

Annual Program Review & Outcome Measures 2024-2025

January 30th, 2026

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

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 experiences aimed at promoting personal, scholarly, and professional development. The counseling curriculum prepares individuals to become licensed professional counselors and/or licensed professional educators with an endorsement in school counseling in the State of Illinois. Students will be trained to be culturally responsive counselors prepared to work effectively in varied community and societal contexts.

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 nine full-time faculty members, including three Campus-level Program Coordinators whose duties are teaching and administrative. There are three male faculty members and six female faculty members.

Student enrollment in the counseling program for the 2024-2025 academic year was 273. Female students comprised approximately 76% of the students enrolled. The Counseling Program student ethnic makeup is diverse, with 52% identifying as students of color. Approximately 64% are first-generation college students. Annual persistence was 92%. The 3-year graduation rate was 68%. Graduate employment outcomes indicate 82 % of both White and Hispanic students and 88% of Black students are employed upon graduation.

The following charts compare AY24-25 with trends from previous years. Comparison Group Data:
NLU Graduate - Psychology and Behavioral Sciences

Equity Outcomes

Annual Persistence

	24/25 AY Annual Persistence Rate (Goal = 91%)	Prior Year Annual Persistence Rate
White Students	92% (N= 124)	99% (N= 123)
Hispanic Students	90% (N= 63)	91% (N= 54)
Black Students	95% (N= 58)	88% (N= 56)

Employment Outcomes

	2024 Calendar Year Employment Outcomes (Goal = 93%)	Prior Year Employment Outcomes
White Students	82% (N=45)	89% (N= 37)
Hispanic Students	82% (N=22)	87% (N= 15)
Black Students	88% (N=16)	82% (N= 22)

Graduation Rates

	24/25 AY Graduation Rate (Goal = 73%)	Prior Year Graduation Rate
White Students	76% (N= 51)	69% (N= 48)
Hispanic Students	74% (N= 27)	57% (N= 21)
Black Students	50% (N= 28)	60% (N= 30)

** Rates are 2-year for certificate, 3-year for AAS/, 4-year for Bachelor's, 3-year for graduate, 6-year for doctoral*

DEMAND AND STUDENT DEMOGRAPHICS

Student Enrollment Trends

Total Enrollment

	Summer	Fall	Winter	Spring	AY Unduplicated Headcount	% Change from Prior AY
2025/26	247	303				
2024/25	219	273	284	309	368	6%
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	

New Enrollment

	Summer	Fall	Winter	Spring	tal New for AY
5/26	2	90			
4/25	0	79	25	36	140
3/24	2	83	13	20	118
2/23	0	71	11	25	107
1/22	1	70	25	29	125
0/21	1	75	18	35	129

Student Demographics

Race/Ethnicity	% Unduplicated Headcount – 2024/25	Comparison Group
Hispanic	24%	23%
Asian	3%	3%
Black	24%	24%
Native American	0%	0%
Pacific Islander	0%	0%
2 or more races	2%	3%
White	41%	40%
Overall Minority	52%	52%
International <i>(visa only)</i>	2%	1%
International Total <i>(visa and online)</i>	2%	1%

Gender	% Unduplicated Headcount – 2024/25	Comparison Group
Female	76%	82%
Male	24%	18%

Average Age	34.8	35.4
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Socio-Economic Indicators		
	2024/25 AY	Comparison Group
First Generation Student Population	64%	64%
Pell Eligible Student Population	N/A	N/A

QUALITY & STUDENT OUTCOMES

Annual Persistence

- Annual persistence is the 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
<i>AY 24/25 (Fall 2023 Total Program Enrollment)</i>	92%
<i>AY 23/24 (Fall 2022 Total Program Enrollment)</i>	94%
<i>AY 22/23 (Fall 2021 Total Program Enrollment)</i>	88%
<i>AY 21/22 (Fall 2020 Total Program Enrollment)</i>	93%
<i>AY 20/21 (Fall 2019 Total Program Enrollment)</i>	95%
Comparison Group – Fall 2023 Students	89%

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.

	2019/20 Starts	2020/21 Starts	2021/22 Starts	2022/23 Starts	Comparison Group
2 years	1%	0%	0%	0%	10%
3 years	80%	60%	68%		58%
4 years	84%	67%			66%

Cohort sizes: 1516 AY - 95, 1617 AY - 92, 1718 AY - 74, 1819 AY - 78, 1920 AY - 92 AY - 2021 AY - 118, 2122 AY - 120, 2223 AY - 101

