

Annual Program Review & Outcome Measures 2022-2023

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

December 2023

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 9 full-time faculty members including a Program Director and 3 Campus-level Program Coordinators whose duties are teaching and administrative. There are 2 male faculty and 7 female faculty members. Approximately half (44%) are faculty of color as self-identified by race and ethnicity.

Student enrollment in the counseling program for 2022-2023 was 260. Female students comprised approximately 84% of the students enrolled. The Counseling Program student ethnic makeup is diverse with (51%) identifying as students of color. Approximately half (43%) are first generation college students. Annual persistence was 88% (87% for BIPOC Students). The 4-year graduation rate was (for students starting in 2018/2019) was 88%; the 3-year graduation rate was 87%. Graduate employment outcomes indicate 78% of students are employed upon graduation.

The following charts compare AY22-23 with previous years' trends. *Comparison Group Data: NLU Graduate - Psychology and Behavioral Sciences*

Student Enrollment Trends

Total Enrollment

	Summer	Fall (prelim – 09/28)	Winter	Spring	AY Unduplicated Headcount	% Change from Prior AY
2023/24	226	282				
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	1%
2018/19	153	213	220	232	277	

New Enrollment

	Summer	Fall (prelim – 09/28)	Winter	Spring	Total New for AY
2023/24	2	85			
2022/23	0	71	14	23	107
2021/22	1	70	25	29	125
2020/21	1	75	18	35	129
2019/20	1	51	15	35	102
2018/19	n/a	47	14	23	84

QUALITY & STUDENT OUTCOMES

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.

	Annual Persistence
Fall 2021 Enrollment	88% (87% for BIPOC Students)
Fall 2020 Enrollment	93% (91% for BIPOC students)
Fall 2019 Enrollment	95% (95% for BIPOC students)
Fall 2018 Enrollment	93%
Fall 2017 Enrollment	96%
Comparison Group – Fall 2021 Students	90%

Term to Term Student Persistence

- These metrics look at the percentage of students from the prior term who either completed their program of study or re-enrolled the subsequent term. Rates for a stated term are always based on the prior term's enrollments except for Spring to Fall, which is the % of spring students from the prior academic year who persisted to the fall term, regardless of summer enrollment patterns.

	Spring to Fall <i>(Spring of prior AY)</i>	Fall to Winter	Winter to Spring
2022/23	92%	97%	98%
2021/22	95%	95%	96%
2020/21	95%	95%	95%
2019/20	96%	97%	97%
2018/19	95%	98%	95%
Comparison			
2022/23	89%	93%	91%

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.

	2017/18 Starts	2018/19 Starts	2019/20 Starts	2020/21 Starts	Comparison Group Graduation Rate
2 years	0%	1%	1%	0%	62%
3 years	76%	87%	79%		79%
4 years	80%	88%			75%

Cohort sizes: 1516 AY-95;1617 AY-92;1718 AY-74;1819 AY-78;1920 AY-92;2021 AY-118

Graduate Employment Outcomes

NLU collects employment information from upcoming graduates at the point of graduation application. The information below reflects students reporting a successful outcome post-completion. This includes students employed at any level, as well as students continuing their education.

	% Employed at Graduation	Comparison Group Employment %
2022/23 AY	78%	85%
2021/22 AY	52%	69%
2020/21 AY	64%	70%
2019/20 AY	77%	74%
2018/19 AY	69%	

Student Demographics

Race/Ethnicity	% of Unduplicated Headcount – 2022/23	Comparison Group Race/Ethnicity
Hispanic	22%	22%
Asian	3%	3%
Black	23%	23%
Native American	0%	0%
Pacific Islander	0%	0%
2 or more races	3%	3%
White	45%	45%
Overall Minority	51%	51%
International (<i>visa and online</i>)	1%	1%

Gender	% of Unduplicated Headcount – 2022/23	Comparison Group Gender
Female	84%	84%
Male	16%	15%

Average Age	36	36
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Socio-Economic Indicators		
	2022/23 AY	Comparison Group
First Generation Student Population	43%	44%
Pell Eligible Student Population	n/a	n/a

