

Annual Report 2021-2022
Outcome Measures – Master’s in Counseling

Clinical Mental Health Counseling & School Counseling

College of Psychology and Behavioral Sciences (CPBS)
National Louis University

September 2022

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, 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 campuses. The counseling department is in the College of Psychology and Behavioral Sciences. There are 10 full time faculty members with a counseling leadership team 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 2021-2022 was 257. Female students comprised approximately 85% of the students enrolled. The Counseling Program student ethnic makeup is diverse with (53%) identifying themselves as students of color. The graduation rate for clinical mental health students was 92% and school counseling students (cohort start 2019) was 89%.

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 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) developing

proficiency in application of assessment/appraisal techniques in counseling. These objectives were rated as 4 or 5 respectively by 67 and 69% of the students who responded to the survey. The two highest rated objectives were: (1) demonstrating an appreciation for the worth of each individual by commitment to client and improving client behavior or learning environment and (2) understanding the necessity to engage in personal and professional self-evaluation. These two objectives were rated a 4 or 5 by 89% of the students.

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 2022. The pass rate for NLU clinical mental health counseling students was 82% and the pass rate for school students was 74%.

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.

The tables below provide 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.

Course Assessment Data

PLOs: During AY2021-2022 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 PLOs and PGs.

School and Clinical Performance Data

School

	PLO language	ULO # (if applicable)	Data collection timeframe	Sample	Measure	Modality (Online/ Blended/ Other)	Target	Actual	Achieved (Y/N/Not Measured)	Limitations
PLO-1	Demonstrate the ability to apply code of ethics and legal standards in the profession.	CACREP Standard Alignment : [2.F.1.i.] ULO 1, ULO 3d	Summer 2021-Spring 2022 M1: Entry M2: End of Program	<u>School</u> M1:34 M2: 28 <u>Aggregate</u> M1: 119 M2: 68	M1: HSC 511 - Ethical case analysis rubric M2: HSC 582 - Professional capstone assignment section for PLO 1	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 94% M2: 100% <u>Aggregate</u> M1: 95% M2: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 1 – Lisle (75%)
PLO-2	Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy.	CACREP Standard Alignment : [2.F.2.b.; 2.F.2.c.] ULO 3c ULO 5	Summer 2021-Spring 2022 M1: Entry M2: Entry M3: End of Program	<u>School</u> M1:34 M2: 35 M3: 28 <u>Aggregate</u> M1: 91 M2: 92 M3: 68	M1: HSC 503 – Social Justice Counseling Paper M2: HSC 503 - Cultural and Ecological Case Analysis (Weeks 2 - 10) Rubric M3: HSC 582 Professional capstone	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 91% M2: 94% M3:100% <u>Aggregate</u> M1: 92% M2: 93% M3: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 2 – Black (75%)

					assignment section for PLO 2					
PLO-3	Describe and apply theories of individual and family development across the lifespan.	CACREP Standard Alignment : [2.F.3.a.] ULO 2	Summer 2021 - Spring 2022 M1: Entry M2: Middle M3: End of Program	<u>School</u> M1: 25 M2: 25 M3: 14 M4: 28 <u>Aggregate</u> M1: 62 M2: 62 M3: 54 M4: 68	M1: LAP 506 (HSC 509) - Child Developme ntal Interview Rubric or Adult Developme ntal Interview Rubric M2: HSC 506 - Case Analysis and Presentation Rubric M3: HSC 582 - Profession al capstone assignment section for PLO 3	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% M2: 100% M3: 93% M4: 100% <u>Aggregate</u> M1: 100% M2: 98% M3: 93% M4: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 3 – Black (67%)
PLO-4	Describe and apply theories and models of career development, counseling and decision- making.	CACREP Standard Alignment : [2.F.4.a.] ULO 6	Summer 2021 - Spring 2022 M1: Entry M2: Entry M3: End of Program	<u>School</u> M1: 25 M2: 25 M3: 28 <u>Aggregate</u> M1: 82 M2: 82 M3: 68	M1: HSC 514 - Career Life Line Rubric M2: HSC 514 - Special Population Presentation Rubric M3: HSC 582 - Professional capstone assignment section for PLO 4	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% M2: 100% M3: 100% <u>Aggregate</u> M1: 100% M2: 100% M3: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 4 – Black (67%)