Graduate Employment Outcomes

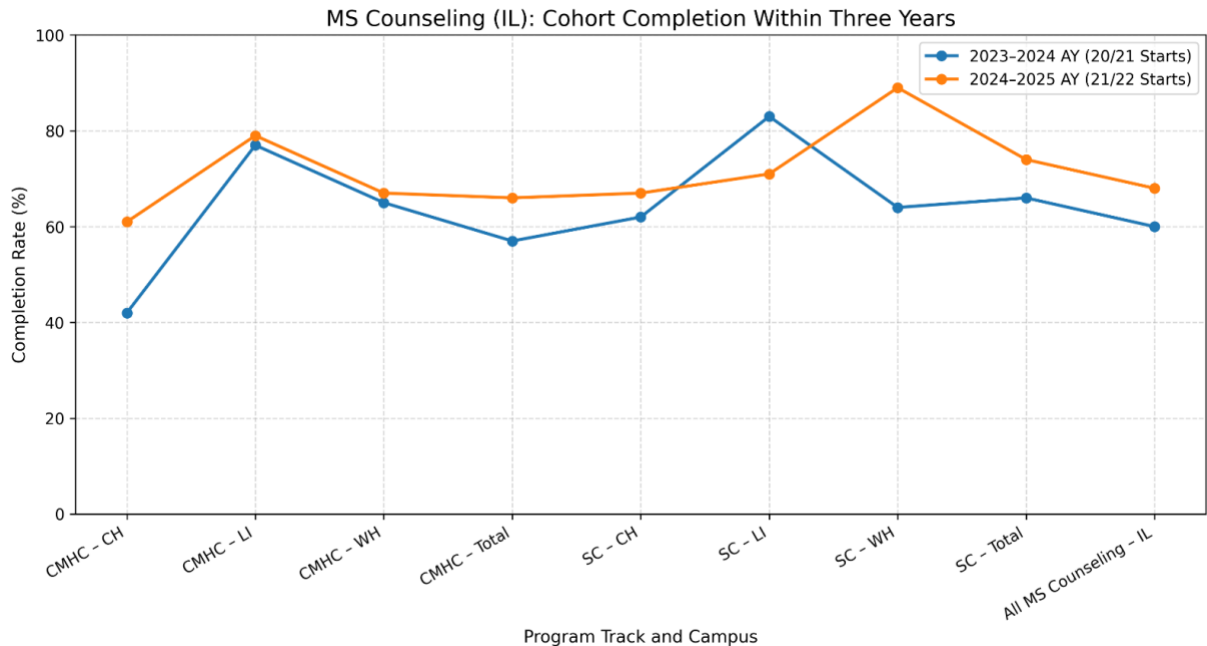
NLU collects employment information from all upcoming graduates at the point of graduation application and then performs outreach to students who are not employed. The information below reflects students reporting a successful outcome post-completion within six months of their degree conferral date. This includes students employed at any level, as well as students continuing their education. ***Note – due to institutional reporting timing, employment outcomes will be reported by calendar year instead of academic year starting in 2024. 2022 and 2023 are provided for historical reference.***

	% Successful Outcome	Comparison Group
2024 Calendar Year Conferrals	85%	87%
2023 Calendar Year Conferrals	87%	88%
2022 Calendar Year Conferrals	58%	70%
2021/22 AY Conferrals	52%	69%
2020/21 AY Conferrals	64%	70%

Term-to-Term Student Persistence

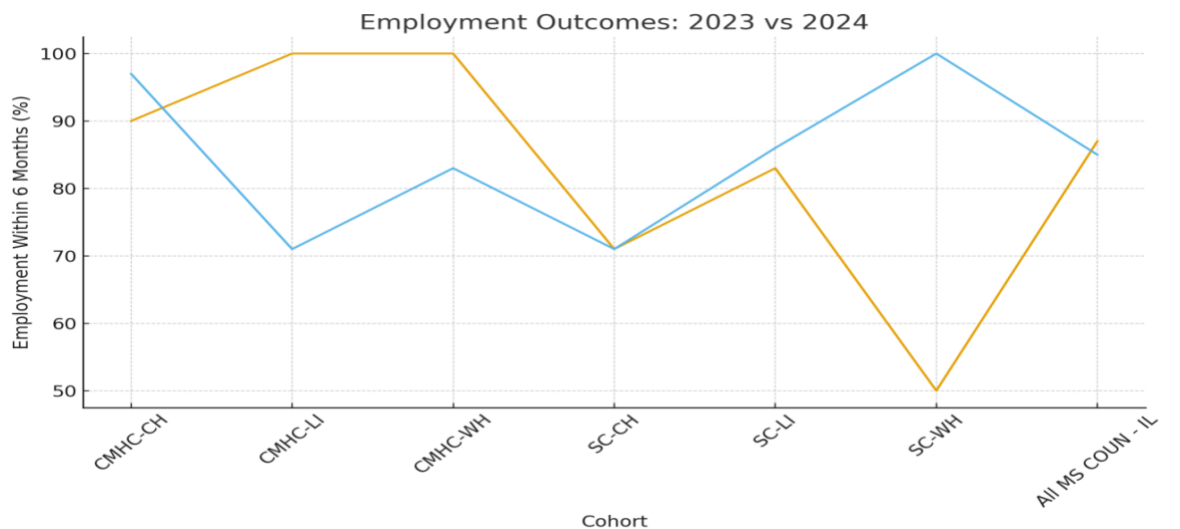
- These metrics look at the percentage of students from the prior term who either completed their program of study or re-enrolled the subsequent term. Rates for a stated term are always based on the prior term's enrollments except for Spring to Fall, which is the % of spring students from the prior academic year who persisted to the fall term, regardless of summer enrollment patterns. Term to Term Persistence, specifically Fall to Winter, tends to be a strong predictor of subsequent year annual persistence and should be viewed as a leading indicator for that outcome.

