	Comparison Group
Female	82%	84%
Male	18%	16%

Average Age	35.0	35.4
-------------	------	------

Socio-Economic Indicators		
	2023/24 AY	Comparison Group
First Generation Student Population	46%	46%
Pell Eligible Student Population	N/A	N/A

Student Enrollment Trends

Total Enrollment

	Summer	Fall (<i>prelim – 10/01/24</i>)	Winter	Spring	AY Unduplicated Headcount	% Change from Prior AY
2024/25	219	272				
2023/24	226	276	276	288	347	5%
2022/23	218	260	261	285	332	-1%
2021/22	208	260	271	290	337	4%
2020/21	172	244	248	271	323	15%
2019/20	145	208	213	244	280	

New Enrollment

	Summer	Fall (prelim – 10/01/24)	Winter	Spring	Total New for AY
2024/25	0	79			
2023/24	2	83	13	20	118
2022/23	0	71	11	25	107
2021/22	1	70	25	29	125
2020/21	1	75	18	35	129
2019/20	1	51	15	35	102

Annual Persistence

- Annual persistence is percentage of students who were enrolled in a fall term who are still enrolled or have completed their program (through degree conferral or licensure entitlement, where relevant) by the subsequent Fall or Winter term. This methodology both looks at enrollment over an extended period of time and also allows for flexibility in non-traditional student enrollment patterns.
- For Equity Persistence Outcomes, as well as Graduation Rates and Employment, please see your Program Equity Outcomes Report in your SharePoint folder.

	Annual Persistence
AY 23/24 (Fall 2022 Total Program Enrollment)	94%
AY 22/23 (Fall 2021 Total Program Enrollment)	88%
AY 21/22 (Fall 2020 Total Program Enrollment)	93%
AY 20/21 (Fall 2019 Total Program Enrollment)	95%
AY 19/20 (Fall 2018 Total Program Enrollment)	93%
Comparison Group – Fall 2022 Students	88%

Equity Outcomes

Annual Persistence

	Annual Persistence Rate	Performance Against Institutional Goals (83% transfer UG, 75% Kendall, 91% GR)
White Students	99% (N= 123)	8%
Hispanic Students	91% (N= 54)	0%
Black Students	88% (N= 56)	-4%
	Annual Persistence Rate	Compared to Persistence of non- "BIPOC" (Black, Indigenous, People of Color)
All "BIPOC" (Black, Indigenous, People of Color) Students – 23/24 AY Rate	89%	-10%
All "BIPOC" (Black, Indigenous, People of Color) Students – Prior Year (22/23 AY Rate)	88%	-1%

*to be included, the "BIPOC" (Black, Indigenous, People of Color) student population for Fall 2022 must be 10 or more.

Graduation Rate

The graduation rate is the % of an academic year new program enrollment (excludes those students who are returning after a year or more away) that completed their programs (through degree conferral or licensure entitlement, where relevant) within a defined period of time. For purposes of graduation rate, the comparison group is all programs generally used for the comparison group for the most recently provided starting year.

	2018/19 Starts	2019/20 Starts	2020/21 Starts	2021/22 Starts	Comparison Group
2 years	1%	1%	0%	0%	8%
3 years	87%	80%	60%		59%
4 years	88%	84%			66%

Cohort sizes: 18/19 AY - 78; 19/20 AY - 92; 20/21 AY - 118; 21/22 AY - 120

Graduation Rates

	Graduation Rate	Performance Against Institutional Goals (50% UG, 73% GR, 59% DR)
White Students	67% (N= 49)	-6%
Hispanic Students	57% (N= 30)	-16%
Black Students	60% (N= 21)	-13%
	Graduation Rate	Compared to Graduation Rates of non-"BIPOC" (Black, Indigenous, People of Color)
All "BIPOC" (Black, Indigenous, People of Color) Students – 23/24 AY Rate	58%	-9%
All "BIPOC" (Black, Indigenous, People of Color) Students – Prior Year (22/23 AY Rate)	80%	0%

Graduate Employment Outcomes

NLU collects employment information from all upcoming graduates at the point of graduation application and then performs outreach to students who are not employed. The information below reflects students reporting a successful outcome post-completion within six months of their degree conferral date. This includes students employed at any level, as well as students continuing their education.