PLO-5	Describe, compare, contrast and apply major counseling skills and approaches to practice.	CACREP Standard Alignment : [2.F.5.a.; 2.F.5.b.; 2.F.5.g.] ULO 4	Summer 2021 - Spring 2022 M1: Middle M2: End of Program	<u>School</u> M1: 45 M2: 28 <u>Aggregate</u> M1: 91 M2: 68	M1: HSC 504 - Counseling Project Transcription & Skill Critique Rubric M2: HSC 582 - Professional capstone assignment section for PLO 5	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% M2: 100% <u>Aggregate</u> M1: 99% M2: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	
PLO-6	Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes.	CACREP Standard Alignment : [2.F.7.e.; 2.F.7.i. ; 2.F.7.j. ; 2.F.7.k. ; 2.F.7.l.] ULO 3a	Summer 2021 - Spring 2022 M1: Middle M2: End of Program	<u>School</u> M1: 23 M2: 28 <u>Aggregate</u> M1: 56 M2: 68	M1: LAP 501 (HSC 519) - Final Exam Project Rubric M2: HSC 582 - Professional capstone assignment section for PLO 6	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 78% M2: 100% <u>Aggregate</u> M1: 86% M2: 100%	<u>School</u> No <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 6 – Chicago (71% and Lisle (77%) PLO 6 – Black (71%) and Hispanic (75%) <u>Clinical Mental Health</u> PLO 6 – Hispanic (75%)
PLO-7	Describe, compare, contrast and apply major counseling theories to practice.	CACREP Standard Alignment : [2.F.5.a.] ULO 1	Summer 2021 - Spring 2022 M1: Entry M2: End of Program	<u>School</u> M1: 25 M2: 28 <u>Aggregate</u> M1: 88 M2: 68	M1: HSC 510 - Theory Paper Rubric M2: HSC 582 - Professional capstone assignment section for PLO 7	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% M2: 100% <u>Aggregate</u> M1: 98% M2: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	
PLO-8	Demonstrate effective group	CACREP Standard	Summer 2021 - Spring 2022	<u>School</u> M1: 32	M1: HSC 512 - Student Led	Blended	80% of the students	<u>School</u> M1: 100%	<u>School</u> Yes	In disaggregating the data, performance

	leadership through the application of theoretical foundations and techniques of group counseling, process and development.	Alignment : [2.F.6.a.; 2.F.6.b.; 2.F.6.d.; 2.F.6.e.] ULO 3f	M1: Entry M2: Entry M3: End of Program	M2: 32 M3: 28 <u>Aggregate</u> M1: 113 M2: 113 M3: 68	Group M2: HSC 512 - Group Development Paper Rubric M2: HSC 582 - Professional capstone assignment for PLO 8		scored 80% or higher on the key assessment.	M2: 94% M3: 100% <u>Aggregate</u> M1: 99% M2: 90% M3: 100%	<u>Aggregate</u> Yes	gaps were revealed in the following segments of students: <u>Clinical Mental Health</u> PLO 8 – Black (75%)
PLO-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.	CACREP Standard Alignment : [2.F.1.k.; 2.F.5.f.] ULO 6	Summer 2021 - Spring 2022 M1: End of Program	<u>School</u> M1: 28 <u>Aggregate</u> M1: 68	M1: HSC 582 - Professional capstone assignment section for PLO 9	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% <u>Aggregate</u> M1: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	
PLO-10	Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.	CACREP Standard Alignment : [2.F.8.a.; 2.F.8.b.; 2.F.8.j.] ULO 3b ULO 3e	Summer 2021-Spring 2022 M1: Middle M2: End of Program	<u>School</u> M1: 28 M2: 28 <u>Aggregate</u> M1: 70 M2: 68	M1: HSM 508 - Research Proposal Project Rubric M2: HSC 582 - Professional capstone assignment section for PLO 10	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% M2: 100% <u>Aggregate</u> M1: 99% M2: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	
PG-1 (Program Goal 1)	Provide students with	CACREP Standard	Spring 2021 M1: End of	<u>School</u> M1: 28	M1: HSC 582 -	Blended	80% of the students	<u>School</u> M1: 100%	<u>School</u> Yes	