	Spring to Fall (<i>Spring of prior AY</i>)	Fall to Winter	Winter to Spring
2024/25	95%	96%	96%
2023/24	94%	95%	96%
2022/23	92%	97%	98%
Comparison			
2024/25	92%	95%	93%



- **2023–2024 AY (20/21 Starts)** – Percentage of students who completed the MS Counseling program within three years for cohorts beginning in Academic Year 2020–2021

The graduation chart shows clear evidence of overall improvement in three-year program completion rates across nearly all campuses and tracks. The CMHC Chicago, SC Chicago, and SC Wheeling cohorts show the strongest growth, while Lisle sites maintain generally high outcomes with minor fluctuation. The upward trend across both programs reflects strengthened student support infrastructure, improved academic monitoring, and increasingly effective program operations.



Key / Legend

- **Blue Line (2023)** – Percentage of graduates employed within six months of graduation by cohort (2023 outcomes)
- **Orange Line (2024)** – Percentage of graduates employed within six months of graduation by cohort (2024 outcomes)

Overall, the chart shows that the majority of graduates across all campuses and tracks obtain employment within six months. While several cohorts demonstrate strong and improving trends (e.g., CMHC-CH, SC-WH), others show declines that may indicate localized labor market challenges or cohort-specific factors (e.g., CMHC-LI). The data support ongoing program monitoring and targeted interventions to maintain high post-graduation employment outcomes.

Professional Disposition Results 2024-2025

Disposition / Performance Indicator	Benchmark for Achievement	Assessment Points in Program	Academic Year of Data Collection
1. Contributes actively and meaningfully to class discussions and engages in class and clinical Activities	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
2. Demonstrates thoughtfulness and reflection on course content in written assignments	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
3. Demonstrates the ability to deliver professional presentations	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
4. Demonstrates graduate-level writing skills	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
5. Synthesizes knowledge and integrates new information in written and verbal communication	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
6. Actively engages in and contributes meaningfully to small- and large-group discussions	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
7. Maintains appropriate classroom participation by avoiding monopolization of discussion or inappropriate self-disclosure	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
8. Demonstrates professionalism by refraining from argumentative or attention-seeking behaviors	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
9. Demonstrates insight into how personal characteristics and values influence professional identity Development	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026
10. Demonstrates awareness of how personal actions and verbal responses impact others	80% of students score 80% or higher on the assessment	Introduction CourseMidpoint CourseExit Point	AY 2025–2026

- Data will be collected beginning in Winter 2026 for all sites.

Aggregate Assessment of Graduate Outcomes

Type	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level by Program Delivery Type and Specialized Practice Area(s)
Pass Rates on Credentialing Examinations	80% of the students pass the National Counselors Examination and the Professional Educator Licensure Exam.	Summer 2025	For the National Counselors Examination (NCE), 84% of the Clinical Mental Health Students earned a passing score and 50% of the School Counseling Students earned a passing score. For the Professional Educator Licensure Exam (PELE), 65% of the School Counseling students earned a passing score.
Degree Completion Rates	80% of the students graduate from the program within 3 years.	Summer 2025	Sixty-six (66%) of the Clinical Mental Health Counseling students and 68% of the School Counseling students completed the program within 3 years.
Employment and Doctoral Admission Rates (<i>if applicable</i>)	80% of the students are employed upon graduation.	Summer 2025	Eighty-six (86%) of the Clinical Mental Health Counseling students and 83% of the School Counseling students were employed upon graduation. The program will start collecting doctoral admission rate data in the upcoming academic year.

Aggregate Assessment of Fieldwork Placements			
Type	Established Minimum Threshold	Times When Data Was Collected	Aggregate Achievement Level by Program Delivery Type and Specialized Practice Area(s)
Practicum	80% of the students are placed at a fieldwork site.	Summer 2025	For Clinical Mental Health Counseling students, the fieldwork placement rate was 100%. For School Counseling students, the fieldwork placement rate was 100%.
Internship	80% of the students are placed at a fieldwork site.	Summer 2025	For Clinical Mental Health Counseling students, the fieldwork placement rate was 100%. For School Counseling students, the fieldwork placement rate was 100%.

Exit Survey

Student satisfaction was evaluated at the conclusion of the program which involved the students responding to 33 items that covered the content covered in the program, instructional practices, and the capacity of the program to address their needs. These items were rated on a 5-point scale and the goal was for 80% of the students to rate each item as a 4 or 5. The aggregate results along with the disaggregated outcomes based on location, track, and demographics are included in this section followed by actions the program will take to address thresholds that were not achieved for specific items.

The aggregate results indicated that the goal was achieved for 26 of the 33 objectives for the 33 students who responded to the survey. The objectives that were not achieved were based on the content areas associated with 04. Assessment, Research, and Evaluation, 06. Assessment and Appraisal, 07. Career Development; instructional practices - 22. Instructors - Quality of Instruction; and the program's capacity to meet their needs - 27. Program - Met All Expectations. 28. Program - Good Reputation and 30. Program - Recommend to Others.