	% Successful Outcome	Comparison Group
2023/24 AY Conferrals	72%	80%
2022/23 AY Conferrals	80%	84%
2021/22 AY Conferrals	52%	69%
2020/21 AY Conferrals	64%	70%
2019/20 AY Conferrals	n/a	76%

Employment Outcomes

	Successful Outcome	Performance Against Institutional Goals (90% UG, 93% GR)
White Students	62% (N=47)	-31%
Hispanic Students	83% (N=18)	-10%
Black Students	82% (N=17)	-11%
	Successful Outcome	Compared to Employment of non- "BIPOC" (Black, Indigenous, People of Color)
All "BIPOC" (Black, Indigenous, People of Color) Students – 23/24 AY Rate (Preliminary)	80%	19%
All "BIPOC" (Black, Indigenous, People of Color) Students – Prior Year (22/23 AY Rate)	76%	-8%

* To be included, the "BIPOC" (Black, Indigenous, People of Color) degree conferral count for AY23/24 must be 10 or more

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. Data are also collected through student satisfaction surveys upon program completion, through student performance on the National Counselor Examination (NCE) and/or on the Illinois Professional Educator School Counseling Content Exam 235 (PEL – School Counselor Endorsement), and through student performance on program learning outcomes. These data provide a multifaceted view of student performance and program outcomes.

Student Satisfaction Reporting

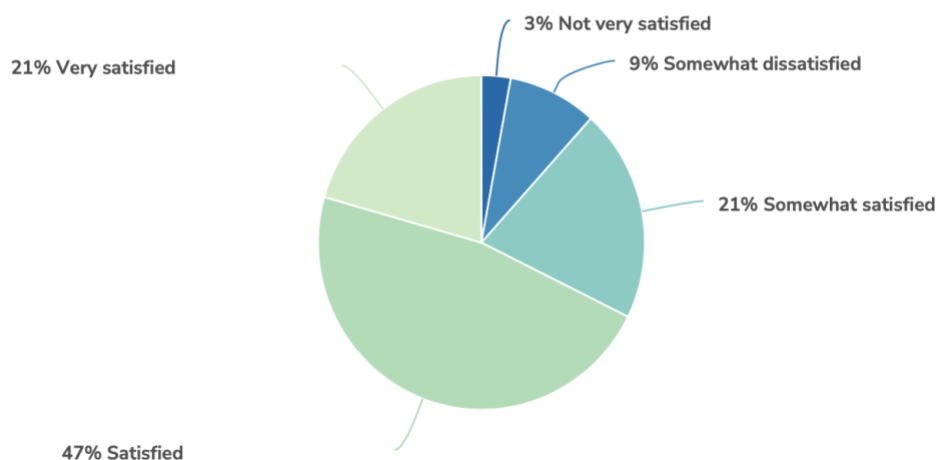
Program completers participated in a formal survey to assess satisfaction with the counseling program's ability to meet specific objectives. Completers were asked to rate objectives on a 5-point scale. The lowest rated objective was: understand and apply techniques of assessment, research, and evaluation within school and community settings. This objective was rated as 1 or 2, "inadequate" or "adequate," by 17% of the students who responded to the survey. The two highest rated objectives were: (1) demonstrate an appreciation for the worth of each individual by commitment to clients and improving client behavior or learning environment and (2) understand the necessity to engage in personal and professional self-evaluation. These two objectives were rated a 4 or 5, "good" or "exceptional," respectively by 94% and 92% of the students.

Program completers were asked to rate their overall satisfaction in areas related to faculty support and engagement. Completers were asked to rate objectives on a 5- point scale. Two of the lowest rated objectives were: (1) the quality of instruction I received in my program was excellent and (2) faculty provided timely feedback about my progress. These objectives were rated as 4 or 5 respectively by 60% and 71% of the students who responded to the survey. The two highest rated objectives were: (1) faculty cared about me as an individual and (2) faculty

were knowledgeable about their field. These objectives were rated as 4 or 5 respectively by 80% and 77% of students who responded to the survey.

