

Roosevelt University
Counseling and Human Services
2025-2026

Program Evaluation Outcomes Report

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REPORT OVERVIEW

PURPOSE OF THIS REPORT

- The 2025-26 annual program evaluation report is a summary of program data gathered for the purpose of program evaluation and development. This report is based on the 2024 CACREP standards.
- This report provides results for the continuous, systematic evaluation of our program and its objectives (*CACREP Standard Section 2)*
- This report identifies program modifications and substantial program changes.
- This report will be emailed to stakeholders including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors). In addition, the report will be accessible on the program's web page.

DATA INCLUDED IN THIS REPORT

- Academic quality indicator data
- Applicant demographic data
- Student demographic data
- Graduate demographic data
- Student outcome data
- FTE calculation data
- Survey data from alumni, internship site supervisors, and employers of graduates
- Data-based curricular changes
- Program modifications
- Substantial program changes (*none to report this year*)

RU COUNSELING & HUMAN SERVICES MISSION STATEMENT

The Counseling and Human Services program is dedicated to educating the next generation of socially conscious, culturally competent, professional counselors. Our program emphasizes self-awareness of power, privilege, differences, and students' own cultural attitudes, values, and beliefs to promote social justice, equity, and access. The curriculum is designed to equip students with a robust counseling skill set, sound professional insight, and ethical discernment. The program's theoretical and experiential coursework focuses on building sustainable, collaborative partnerships with community stakeholders to deliver exceptional mental health services. Through these collective efforts, students are given the tools to address systemic barriers to better serve underrepresented, marginalized, and oppressed individuals and groups through advocacy and counseling.

CURRENT CACREP PROGRAMS

- Clinical Mental Health Counseling
  - MA
  - 61 semester credit hours
- School Counseling
  - MA

- 61 semester credit hours

DEMOGRAPHICS

The RU Counseling and Human Services department admits students six times per year for the Clinical Mental Health Counseling (CMHC) and School Counseling tracks. Applications are reviewed starting in August and continue each month through the final review cycle in June. After each initial application review, selected applicants are invited to virtual interviews which are held in the same month of the corresponding application review.

Applicant Data

Demographic data for RU Counseling and Human Services program applicants in 2025-2026 are provided below in Table 1:

Table 1. 2025-2026 Applicants, Admitted Students, & Enrolled Students

2025-2026 APPLICANTS, ADMITTED STUDENTS, & ENROLLED STUDENTS			
	Applied	Admitted	Enrolled Students
Clinical Mental Health Counseling	130 (FA2025) 142 (FA2026)	81 (FA2025) 91 (FA026)	30 (FA2025) 33 (FA2026)
School Counseling	34 (FA2025) 20 (FA2026)	12 (FA2025) 12 (FA2026)	5 (FA2025) 3 (FA2026)

Enrolled Student Data

Demographic data for RU Counseling and Human Services students enrolled in 2025-2026 are provided below in Table 2:

Table 2. 2025-2026 Enrolled Students by Degree & Track

2025-2026 ENROLLED STUDENTS BY DEGREE & TRACK		
MASTER'S	Clinical Mental Health Counseling	63
	School Counseling	8

Graduation Data

Demographic data for RU Counseling and Human Services students who graduated in 2025-2026 are provided below in Table 3:

Table 3. Degrees Awarded in 2025-2026

DEGREES AWARDED IN SPRING 2025-2026	
Clinical Mental Health Counseling	5
School Counseling	3

Job placement data for RU Counseling and Human Services students who graduated in 2025-2026 are provided below in Table 4.

Table 4. 2025-2026 Job Placement Rates for Program Graduates

2025-2026 JOB PLACEMENT RATES FOR PROGRAM GRADUATES	
Clinical Mental Health Counseling	80%
School Counseling	75%

ACADEMIC QUALITY INDICATORS ACHIEVEMENT

Counseling and Human Services Program Quality Indicators and Assessment- 2025-2026

The Counseling and Human Services program faculty regularly review the counseling curriculum to ensure that courses and requirements reflect accreditation standards, licensure requirements, student and community input, and the realities of the mental health community in which services will be provided. These factors form the basis for the design of the curriculum and the requirements of the graduate counseling program. Thus, it is the goal of the Counseling and Human Services program that learners will graduate with:

1. Identity as a professional counselor and recognition of the importance of engagement in professional development.
2. Skill in applying ethical decision-making models to counseling practice.
3. Knowledge of how various client contexts and identities, such as ethnicity, race, nationality, age, gender, sexual orientation, gender identity, mental and physical characteristics, education, family values, religious and spiritual values, and socioeconomic status, intersect with mental health and distress.
4. Culturally sensitive helping skills to engage in counseling relationships and advocacy activities that promote the respect, growth and development of people in a diverse society.
5. Knowledge of counselors' roles in social justice, advocacy, as well as the nature of and processes in biases, oppression, discrimination and other culturally supported behaviors that are detrimental to human growth and development.
6. Advocacy skills to act as change agents to correct injustices and/or improve conditions for clients at multiple systems levels.
7. A theoretical and experiential understanding of group counseling purposes, development, dynamics, theories, and methods, as well as the skills to facilitate group processes.