<u>Aggregate Items (33)</u>	<u>Achieved</u>
01. Human Development	87.9% (29)
02. Group Counseling	87.9% (29)
03. Counseling Theories	84.8% (28)
04. Assessment, Research, and Evaluation	<u>75.8% (25)</u>
05. Law and Ethics	84.8% (28)
06. Assessment and Appraisal	<u>78.8% (26)</u>
07. Career Development	<u>72.7% (24)</u>
08. Group Dynamics	84.8% (28)
09. Characteristics Aligned with Counseling	90.9% (30)
10. Interviewing and Case Conceptualization	90.9% (30)
11. Personal and Professional Self-Evaluation	90.9% (30)
12. Worth of Each Individual	87.9% (29)
13. Multicultural Dynamics	84.8% (28)
14. Helping Process	90.9% (30)
15. Counseling Skills	87.9% (29)
16. Professional Orientation	84.8% (28)
17. Instructors - Cared About Me	84.8% (28)
18. Instructors - Available Outside of Classroom	81.8% (27)
19. Instructors - Fair Treatment	81.8% (27)
20. Instructors - Timely Feedback	81.8% (27)
21. Instructors - Knowledgeable	90.9% (30)
22. Instructors - Quality of Instruction	72.7% (24)
23. Technology Skill Development	87.9% (29)

24. Program - Learning and Technology Resources	84.8% (28)
25. Program - Clear Program Requirements	90.9% (30)
26. Program - Valuable Content	84.8% (28)
27. Program - Met All Expectations	75.8% (25)
28. Program - Good Reputation	78.8% (26)
29. Program - Overall Experience	87.9% (29)
30. Program - Recommend to Others	78.8% (26)

*n=33

Disaggregating the data showed that the metrics were not achieved based on the location, program track, and demographics.

For location, the metric was not achieved for 8 items in Chicago (17 respondents), 15 items in Lisle (4 respondents), and 8 items in Wheeling (10 respondents). The items associated with unmet thresholds by location are included in this section.

For the Chicago location, the metric was not achieved for the following items for 17 students:

Survey Items	Chicago (17)
04. Assessment, Research, and Evaluation	76.5% (13)
07. Career Development	70.6% (12)
20. Instructors - Timely Feedback	76.5% (13)
22. Instructors - Quality of Instruction	70.6% (12)
27. Program - Met All Expectations	76.5% (13)
28. Program - Good Reputation	70.6% (12)
29. Program - Overall Experience	76.5% (13)
30. Program - Recommend to Others	76.5% (13)

*n=17

For the Lisle location, the metric was not achieved for the following items for 4 students:

Survey Items	Lisle (4)
04. Assessment, Research, and Evaluation	75.0% (3)
05. Law and Ethics	75.0% (3)
06. Assessment and Appraisal	75.0% (3)
16. Professional Orientation	75.0% (3)
17. Instructors - Cared About Me	75.0% (3)
18. Instructors - Available Outside of Classroom	75.0% (3)
19. Instructors - Fair Treatment	75.0% (3)
20. Instructors - Timely Feedback	75.0% (3)
22. Instructors - Quality of Instruction	75.0% (3)
24. Program - Learning and Technology Resources	75.0% (3)
26. Program - Valuable Content	75.0% (3)
27. Program - Met All Expectations	75.0% (3)
28. Program - Good Reputation	75.0% (3)
29. Program - Overall Experience	75.0% (3)
30. Program - Recommend to Others	75.0% (3)

*n=4

For the Wheeling location, the metric was not achieved for the following items for 10 students:

Survey Items	Wheeling (10)
06. Assessment and Appraisal	75.0% (9)
07. Career Development	75.0% (9)
18. Instructors - Available Outside of Classroom	75.0% (9)
19. Instructors - Fair Treatment	75.0% (9)
20. Instructors - Timely Feedback	75.0% (9)
26. Program - Valuable Content	75.0% (9)
27. Program - Met All Expectations	66.7% (8)
28. Program - Good Reputation	75.0% (9)

*n=10

Further disaggregating the data by School and Clinical track revealed the metrics were not achieved for 18 items at the Chicago location for the 12 Clinical track respondents and 4 items for the 5 School track respondents; those items are highlighted in this section.

<u>Location-Program Items</u>	<u>CHI-CLN (12)</u>	<u>CHI-SCH (5)</u>
03. Counseling Theories	75.0% (9)	100.0% (5)
04. Assessment, Research, and Evaluation	75.0% (9)	80.0% (4)
06. Assessment and Appraisal	66.7% (8)	80.0% (4)
07. Career Development	66.7% (8)	60.0% (3)
10. Interviewing and Case Conceptualization	75.0% (9)	100.0% (5)
11. Personal and Professional Self-Evaluation	75.0% (9)	100.0% (5)
13. Multicultural Dynamics	75.0% (9)	80.0% (4)
15. Counseling Skills	75.0% (9)	80.0% (4)
16. Professional Orientation	66.7% (8)	80.0% (4)

20. Instructors - Timely Feedback	66.7% (8)	80.0% (4)
22. Instructors - Quality of Instruction	75.0% (9)	100.0% (5)
23. Technology Skill Development	75.0% (9)	80.0% (4)
24. Program - Learning and Technology Resources	75.0% (9)	80.0% (4)
26. Program - Valuable Content	75.0% (9)	80.0% (4)
27. Program - Met All Expectations	66.7% (8)	100.0% (5)
28. Program - Good Reputation	75.0% (9)	60.0% (3)
29. Program - Overall Experience	75.0% (9)	60.0% (3)
30. Program - Recommend to Others	75.0% (9)	60.0% (3)

Disaggregating the data by School and Clinical track revealed the metrics were not achieved for the 3 items for the 2 Clinical track students at the Lisle location.