Overall, the majority of program completers reported being satisfied with their experience in the MS Counseling Program as a whole; program completers were asked to rate their overall experience with their academic program, to which 21% of responders rated “very satisfied,” 47% rated “satisfied,” 21% rated “somewhat satisfied,” 0% rated “neutral,” 9% rated “somewhat dissatisfied,” and 3% rated “not very satisfied.”

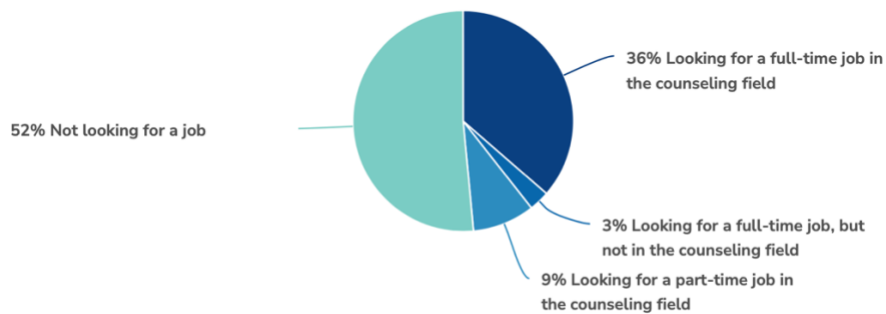
Rate your overall experience with your academic program:



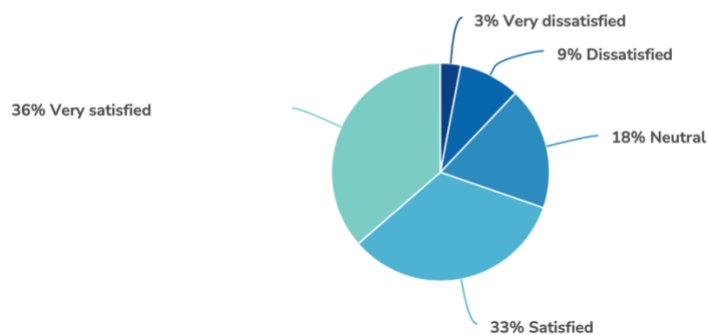
Employment Survey

Program completers participated in a formal survey to assess satisfaction with their current employment status. Completers were asked to rate objectives on a 5- point scale. The following charts show where students are in their job search process, students’ reported satisfaction regarding employment status, and students’ agreement regarding how their employment utilized the skills gained in the NLU Counseling Program. Understanding students’ employment satisfaction helps inform the Counseling Program’s ability to better prepare and support our students in their career development and job search strategies.

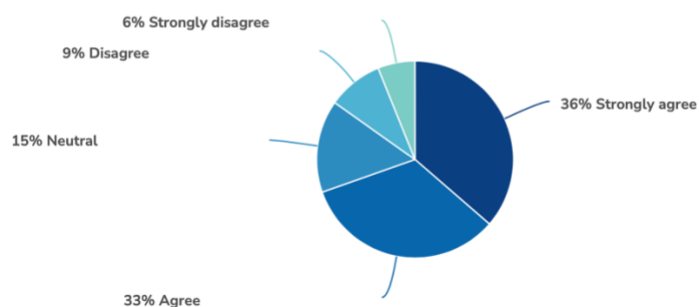
Which best describes where you are in the job search process?



How satisfied are with your employment status?



6. Please rate your agreement with the following statement: My employment utilizes the skills gained in my NLU Counseling program.



Licensure Exam Results

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 programs' core courses. NLU students near the end of the degree program took the NCE in Spring 2024. The pass rate for NLU clinical mental health counseling students was 84% and the pass rate for school counseling students was 50% (please note, not all school counseling students elect to take the NCE and this score was based on only 4 students). School Counseling students also take the Illinois Professional Educator License (PEL) School Counseling Content Exam (235). The AY 23-24 pass rate for NLU school counseling students was 65%.