	the academic training and professional experiences needed to develop counseling knowledge and skills, including technological competencies as a professional counselor.	Alignment : [2.F.1.j.; 2.F.5.e.] ULO 1	Program	<u>Aggregate</u> M1: 68	Professional capstone assignment section for PG 1		scored 80% or higher on the key assessment.	<u>Aggregate</u> M1: 100%	<u>Aggregate</u> Yes	
PG-2 (Program Goal 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.	CACREP Standard Alignment : [2.F.1.f; 2.F.1.k.] ULO 6	Spring 2021 M1: End of Program	<u>School</u> M1: 28 <u>Aggregate</u> M1: 68	M1: HSC 582 - Professional capstone assignment section for PG 2	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% <u>Aggregate</u> M1: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	
PG-3 (Program Goal)	Instill in students an appreciation for the worth of each individual, a developmental perspective on human growth over the lifespan, and an awareness of	CACREP Standard Alignment : [2.F.2.a.; 2.F.3.a.] ULO 2	Spring 2021 M1: End of Program	<u>School</u> M1: 28 <u>Aggregate</u> M1: 68	M1: HSC 582 - Professional capstone assignment section for PG 3	Blended	80% of the students scored 80% or higher on the key assessment.	<u>School</u> M1: 100% <u>Aggregate</u> M1: 100%	<u>School</u> Yes <u>Aggregate</u> Yes	

	the importance of context, culture, and diversity.									
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Clinical

	PLO language	ULO # (if applicable)	Data collection timeframe	Sample	Measure	Modality (Online/ Blended/ Other)	Target	Actual	Achieved (Y/N/Not Measured)	Limitations
PLO-1	Demonstrate the ability to apply code of ethics and legal standards in the profession.	CACREP Standard Alignment : [2.F.1.i.] ULO 1, ULO 3d	Summer 2021-Spring 2022 M1: Entry M2: End of Program	<u>Clinical</u> M1: 85 M2: 40 <u>Aggregate</u> M1: 119 M2: 68	M1: HSC 511 - Ethical case analysis rubric M2: HSC 582 - Professional capstone assignment section for PLO 1	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 95% M2: 100% <u>Aggregate</u> M1: 95% M2: 100	<u>Clinical</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 1 – Lisle (75%)
PLO-2	Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy.	CACREP Standard Alignment : [2.F.2.b.; 2.F.2.c.] ULO 3c ULO 5	Summer 2021-Spring 2022 M1: Entry M2: Entry M3: End of Program	<u>Clinical</u> M1: 57 M2: 57 M3: 40 <u>Aggregate</u> M1: 91 M2: 92 M3: 68	M1: HSC 503 – Social Justice Counseling Paper M2: HSC 503 - Cultural and Ecological Case Analysis (Weeks 2 - 10) Rubric M3: HSC 582 Professional capstone assignment section for PLO 2	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 93% M2: 93% M3: 100% <u>Aggregate</u> M1: 92% M2: 93% M3: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 2 – Black (75%)

PLO-3	Describe and apply theories of individual and family development across the lifespan.	CACREP Standard Alignment : [2.F.3.a.] ULO 2	Summer 2021 - Spring 2022 M1: Entry M2: Middle M3: End of Program	<u>Clinical</u> M1: 37 M2: 37 M3: 40 M4: 40 <u>Aggregate</u> M1: 62 M2: 62 M3: 54 M4: 68	M1: LAP 506 (HSC 509) - Child Developmental Interview Rubric or Adult Developmental Interview Rubric M2: HSC 506 - Case Analysis and Presentation Rubric M3: HSC 582 - Professional capstone assignment section for PLO 3	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 100% M2: 97% M3: 93% M4: 100% <u>Aggregate</u> M1: 100% M2: 98% M3: 93% M4: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 3 – Black (67%)
PLO-4	Describe and apply theories and models of career development, counseling and decision-making.	CACREP Standard Alignment : [2.F.4.a.] ULO 6	Summer 2021 - Spring 2022 M1: Entry M2: Entry M3: End of Program	<u>Clinical</u> M1: 57 M2: 57 M3: 40 <u>Aggregate</u> M1: 82 M2: 82 M3: 68	M1: HSC 514 - Career Life Line Rubric M2: HSC 514 - Special Population Presentation Rubric M3: HSC 582 - Professional capstone assignment section for PLO 4	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 100% M2: 100% M3: 100% <u>Aggregate</u> M1: 100% M2: 100% M3: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 4 – Black (67%)
PLO-5	Describe, compare, contrast and apply major counseling skills and	CACREP Standard Alignment : [2.F.5.a.; 2.F.5.b.;	Summer 2021 - Spring 2022 M1: Middle	<u>Clinical</u> M1: 46 M2: 40 <u>Aggregate</u> M1: 91	M1: HSC 504 - Counseling Project Transcription & Skill Critique	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 98% M2: 100% <u>Aggregate</u> M1: 99%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	