<u>Location-Program Items</u>	<u>LIS-CLN (2)</u>	<u>LIS-SCH (2)</u>
04. Assessment, Research, and Evaluation	50.0% (1)	100.0% (2)
06. Assessment and Appraisal	50.0% (1)	100.0% (2)
05. Law and Ethics	50.0% (1)	100.0% (2)

The disaggregation of the data based on School and Clinical track revealed the metrics were not achieved for 4 items for the 10 Clinical track respondents and 3 items for the 2 School track respondents.

<u>Location-Program Items</u>	<u>WHL-CLN (10)</u>	<u>WHL-SCH (2)</u>
04. Assessment, Research, and Evaluation	80.0% (8)	50.0% (1)
07. Career Development	70.0% (7)	50.0% (1)
20. Instructors - Timely Feedback	70.0% (7)	50.0% (1)
27. Program - Met All Expectations	70.0% (7)	100.0% (2)
28. Program - Good Reputation	70.0% (7)	100.0% (2)

When the results were disaggregated based on demographics, the items included in this section were not achieved for the following demographic segments of students:

<u>Items</u>	<u>Asian (1)</u>
04. Assessment, Research, and Evaluation	0% (0)
12. Worth of Each Individual	0% (0)

<u>Items</u>	<u>Black (9)</u>
03. Counseling Theories	77.8% (7)
04. Assessment, Research, and Evaluation	66.7% (6)
06. Assessment and Appraisal	77.8% (7)
07. Career Development	77.8% (7)
16. Professional Orientation	66.7% (6)
17. Instructors - Cared About Me	66.7% (6)

18. Instructors - Available Outside of Classroom	66.7% (6)
19. Instructors - Fair Treatment	66.7% (6)
20. Instructors - Timely Feedback	55.6% (5)
22. Instructors - Quality of Instruction	66.7% (6)
24. Program - Learning and Technology Resources	77.8% (7)
26. Program - Valuable Content	77.8% (7)
27. Program - Met All Expectations	77.8% (7)
28. Program - Good Reputation	55.6% (5)
29. Program - Overall Experience	55.6% (5)
30. Program - Recommend to Others	55.6% (5)

<u>Items</u>	<u>Hispanic (3)</u>
04. Assessment, Research, and Evaluation	66.7% (2)
05. Law and Ethics	66.7% (2)
06. Assessment and Appraisal	66.7% (2)
18. Instructors - Available Outside of Classroom	66.7% (2)
19. Instructors - Fair Treatment	66.7% (2)
27. Program - Met All Expectations	66.7% (2)

<u>Items</u>	<u>Hispanic-White (3)</u>
04. Assessment, Research, and Evaluation	66.7% (2)
06. Assessment and Appraisal	66.7% (2)
09. Characteristics Aligned with Counseling	66.7% (2)
10. Interviewing and Case Conceptualization	66.7% (2)
11. Personal and Professional Self-Evaluation	66.7% (2)

14. Helping Process	66.7% (2)
15. Counseling Skills	66.7% (2)
16. Professional Orientation	66.7% (2)
17. Instructors - Cared About Me	66.7% (2)
18. Instructors - Available Outside of Classroom	66.7% (2)
19. Instructors - Fair Treatment	66.7% (2)
20. Instructors - Timely Feedback	66.7% (2)
22. Instructors - Quality of Instruction	66.7% (2)
24. Program - Learning and Technology Resources	66.7% (2)
26. Program - Valuable Content	66.7% (2)
27. Program - Met All Expectations	66.7% (2)
28. Program - Good Reputation	66.7% (2)
29. Program - Overall Experience	66.7% (2)
30. Program - Recommend to Others	66.7% (2)
21. Instructors - Knowledgeable	66.7% (2)
23. Technology Skill Development	66.7% (2)
25. Program - Clear Program Requirements	66.7% (2)

<u>Items</u>	<u>White (17)</u>
04. Assessment, Research, and Evaluation	76.5% (13)
07. Career Development	64.7% (11)
22. Instructors - Quality of Instruction	70.6% (12)
27. Program - Met All Expectations	76.5% (13)
30. Program - Recommend to Others	76.5% (13)

Improvement Plan:

1. Content and Skills.

Unmet outcomes will be addressed by strengthening applied learning through case conceptualization, hands-on assessment and appraisal activities, practice-based research projects, live and observed counseling sessions, and structured opportunities for interviewing, career counseling, technology use, and professional association engagement. The program will further integrate strengths-based approaches, multicultural self-reflection, and structured personal and professional self-evaluation into coursework and disposition assessment.

2. Instructional Practices.

Instructional improvements will focus on enhancing relational and trauma-informed pedagogy, increasing faculty availability and proactive outreach, ensuring transparent grading through rubrics, providing timely feedback, explicitly linking theory to practice, and implementing support plans for instructors whose IDEA survey scores fall below established benchmarks.

3. Program Capacity.

To improve program capacity, the program will ensure clear access to learning and technology resources, maintain alignment with CACREP standards, highlight faculty and alumni accomplishments, enhance the overall student experience through continuous feedback, and clearly communicate how program content aligns with students' professional and licensure goals

Employment Survey

Graduates from the program completed a survey to determine where they were in their job search process, their employment status, their satisfaction with their employment status, and their utilization of the skills they acquired in the program. Thirty-five graduates completed the survey and their responses are reported in this section.