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 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) developing proficiency in application of assessment/appraisal techniques in counseling. These objectives were rated as 4 or 5 respectively by 72 and 76% of the students who responded to the survey. The two highest rated objectives were: (1) demonstrate an appreciation for the worth of each

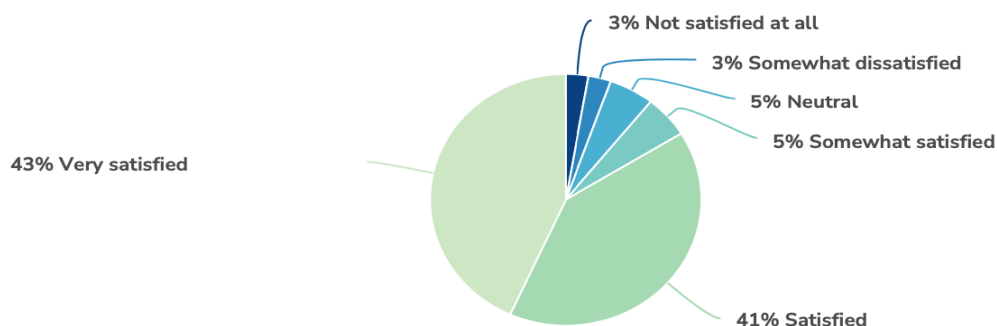
individual by commitment to client and improving client behavior or learning environment and (2) utilize multicultural, diversity, and advocacy competencies including high risk, special needs, and exceptional individuals. These two objectives were rated a 4 or 5 respectively by 87 and 96% of the students.

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) faculty provided timely feedback about my progress and (2) my classes provided opportunities to improve technological skills (i.e., the ability to perform specific tasks using computer programs and/or applications. For example, electronic presentation skills). These objectives were rated as 4 or 5 respectively by 62 and 81% of the students who responded to the survey. The two highest rated objectives were: (1) the learning and technology resources were adequate and (2) the content within my program was valuable. These objectives were rated as 4 or 5 respectively by 84 and 86% of students who responded to the survey.

Overall, the majority of program completers reported being satisfied with their experience in the MS Counseling Program; program completers were asked to rate their overall experience with their academic program, to which 43% of responders rated “very satisfied,” 41% rated “satisfied,” 5% rated “somewhat satisfied,” 5% rated “neutral,” 3% rated “somewhat dissatisfied,” and 3% rated “not satisfied at all.”

Rate your overall experience with your academic program:

NLU End-of-Program Survey



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 2023. The pass rate for NLU clinical mental health counseling students was 76% and the pass rate for school counseling students was 53% (please note, not all school counseling students elect to take the NCE). School Counseling students also take the Illinois Professional

Educator License (PEL) School Counseling Content Exam (235). The AY 22-23 pass rate for NLU school counseling students was 77%.

Course Assessment 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.

This [table](#) provides a 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. "Sample" refers to the number of participants the data items measured. The "actual" is the result for each of the measures used in the specific academic year.

During AY2022-2023 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)**.

PLOs:

The aggregate data for the PLOs included the formative and summative assessments.

In the formative assessments, the highest performance was noted in PLO 3 (100%; Describe and apply theories of individual and family development across the lifespan), PLO 4 (100%; Describe and apply theories and models of career development, counseling and decision-making), and PLO 10 (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 6 (96%; Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes), PLO 7 (93%; Describe, compare, contrast and apply major counseling theories to practice).

In the summative assessments, the highest performance was noted in PLO 1 (99%; Demonstrate the ability to apply code of ethics and legal standards in the profession), PLO 3 (99%; Describe and apply theories of individual and family development across the lifespan), and PLO 6 (99%; Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes). The lowest performance was in PLO 8 (96%; Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development).

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 a 12 % performance gap in the formative assessment for the School Counseling for PLO 1 (Demonstrate the ability to apply code of ethics and legal standards in the profession). Disaggregated data show a performance gap M1 (Ethical Case Analysis) between School and Clinical Mental Health Students; however, it is important to note that though results indicate a 12% performance gap between school and clinical mental health students, due to much lower enrollment in the school counseling program, in actuality, only 1 school counseling student failed to meet the target performance metric.