	approaches to practice.	2.F.5.g.] ULO 4	M2: End of Program	M2: 68	Rubric M2: HSC 582 - Professional capstone assignment section for PLO 5			M2: 100%		
PLO-6	Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes.	CACREP Standard Alignment : [2.F.7.e.; 2.F.7.i. ; 2.F.7.j. ; 2.F.7.k. ; 2.F.7.l.] ULO 3a	Summer 2021 - Spring 2022 M1: Middle M2: End of Program	<u>Clinical</u> M1: 33 M2: 40 <u>Aggregate</u> M1: 56 M2: 68	M1: LAP 501 (HSC 519) - Final Exam Project Rubric M2: HSC 582 - Professional capstone assignment section for PLO 6	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 91% M2: 100% <u>Aggregate</u> M1: 86% M2: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students: <u>School</u> PLO 6 – Chicago (71% and Lisle (77%) PLO 6 – Black (71%) and Hispanic (75%) <u>Clinical Mental Health</u> PLO 6 – Hispanic (75%)
PLO-7	Describe, compare, contrast and apply major counseling theories to practice.	CACREP Standard Alignment : [2.F.5.a.] ULO 1	Summer 2021 - Spring 2022 M1: Entry M2: End of Program	<u>Clinical</u> M1: 63 M2: 40 <u>Aggregate</u> M1: 88 M2: 68	M1: HSC 510 - Theory Paper Rubric M2: HSC 582 - Professional capstone assignment section for PLO 7	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 97% M2: 100% <u>Aggregate</u> M1: 98% M2: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	
PLO-8	Demonstrate effective group leadership through the application of theoretical foundations	CACREP Standard Alignment : [2.F.6.a.; 2.F.6.b.; 2.F.6.d.;	Summer 2021 - Spring 2022 M1: Entry M2: Entry M3: End of Program	<u>Clinical</u> M1: 81 M2: 81 M3: 40 <u>Aggregate</u> M1: 113	M1: HSC 512 - Student Led Group M2: HSC 512 - Group Development Paper Rubric	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 99% M2: 89% M3: 100% <u>Aggregate</u> M1: 99%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	In disaggregating the data, performance gaps were revealed in the following segments of students:

	and techniques of group counseling, process and development.	2.F.6.e.] ULO 3f		M2: 113 M3: 68	M2: HSC 582 - Professional capstone assignment for PLO 8			M2: 90% M3: 100%		<u>Clinical Mental Health</u> PLO 8 – Black (75%)
PLO-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.	CACREP Standard Alignment : [2.F.1.k.; 2.F.5.f.] ULO 6	Summer 2021 - Spring 2022 M1: End of Program	<u>Clinical</u> M1: 40 <u>Aggregate</u> M1: 68	M1: HSC 582 - Professional capstone assignment section for PLO 9	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 100% <u>Aggregate</u> M1: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	
PLO-10	Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.	CACREP Standard Alignment : [2.F.8.a.; 2.F.8.b.; 2.F.8.j.] ULO 3b ULO 3e	Summer 2021 -Spring 2022 M1: Middle M2: End of Program	<u>Clinical</u> M1: 42 M2: 40 <u>Aggregate</u> M1: 70 M2: 68	M1: HSM 508 - Research Proposal Project Rubric M2: HSC 582 - Professional capstone assignment section for PLO 10	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 98% M2: 100% <u>Aggregate</u> M1: 99% M2: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	
PG-1 (Program Goal 1)	Provide students with the academic training and professional experiences needed to	CACREP Standard Alignment : [2.F.1.j.; 2.F.5.e.]	Spring 2021 M1: End of Program	<u>Clinical</u> M1: 40 <u>Aggregate</u> M1: 68	M1: HSC 582 - Professional capstone assignment section for PG 1	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 100% <u>Aggregate</u> M1: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	