The status of their employment was as follows: 34.29% were employed full time in the counseling field, 11.43% were employed full time in another field, 8.57% were employed part-time in the counseling field, and 20% were employed part-time in another field, and 25.71% were unemployed. In examining the graduates' level of satisfaction with their employment status on 5-point scale (very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied, 40% of the graduates were satisfied or very satisfied with their employment status.

Their job-seeking status indicated that 57.14% were looking for a full-time job in the counseling field, 2.86% were looking for a full-time job in another field, 11.43% were looking for a part-time job, and 25.72% were not looking for a job.

The survey inquired about graduates' utilization of the skills they acquired in the program and utilized a 5-point scale (strongly agree, agree, neutral, disagree, and strongly disagree) to collect their responses to the following statement: My employment utilizes the skills gained in my NLU Counseling program. Of the respondents, 71.43% of them indicated that they agreed or strongly agreed that their employment utilizes their counseling skills,

To address the range of employment interests expressed by the graduates, the program will collaborate with the NLU's career services department to provide personalized resources and support for the students.

Noel Levitz

The Noel Levitz Adult Student Priorities Survey was administered to the students enrolled in the program during the 2024-2025 academic year. Students use a 7-point scale to rate the level of importance of each item and a their satisfaction with how well the program performed on those items. The difference between level of importance and satisfaction is the GAP and the further away from 1 the GAP score is reflects the how well the program is addressing the students' needs. The GAP scores for the program have been fluctuating with each cycle as the program performed at its best in 2020-2021 and the performance declined in 2022-2023, then improved in 2024-2025. Even with the most recent evaluation cycle indicating improvements, the program still fell short of the targets for 2024-2025 because the comparison group scored Importance/Satisfaction (GAP) 6.72/ 6.03 (0.69) on this item: "The quality of instruction I receive in my program is excellent" and the program scored Importance/Satisfaction (GAP) 6.68/ 5.97 (0.71). The comparison group scored Importance/Satisfaction (GAP) 6.84/ 6.33 (0.51) on "My program is preparing me for success in my chosen profession" and the program scored Importance/Satisfaction (GAP) 6.88/ 6.34 (0.54).

To improve the program's performance on "the quality of instruction I receive in my program is excellent" and the program scored Importance/Satisfaction (GAP) 6.68/ 5.97 (0.71). The comparison group scored Importance/Satisfaction (GAP) 6.84/ 6.33 (0.51) on "My program is preparing me for success in my chosen profession" and the program scored Importance/Satisfaction (GAP) 6.88/ 6.34 (0.54). For instructional quality, the following actions will be implemented: Provide instructors with resources on relational pedagogy and trauma-informed instruction. Provide instructors with strategies for establishing clear and consistent office hours and encouraging students to proactively reach out to students who are not performing well in the course. Include grading standards with point distributions for all assignments in the syllabus and use rubrics to grade all assignments. Grade assignments within 5 business days after the due date.); Encourage faculty to explicitly apply theory to direct practice. Instructors who receive IDEA Survey Scores below 4 should undergo support plans. For preparing the students for the profession, the program will implement the following strategies: Teach the theories through case conceptualization.); Utilize practice-based projects for interpreting data and evaluating outcome data. Provide hands-on experience with administering and interpreting assessments. Integrate self-evaluation into the student disposition evaluation process. Provide opportunities for students to practice interviewing and case conceptualization skills with real and mock clients.); Integrate self-evaluation into the student disposition evaluation process. Provide students with opportunities to engage in live observed counseling sessions with mock and real clients. Provide students with opportunities to use technologies associated with counseling practice.

Program and Performance Data Program assessment

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.

Educator License (PEL) School Counseling Content Exam (235). The AY 24-25 pass rate for NLU school counseling students was 85%.

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.

During the most recent assessment cycle, the program systematically evaluated student learning outcomes across ten Program Learning Outcomes (PLOs), operationalized through signature assignments in core counseling courses (e.g., HSC 503, 504, 506, 509, 510, 511, 512, 514, 519, 582, and HSM 508). The data set includes 3,259 assessment points across Clinical Mental Health Counseling (CMHC) and School Counseling (SC) tracks, multiple campuses (Chicago, Lisle, and Wheeling), and modalities (including virtual classroom sections).

Across all PLOs, student attainment of the designated performance benchmark is consistently high. The proportion of students rated as meeting or exceeding expectations ("Y") on each PLO ranges from 92.2% to 100%, with an overall mean attainment rate of approximately 96–97%. Sample results include:

- **PLO 1 – Ethical and Professional Practice**

Operationalized via the *HSC 511 Ethical Case Study Analysis*, 94.9% of students (94 of 99) met or exceeded expectations. CMHC students achieved a 95.8% attainment rate, while School Counseling students achieved 92.6%. Lisle and Wheeling cohorts demonstrated 100% attainment, whereas the Chicago site showed somewhat lower attainment (approximately 88.9% for CMHC and 84.6% for SC students).