Program Learning Outcomes Data

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 Program Outcome Measures tables (on our website) provide a summary of assessment results of 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; we then select a particular line item on the rubric that assesses a particular skill "ACA Code of Ethics." 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, "Point in Program," refers to where the assessment of student learning takes place in the course of the program; i.e., "entry," "middle," or "exit." The measure target for all PLOs is that students will earn a minimum of level-3 "meets most expectations" out of 4 "meets all expectations" on the rubric item. The "goal" for all PLOs is that a minimum of 80% of students will attain the measure/target.

During AY2023-2024 reporting cycle, the aggregated student data for the School Counseling and Clinical Mental Health Counseling students indicated that all of the target metrics were achieved for the **Program Learning Outcomes (PLOs)** and **Program Goals (PGs)**.

Program Learning Outcomes (PLOs):

The aggregate data for the PLOs included the formative (entry and mid-level) and summative (exit-level) assessments.

In the formative (entry and mid-level) assessments, high performance was noted across a number of PLOs: PLO 4 (M1: 100%; Describe and apply theories and models of career development, counseling and decision-making), PLO 5 (M1: 100%; Describe, compare, contrast, and apply major counseling skills and approaches to practice), PLO 8 (M1:100%; Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling), and PLO 10 (M1: 100%; Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession). The lowest performance was in PLO 2 (M1: 95%; Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy), PLO 3 (M3: 89%; Describe and apply theories of individual and family development across the lifespan).

In the summative (exit) assessments, 100% of students met the target (score a minimum of 3 “meets most expectations” out of 4 “meets all expectation”) across all PLOs.

Aggregated data show the MS Counseling Program has achieved the target success metric for all PLOs and PGs this reporting cycle. However, an analysis of the disaggregated data highlighted that there were some performance disparities based on program major, location, and demographic segment. The target metric for all PLOs was for 80% of the students to score at least 80% on the key assessments that were embedded in their mid-program and capstone courses. When disaggregating the data by program major, location, and demographics, a performance gap was found across major (school or clinical mental health counseling), location and demographic segments of students.

Disaggregating the data by major revealed that 10 out of 10 PLOs were achieved for the formative and summative assessments, but data suggest there was an 8% performance gap in the formative assessment for the School Counseling for PLO 2 (Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy). Disaggregated data show a performance gap on M1 (Social Justice Counseling Paper; Rubric line: Racial/Cultural Identity Development) between School and Clinical Mental Health Students. Interestingly, it is important to note that though results show more school counseling students (86%) scored 4/4 than clinical mental health counseling students (85%); however, a much larger percentage of school counseling students (10%) scored 1/4 than clinical mental health counseling (2%), indicating an overall lower performance by school counseling students on this PLO measure.

Disaggregating data by location revealed that 10 out of 10 PLOs were achieved for all locations; however, for PLO 2 (Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy). Disaggregated data show a performance gap on M1 (Social Justice Counseling Paper; Rubric line: Racial/Cultural Identity Development) a performance gap was found among Lisle students. Though Lisle achieved the Program-level target benchmark, the percentage of students who scored 4/4 was lower (76%) than other campuses (Chicago, 92% and Wheeling, 100%).

Disaggregating the data by racial/ethnic demographics revealed that on the summative assessments, all demographic segments of students achieved the target metrics on the PLOs but there were performance gaps between segments of students on two of the formative assessments (M1: Social Justice Counseling Paper) for PLO 2 (Demonstrate the ability to apply the

multicultural competencies in diversity, multiculturalism, and advocacy) and (M3: Case Analysis and Presentation) for PLO 3 (Describe and apply theories of individual and family development across the lifespan). The target metric was not achieved by students across all demographic criteria. For M1: PLO 2, 7% of Black or African American and 18% of Hispanic students did not achieve the benchmark. And, for M3: PLO 3, 20% of Black or African American and 5% of White Students did not achieve the benchmark.