	develop counseling knowledge and skills, including technological competencies as a professional counselor.	ULO 1								
PG-2 (Program Goal 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.	CACREP Standard Alignment : [2.F.1.f; 2.F.1.k.] ULO 6	Spring 2021 M1: End of Program	<u>Clinical</u> M1: 40 <u>Aggregate</u> M1: 68	M1: HSC 582 - Professional capstone assignment section for PG 2	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 100% <u>Aggregate</u> M1: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	
PG-3 (Program Goal)	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.	CACREP Standard Alignment : [2.F.2.a.; 2.F.3.a.] ULO 2	Spring 2021 M1: End of Program	<u>Clinical</u> M1: 40 <u>Aggregate</u> M1: 68	M1: HSC 582 - Professional capstone assignment section for PG 3	Blended	80% of the students scored 80% or higher on the key assessment.	<u>Clinical</u> M1: 100% <u>Aggregate</u> M1: 100%	<u>Clinical</u> Yes <u>Aggregate</u> Yes	

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) and PLO 4 (100%; Describe and apply theories and models of career development, counseling and decision-making); the lowest performance was in PLO 6 (86%; Demonstrate the ability to select and utilize assessments for diagnostic and intervention planning purposes), PLO 8 (90%; Demonstrate effective group leadership through the application of theoretical foundations and techniques of group counseling, process and development), and PLO 2 (92%; Demonstrate the ability to apply the multicultural competencies in diversity, multiculturalism, and advocacy). In the summative assessments, the highest performance was noted as 100% in all 10 PLOs, those PLOs are as follows PLO 1 (100%; Demonstrate the ability to apply code of ethics and legal standards in the profession), PLO 2 (100%), PLO 3 (100%), PLO 4 (100%), PLO 5 (100%; Describe, compare, contrast and apply major counseling skills and approaches to practice.), PLO 6 (100%;), PLO 7 (Describe, compare, contrast and apply major counseling theories to practice.), PLO 8 (100%;), PLO 9 (100%; 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), and PLO 10 (100%; Demonstrate an understanding of the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession).

Disaggregated Data

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 location and demographic segments of students (see Attachments A and B). In the formative assessments, the PLOs that were not achieved in all segments of the student population included PLO 1, PLO 2, PLO 3, PLO 4, PLO 6, and PLO 8. In the summative assessments, the target metrics for the PLOs were achieved in all segments of the student population.

Disaggregating the data by major (Table A) revealed that 9 of the 10 PLOs were achieved for the summative assessments but there was a performance gap in the formative assessment for the School Counseling students as 78% of them earned 80% or higher on the key assessment.

Disaggregating the data by location and major (see Table A) revealed that all 10 of the PLOs were achieved for the summative assessments but there were performance gaps across locations for the formative assessments. When segmenting the data by major and location 8 of the 10 PLOs were achieved for the School Counseling major and 10 out of 10 PLOs were achieved for the Clinical Mental Health Counseling major on the formative assessments. On the formative assessments, 75% of the School Counseling students in Lisle earned 80% on the key assessment for PLO 1; for PLO 6, 71% of Chicago students and 77% of the Lisle students achieved the learning target of 80% on the key assessment.

[illegible]

M1: HSC 514-A	8	8	100%	6	6	100%	11	11	100%	25	25	100%
M2: HSC 514-B	8	8	100%	6	6	100%	11	11	100%	25	25	100%
M3: HSC 582	12	12	100%	13	13	100%	3	3	100%	28	28	100%
PLO 5												
M1: HSC 504	14	14	100%	24	24	100%	7	7	100%	45	45	100%
M2: HSC 582	12	12	100%	13	13	100%	3	3	100%	28	28	100%
PLO 6												
M1: HSC 519	5	7	71%	10	13	77%	3	3	100%	18	23	78%
M2: HSC 582	12	12	100%	13	13	100%	3	3	100%	28	28	100%
PLO 7												
M1: HSC 510	13	13	100%	5	5	100%	7	7	100%	25	25	100%
M2: HSC 582	12	12	100%	13	13	100%	3	3	100%	28	28	100%
PLO 8												
M1: HSC 512-A	18	18	100%	5	5	100%	9	9	100%	32	32	100%
M2: HSC 512-B	16	18	89%	5	5	100%	9	9	100%	30	32	94%
M3: HSC 582	12	12	100%	13	13	100%	3	3	100%	28	28	100%
PLO 9												
M1+4:34: HSC 58	12	12	100%	13	13	100%	3	3	100%	28	28	100%