Disaggregating data by location revealed that 10 out of 10 PLOs were achieved for all locations; however, for PLO 1 (Demonstrate the ability to apply code of ethics and legal standards in the profession) M1 (Ethical Cast Analysis), a performance gap was found among Lisle students. Though Lisle achieved the Program-level target benchmark, the percentage was lower (86%) than other campuses (Chicago, 98% and Wheeling, 100%).

Disaggregating the data by 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 one the formative assessments (M1; Theoretical Modality Paper) for PLO 7 (Describe, compare, contrast and apply major counseling theories to practice). The target metric was not achieved by students across all demographic criteria; 75% of Black or African American students achieved the benchmark. Additionally, for PLO 8 (Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development) students identifies as “2 or more races,” had 80% achievement on M3 (Professional Capstone), unlike other identities (Black or African American, Hispanic, Undeclared) who achieved 100% or White students who achieved 95%.

PGs:

There were 3 PGs measured during the 2022-2023 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) 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). During this reporting period, 91% of students met the target success metric for 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).

When the data were disaggregated, the analysis revealed that, though the target success metric was achieved, PG 2 identified some performance gaps among demographic criteria as follows: 2 or more races: 80%; Asian: 83%; Black or African American: 83%; Hispanic: 92%; White 96%.

Alignment with CACREP Standards and the 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 2022-2023 academic year all 10 of the PLO and all 3 of the PG success standards were met for the program. For the PGs, 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 Counseling Leadership Team and Campus Coordinators with information about the factors that might have impacted the students' performance on the key assessments. 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 to support their needs over the duration of the program.

The counseling program regularly receives support from the Learning Experience Design (LXD) department and the Assessment and Accreditation department. Each quarter, the Director of Learning Experience Design and the Sr. Instructional Designer helped the counseling program copy Instructor Masters and/or Key Assessment assignments into the instructors' courses to collect program assessment data. In cases when there were issues with setting up the key assessments in D2L, members of the LXD team helped us resolve data entry and course set up issues. Faculty identified students in their courses who scored below 80% on Key Assessment Assignments (measuring PLOs) to create and implement Student Success and Remediation Plans (SS&RP). SS&RPs were reviewed at the end, and occasionally throughout, each student's remediation period and determinations were made regarding student progress and next steps. 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.

	Type of action	Date(s) action taken	Person(s) involved	Related details or follow-up
Action 1.	Copied Sandboxes that served as Instructor Masters into the courses with key assessments. (Quarterly)	Summer 2022-Spring 2023	Program Director, Instructional Design Team, Counseling Faculty and Adjuncts	Follow up with learning design and assessment team.
Action 2.	Developed Student Success & Remediation Plans.	Summer 2022-Spring 2023	Counseling Faculty and Adjuncts, Campus Coordinators	Follow up with faculty and students regarding progress toward performance goals.
Action 3.	Shared data with stakeholders. (Quarterly)	Summer 2022-Spring 2023	Assessment Lead, Program Director, CACREP Coordinator, Campus Coordinators, Counseling	Disseminated assessment outcomes and consulted with program stakeholders through Program meetings, NLU Counseling

			Faculty and Adjuncts	Association meetings, and Advisory Board Meetings. Sought feedback regarding processes and outcomes to implement changes in AY 23-24.
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Process Feedback and Next Steps

	Type of action	PLO area (s) affected	Tracking method or documentation	Expected due date	Person(s) responsible
Action 1.	Use the formative assessment data to identify the students who did not pass the key assessments.		Quarterly Reports	At the end of each quarter.	Program Director
Action 2.	Identify the needs of the students who did not pass the key assessments.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6, and PLO 8	Inquiry into Student Performance	At the end of each quarter.	Campus Coordinators and Faculty/Adjuncts
Action 3.	Follow up with the students who did not pass the key assessments to provide them with resources and support.	PLO 1, PLO 2, PLO 3, PLO 4, PLO 6, and PLO 8	Student Success and Remediation Plans (SS&RP)	At the end of each quarter.	Program Director, Campus Coordinators, and the Student Success and Remediation Committee

Action 4.	Address decreased pass-rate for licensure exams. Embed test prep resources and practice exams in HSC 581 course templates.	NCE & PEL Content Exam (235)	NBCC and ISBE reports	Winter Term 2024	Program Director and Learning Experience Design (LXD) team.
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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]

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.