- **PLO 2 – Social and Cultural Diversity / Social Justice Competence**

Assessed through the *HSC 503 Social Justice Counseling Paper*, 92.2% of students (47 of 51) met or exceeded expectations. CMHC students demonstrated very strong performance (95% attainment). In contrast, School Counseling candidates showed comparatively lower performance (81.8%; 9 of 11). Within School Counseling, Chicago-site candidates evidenced the most notable gap, with approximately 71.4% (5 of 7) meeting expectations, compared to 100% at Lisle.

- **PLO 3 – Human Growth and Development / Family Systems**

PLO 3 is assessed across three distinct assignments:

- *HSC 509 Child Developmental Interview (PLO 3-A)* – 95.7% attainment (178 of 186)
- *HSC 509 Adult Developmental Interview (PLO 3-B)* – 97.3% attainment (179 of 184)

- *HSC 506 Family Case Analysis (PLO 3-C)* – 93.1% attainment (81 of 87)
Within PLO 3-C, CMHC students at Chicago and Lisle perform above 90%, yet the Wheeling cohort exhibits a slightly lower attainment rate of 84.6% (11 of 13), indicating a localized need for reinforcement of systemic case formulation skills.

- **PLO 4 – Career Development**

For *HSC 514 Career Life Line (PLO 4-A)*, overall attainment is 96.4% (27 of 28). CMHC students demonstrate 100% attainment across sites. However, School Counseling candidates show a lower attainment rate (85.7%; 6 of 7), driven primarily by the Chicago School Counseling cohort, where approximately 66.7% (2 of 3) meet or exceed criteria, compared to 100% in the Wheeling School Counseling cohort.

The *HSC 514 Special Population Presentation (PLO 4-B)* shows 100% attainment (9 of 9), suggesting students can effectively apply career constructs to special populations when expectations are clearly scaffolded.

- **PLO 5 – Counseling Skills / Microskills**

In *HSC 504 Transcription and Skill Critique*, 95.5% of students (189 of 198) met expectations. CMHC students overall achieved 94.9% attainment, with Chicago and Lisle cohorts at or above 96%. The Wheeling CMHC cohort again exhibits comparatively lower performance (85.7%; 36 of 42), indicating a cluster of students requiring additional support in demonstrating advanced microskills.

- **PLO 6 – Assessment and Diagnosis / Comprehensive Examination**

Across two administrations of the *HSC 519 Final Exam (PLO 6)*, attainment ranges from 95.7% to 100% (72 of 73 students meeting or exceeding expectations). These results suggest that students, across tracks and delivery formats, are appropriately integrating diagnostic and assessment content by the time of this capstone course.

- **PLO 7 – Counseling Theories**

In *HSC 510 Theory Paper*, 100% of students (26 of 26) met or exceeded expectations, indicating very strong mastery of counseling theories and the ability to conceptualize cases within theoretical frameworks.

- **PLO 8 – Group Counseling**

Group counseling competencies were assessed via *HSC 512 Student Led Group (PLO 8-A)*
HSC 512 Group Development Paper Data Not Collected (PLO 8-B)*.

- For **PLO 8-A**, 95.7% of students (90 of 94) met expectations overall. CMHC students in face-to-face settings (Chicago and Lisle) achieved attainment rates of 97–100%, and all School Counseling students achieved 100%. However, outcomes in virtual classroom sections are more variable, with one virtual CMHC cohort achieving 77.8% attainment (7 of 9) and an isolated case where one student did not meet criteria (0 of 1).

- **PLO 9 – Professional Identity, Ethics, and Integration**

The *HSC 511 Ethical case analysis* demonstrates-Overall outcomes met the benchmark at 84%, with CMHC exceeding expectations at 88%, while School Counseling fell below the target at 74%, indicating the need for targeted improvements in the SC track.

- **PLO 10 – Research and Program Evaluation**

Via the *HSM 508 Research Proposal*, 98.5% of students (135 of 137) met or exceeded expectations, indicating that students can design and articulate basic research and evaluation projects aligned with counseling practice.

Interpretation and Identification of Learning Gaps

Overall, the program demonstrates strong alignment with CACREP standards for student learning and high rates of outcome attainment across PLOs, tracks, and sites. The data provide clear evidence that the curriculum, instructional strategies, and assessment processes are effective in supporting student mastery of core counseling competencies.

At the same time, several targeted learning gaps and site-/modality-specific patterns have been identified:

1. School Counseling–Chicago performance on social justice competencies (PLO 2)

- School Counseling candidates in Chicago display lower attainment (71.4%) on the HSC 503 Social Justice Counseling Paper compared to both CMHC peers (95%) and School Counseling candidates at other sites (100% at Lisle).
- This suggests a need for additional scaffolding and integration of multicultural and social justice counseling skills within the School Counseling track at this campus.

Systemic and family case formulation at Wheeling (PLO 3)

- Wheeling CMHC students have a lower attainment rate (84.6%) on the HSC 506 Family Case Analysis relative to Chicago and Lisle CMHC students ($\geq 90\%$).
- This indicates a need to enhance instruction and applied practice related to systemic conceptualization and family interventions at the Wheeling site.

2. Career counseling competencies for School Counseling–Chicago (PLO 4)

- While CMHC students achieve 100% attainment on the HSC 514 Career Life Line assignment, School Counseling candidates in Chicago show only 66.7% attainment.

- This suggests that School Counseling students may require additional support in translating career development theories into meaningful, developmentally appropriate planning artifacts for P–12 populations.