PLO 10												
M1: HSM 508	18	18	100%	1	1	100%	9	9	100%	28	28	100%
M2: HSC 582	12	12	100%	13	13	100%	3	3	100%	28	28	100%

Major: Clinical Mental Health												
	CHI			LIS			WHE			TOTAL		
	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved
PLO 1												
M1: HSC 511	39	43	91%	18	18	100%	24	24	100%	81	85	95%
M2: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 2												
M1: HSC 503-A	17	20	85%	20	20	100%	16	17	94%	53	57	93%
M2: HSC 503-B	18	20	90%	18	20	90%	17	17	100%	53	57	93%
M3: HSC 582-C	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 3												
M1: HSC 509-A	10	10	100%	12	12	100%	15	15	100%	37	37	100%
M2: HSC 509-B	10	10	100%	12	12	100%	14	15	93%	36	37	97%
M3: HSC 506-C	13	14	93%	19	21	90%	5	5	100%	37	40	93%

M4: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 4												
M1: HSC 514-A	19	19	100%	21	21	100%	17	17	100%	57	57	100%
M2: HSC 514-B	19	19	100%	21	21	100%	17	17	100%	57	57	100%
M3: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 5												
M1: HSC 504	16	17	94%	12	12	100%	17	17	100%	45	46	98%
M2: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 6												
M1: HSC 519	7	8	88%	15	17	88%	8	8	100%	30	33	91%
M2: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 7												
M1: HSC 510	34	36	94%	14	14	100%	13	13	100%	61	63	97%
M2: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 8												
M1: HSC 512-A	39	40	98%	23	23	100%	18	18	100%	80	81	99%
M2: HSC 512-B	34	40	85%	23	23	100%	15	18	83%	72	81	89%
M3: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%

PLO 9												
M1: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%
PLO 10												
M1: HSM 508	15	16	94%	6	6	100%	20	20	100%	41	42	98%
M2: HSC 582	13	13	100%	11	11	100%	16	16	100%	40	40	100%

	Aggregate			
		TOTAL		
		Passed	Enrolled	Achieved
	PLO 1			
	M1: HSC 511	113	119	95%
	M2: HSC 582	68	68	100%
	PLO 2			
	M1: HSC 503-A	84	91	92%
	M2: HSC 503-B	86	92	93%
	M3: HSC 582-C	68	68	100%
	PLO 3			

	M1: HSC 509-A	62	62	100%
	M2: HSC 509-B	61	62	98%
	M3: HSC 506-C	50	54	93%
	M4: HSC 582	68	68	100%
	PLO 4			
	M1: HSC 514-A	82	82	100%
	M2: HSC 514-B	82	82	100%
	M3: HSC 582	68	68	100%
	PLO 5			
	M1: HSC 504	90	91	99%
	M2: HSC 582	68	68	100%
	PLO 6			
	M1: HSC 519	48	56	86%
	M2: HSC 582	68	68	100%
	PLO 7			
	M1: HSC 510	86	88	98%
	M2: HSC 582	68	68	100%
	PLO 8			

	M1: HSC 512-A	112	113	99%
	M2: HSC 512-B	102	113	90%
	M3: HSC 582	68	68	100%
	PLO 9			
	M1: HSC 582	68	68	100%
	PLO 10			
	M1: HSM 508	69	70	99%
	M2: HSC 582	68	68	100%

Disaggregating the data by demographics and major (see Table B below) 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 the formative assessments. On the formative assessments for the School Counseling and Clinical Mental Health Counseling majors, the Black and Hispanic students did not achieve the target metrics. For the School Counseling major, the Black students earned 80% or higher on the PLOs at the following rates – PLO 2 (75%), PLO 3 (67%), and PLO 4 (67%); for PLO 6, the students achieved the learning targets at the following rates – Black (71%) and Hispanic (75%). For the Clinical Mental Health Counseling major, the results for earning 80% or higher on the key assessment were as follows: PLO 6 (Hispanic – 75%) and PLO 8 (Black – 75%).