Program Goals (PGs):

There were 3 Program Goals (PGs) measured during the 2023-2024 academic year and all three of them were achieved as an aggregate and in the disaggregated data based on major, location, and demographic segments of students. The target for each PG was for 80% of the students to achieve 80% or higher on their key assessments. During this reporting period, as an aggregate, 100% of the students earned 80% or higher for PG 1 (Provide students with the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor), PG 2 (Provide students with opportunities for self-reflection, and to impress upon the students the necessity of continuing education as well as the need for ongoing personal self-awareness and growth), and PG 3 (Instill in students an appreciation for the worth of each individual, a developmental perspective on human growth over the lifespan, and an awareness of the importance of context, culture, and diversity).

Alignment with CACREP Standards and the University Learning Outcomes (ULOs):

In achieving all PLO and PG targets, the program provided evidence of student learning in relation to the following CACREP Standards given alignment to PLOs and PGs:

CACREP Standards	PLOs
1. Professional Counseling Orientation and Ethical Practice	PLO 1 and PLO 9; PG 1
2. Social and Cultural Diversity	PLO 2
3. Human Growth and Development	PLO 3; PG 3
4. Career Development	PLO 4
5. Counseling and Helping Relationships	PLO 5, PLO 7, and PLO 9; PG 2
6. Group Counseling and Group Work	PLO 8
7. Assessment and Testing	PLO 6
8. Research and Program Evaluation	PLO 10

In achieving all PLO and PG targets, the program provided evidence of student learning in relation to the following ULOs given alignment to PLOs and PGs:

ULO 1 (Specialized Knowledge)	PLO 1 and PLO 7; PG 1
ULO 2 (Broad and Integrative Knowledge)	PLO 3; PG 3
ULO 3a (Intellectual Skills - Analytic Inquiry)	PLO 6
ULO 3b (Intellectual Skills - Information Resources)	PLO 10
ULO 3c (Intellectual Skills - Diverse Perspectives)	PLO 2
ULO 3d (Intellectual Skills - Ethical Reasoning)	PLO 1
ULO 3e (Intellectual Skills - Quantitative Fluency)	PLO 10
ULO 3f (Intellectual Skills - Communicative Fluency)	PLO 8
ULO 4 (Applied and Collaborative Learning)	PLO 5
ULO 5 (Civic and Global Learning)	PLO 2
ULO 6 (Professional Skills)	PLO 4 and PLO 9; PG 2

In sum, for the 2023-2024 academic year all 10 of the PLO, all 3 of the PG, and all 6 of the ULO success standards were met for the program. For the PGs and ULOs, the aggregated and disaggregated data showed that the success standards were met for each major, location, and demographic segment. However, for the PLOs, the disaggregation of data uncovered differences in student learning across major and demographic segments. Further examination of those results enabled the faculty to learn more about the issues impacting the students' performance in order to develop targeted interventions to support the students as they progress through the program.

Actions Taken

The program explored the issues contributing to the disparity in performance across major and demographic segments of students. The students who did not meet the performance metrics were identified and their instructors were contacted in order to provide the Program Director and Campus Coordinators with information about the factors that might have impacted the students' performance on the key assessment assignments (Key Performance Indicators – KPIs). The issues that the students reported to their instructors included stressors associated with their jobs and families and they were experiencing mental health and physical health issues. Additionally, some students had challenges with their academic writing skills. The students and instructors met to develop Student Success and Remediation Plans (SS&RPs) to support their needs over the duration of the program. When warranted, the remediation period was extended, or additional resources were put in place, to ensure student successful advancement, hiatus, or dismissal from the MS Counseling Program.

Summary

Program review of all data is ongoing and systematic; data review begins in October of every year. 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 global society.

Information sharing

The Outcome Measures will be shared with faculty, staff, students, and stakeholders via the following methods:

	Faculty	Staff	Students & Alumni	Advisory Board	Site Supervisors
In-person (e.g., meetings)	[X]	[X]	[X]	[X]	[X]
Electronically (e.g. e-announcements, emails, program website)	[X]	[X]	[X]	[X]	[X]