3. Live group facilitation in virtual modalities (PLO 8)

- Although group knowledge and written analysis (PLO 8) remain strong across the board, attainment in virtual live group facilitation is less consistent (77.8% in one cohort, with isolated non-attainment cases).
- This pattern suggests that students may need more structured preparation and coaching for group facilitation in online/virtual environments.
- Data not collected in accordance with plan.

The program will use these findings to guide a targeted, data-driven continuous improvement plan, described below.

This report summarizes the analysis of student learning outcomes across ten Program Learning Outcomes (PLOs) for the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) programs. Data from 3,259 assessment points show consistently high attainment rates ranging from 92.2% to 100%. Key strengths include mastery of counseling theories, integration of professional identity competencies, and strong performance on research and program evaluation outcomes.

Targeted gaps were identified in specific campuses and modalities, including: social justice competencies in the School Counseling Chicago cohort, ethical decision-making performance at the Chicago site, systemic and family case formulation at the Wheeling campus, and group facilitation skills in virtual modalities. This report outlines a structured action plan to address these gaps through curricular enhancements, faculty development, instructional improvements, and strengthened assessment calibration.

Formal Accreditation Narrative

During the most recent assessment cycle, the program evaluated student learning outcomes across ten Program Learning Outcomes (PLOs), using signature assignments embedded in key counseling courses. Across all PLOs, student attainment of the benchmark was consistently high, with an overall mean attainment rate of 96–97%.

PLO-specific findings include:

- Social and Cultural Diversity (PLO 2): 92.2% attainment overall; School Counseling students at Chicago showed significantly lower performance.
- Human Growth and Development (PLO 3): Attainment rates ranged from 93.1% to 97.3%, with Wheeling students showing lower performance in systemic case formulation.
- Career Development (PLO 4): CMHC students achieved 100% attainment; School Counseling Chicago students showed gaps.
- Counseling Skills (PLO 5): 95.5% attainment overall; Wheeling CMHC students demonstrated lower proficiency.
- Assessment and Diagnosis (PLO 6): 95.7–100% attainment.
- Counseling Theories (PLO 7): 100% attainment.

- Group Counseling (PLO 8): Written analysis strong across sites; virtual facilitation less consistent.
- Professional Identity Integration (PLO 9): 99.9% attainment.
- Research and Program Evaluation (PLO 10): 98.5% attainment.

These results demonstrate strong program effectiveness, while also highlighting targeted and actionable learning gaps.

University Learning Outcome (ULO)	Aligned Program Learning Outcome(s) (PLOs)
ULO 1 – Specialized Knowledge	PLO 1, PLO 7
ULO 2 – Broad and Integrative Knowledge	PLO 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 Fl	PLO 10

Alignment with CACREP Standards and the ULOs: In achieving all PLOs the program provided evidence of student learning in relation to the following CACREP Standards, given alignment to PLOs CACREP Standards. In sum, for the 2024-2025 academic year all 10 of the PLO success standards were met for the program. However, for the PLOs, the disaggregation of data uncovered differences in student learning across majors and sites. Further examination of those results enabled the faculty to gain a deeper understanding of the issues affecting students' performance, allowing them to develop targeted interventions to support students as they progress through the program.

Information Sharing

Program annual report results were shared with students, alumni, and advisory committee members for feedback in the manner described in the chart below.

Method of Information Sharing	Faculty	Staff	Students & Alumni	Advisory Board	Site Supervisors
In-person (e.g., meetings)	X	X	X	X	X
Electronic (e.g., announcements, email communication, program website)	X	X	X	X	X

Action Plan to Address Learning Gaps

Strengthen Social Justice Competencies (PLO 2)

Target School Counseling Chicago cohort. Actions include curricular revisions, faculty calibration, field integration, and structured peer review. Goal: Increase attainment to $\geq 80\%$ within three academic years.

Strengthen Group Facilitation (PLO 8)

Develop modality-specific facilitation training, require rehearsal sessions, and refine rubric expectations. Goal: Virtual cohort attainment $\geq 80\%$ within three academic years.

Year 1 – Assessment Alignment & Foundations

Focus: Clarify expectations, align faculty, and establish consistent measurement

- **Social Justice Competencies (PLO 2 – Chicago/Lisle/Wheeling)**
 - Conduct curricular mapping to identify where social justice competencies are explicitly taught and assessed(Completed Summer 2025)
 - Begin faculty calibration discussions around PLO 2 rubric and assignment description expectations (Completed Fall 2025)
- **Group Facilitation (PLO 8 – Chicago/Lisle/Wheeling)**
 - Review current group facilitation rubric and assignment description

Year 2 – Evaluation, Refinement & Targeted Support

Focus: Address remaining gaps and strengthen consistency

- Analyze data to identify remaining areas of underperformance
- Provide targeted faculty development where attainment lags
- Refine assignments, rubrics, and instructional supports based on outcome data
- Enhance targeted student supports (e.g., coaching, remediation plans)

Deliverable: Documented improvements approaching ≥80% attainment

Year 3 – Sustainability & Continuous Improvement

Focus: Institutionalize successful practices and meet attainment goals

- Formalize curricular revisions and faculty calibration practices
- Embed successful strategies into standard program policies and syllabi

Deliverable: Final assessment report demonstrating sustained PLO attainment