PLOs by Demographics Table B

Major: School Counseling																		
	ASI			BLA			HIS			WHI			UND			≥ 2		
	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved
PLO 1																		
M1: HSC 511				5	5	100%	7	7	100%	16	18	89%				2	2	100%
M2: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 2																		
M1: HSC 503-A	1	1	100%	6	8	75%	8	8	100%	12	12	100%	1	1	100%	1	2	50%
M2: HSC 503-B	1	1	100%	7	8	88%	8	8	100%	12	12	100%	1	1	100%	2	2	100%
M3: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 3																		
M1: HSC 509-506-A A/LAP				6	6	100%	8	8	100%	7	7	100%	1	1	100%	2	2	100%
M2: HSC 509-506-B B/LAP				6	6	100%	8	8	100%	7	7	100%	1	1	100%	2	2	100%

M3: HSC 506-C	1	1	100%	2	3	67%	4	4	100%	13	14	93%						
M4: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 4																		
M1: HSC 514-A	1	1	100%	2	3	67%	7	7	100%	12	12	100%	1	1	100%	1	1	100%
M2: HSC 514-B	1	1	100%	3	3	100%	7	7	100%	12	12	100%	1	1	100%	1	1	100%
M3: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 5																		
M1: HSC 504	1	1	100%	7	7	100%	7	7	100%	7	7	100%	1	1	100%	2	2	100%
M2: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 6																		
M1: HSCAP 501) 519 (L				5	7	71%	3	4	75%	7	8	88%	3	3	100%			
M2: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 7																		
M1: HSC 510				6	6	100%	7	7	100%	17	17	100%	1	1	100%	1	1	100%

M2: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 8																		
M1: HSC 512-A				6	6	100%	6	6	100%	17	17	100%	1	1	100%	1	1	100%
M2: HSC 512-B				5	6	83%	6	6	100%	16	17	94%	1	1	100%	1	1	100%
M3: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 9																		
M1: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PLO 10																		
M1: HSM 508				7	7	100%	14	15	93%	4	5	80%	1	1	100%	1	1	100%
M2: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
All PLOs:	16	16	100%	163	171	95%	210	212	99%	239	245	98%	44	44	100%	17	18	94%

Table B - PLOs by Demographics - AY 2021-2022

[illegible]

[illegible]

M1: HSC 582				8	8	100%	6	6	100%	23	23	100%	2	2	100%			
PLO 10																		
M1: HSM 508				10	11	91%	5	5	100%	25	25	100%	1	1	100%			
M2: HSC 582				8	8	100%	6	6	100%	23	23	100%	2	2	100%			
All PLOs:	26	26	100%	246	262	94%	189	194	97%	611	616	99%	56	56	100%	19	20	95%

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 global society.

The program explored the issues contributing to the disparity in performance across location 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.

PGs:

There were 3 PGs measured during the 2021-2022 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 (see Tables C and D). 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). When the data was disaggregated, the analysis revealed that 100% of the students earned 80% or higher for PG 1, PG 2, and PG 3 for each major, location, and demographic segment.

PGs by Demographics – Table C

Major: School Counseling																		
	ASI			BLA			HIS			WHI			UND			≥ 2		
	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved	Passed	Enrolled	Achieved
PG 1																		
M1: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PG 2																		
M1: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
PG 3																		
M1: HSC 582	1	1	100%	9	9	100%	11	11	100%	8	8	100%	3	3	100%			
All PLOs:	3	3	100%	27	27	100%	33	33	100%	24	24	100%	9	9	100%			

PGs by Location – Table D

[illegible]

[illegible]

M1+4:34: HSC 58	12	12	100%	13	13	100%	3	3	100%	28	28	100%
PLO 10												
M1: HSM 508	18	18	100%	1	1	100%	9	9	100%	28	28	100%
M2: HSC 582	12	12	100%	13	13	100%	3	3	100%	28	28	100%