8. Knowledge of research and program evaluation and the ability to apply basic quantitative and qualitative research skills.
9. Knowledge of career development theories and methods and the ability to apply career counseling skills to facilitate client exploration and problem solving.
10. Knowledge of human growth and development, and the ability to apply personality, learning, and lifespan developmental theories to facilitate change and growth in individuals and family systems.
11. Awareness of personal strengths, limitations, and resiliency that can be utilized when employing helping strategies with diverse populations of individuals, couples, families, and groups.

Professional Counseling Orientation and Ethical Practice (CHS 401)

Outcome Statement: Counseling students will demonstrate an in-depth knowledge of ethical practices of counseling profession; adopt the identity, values, and conduct of the counseling profession; display knowledge of the legal issues that impact the profession and practice of counseling; and, exhibit the ability to practice skillfully within the ethical guidelines established by the ACA.

Assessment MET: A grade of 80% or higher on the final exam in CHS 401.
2025-2026 Results: 100% of enrolled students scored 80% or higher on the final exam in CHS 401.

Social and Cultural Diversity (CHS 411)

Outcome Statement: Counseling students will demonstrate knowledge of the effects of systemic, social, and cultural factors on human behavior, both on those who hold dominant and non-dominant culture identities and social locations; demonstrate understanding of how the dynamics of power, privilege, and oppression impact clients' lived experiences, the counseling relationship, client case conceptualization, and treatment planning; and, demonstrate attitudes, beliefs, knowledge, skills, and actions as guided by the Multicultural and Social Justice Counseling Competencies (2015) and Advocacy Competencies (2003) endorsed by the ACA.

Assessment MET: Passing grade on final Portfolio in CHS 411.
2025-2026 Results: 95% of enrolled students received a passing grade on the final Portfolio in CHS 411

Human Growth and Development (CHS 457)

Outcome Statement: Counseling students will demonstrate knowledge of human development across the lifespan and the effects of normal and abnormal development on client functioning; and, skillfully apply knowledge of human and family developmental stages and experiences in

constructing developmentally appropriate client assessments, counseling goals, and treatment approaches in their work with clients.

Assessment MET: A grade of 80% or higher on the final exam in CHS 457.
2025-2026 Results: 100% of enrolled students scored 80% or higher on the final exam in CHS 457.

Career Development (CHS 415 / CHS 417)

Outcome Statement: Counseling students will demonstrate knowledge and application of career development theory in working with individuals of all ages and across all stages of life; demonstrate understanding of contextual influences, such as economic conditions and cultural factors on career decisions and job performance in therapeutic work with clients; and, demonstrate competence in understanding the intersections between mental health, life satisfaction, the world of work, and client roles and identities.

Assessment MET: A passing grade on the midterm and a grade of 80% or higher on the final exam in CHS 417.
2025-2026 Results: 100% of enrolled students scored 80% or higher on the final exam in CHS 415 and 100% of enrolled students scored 80% or higher on the final exam in CHS 417.

Counseling and Helping Relationships (CHS 462)

Outcome Statement: Counseling students will demonstrate the ability to skillfully create therapeutic working alliances with clients; demonstrate effective therapeutic helping skills that promote positive client change and counseling outcomes; and, demonstrate the ability to adapt the helping relationship to the unique needs of a diverse range of clients.

Assessment MET: Video recording assignment assessed using CSS-R in both Basic Skills and Advanced Skills where students obtain a score ≥ 36.
2025-2026 Result: 100% of enrolled students obtain a score ≥ 36 in both Basic Skills and Advanced Skills

Group Counseling and Group Work (CHS 421)

Outcome Statement: Counseling students will demonstrate knowledge of the purpose and function of different types of groups and of group process dynamics; apply group counseling theories and group leadership styles that promote positive therapeutic relationships; and, demonstrate the ability to skillfully create therapeutic change through effective group counseling.

Assessment MET: A 80% or higher on the Group Written Proposal and Role Play in CHS 421.
2025-2026 Result: 100% of enrolled students scored 80% or higher on the Group Proposal and Role Play in CHS 421

Assessment and Testing (CHS 416)

Outcome Statement: Counseling students will demonstrate the ability to identify valid, reliable, developmentally, and culturally appropriate assessment tools; demonstrate the ability to skillfully facilitate client assessment procedures; and, effectively utilize assessment findings and evaluation results to inform treatment planning and counseling interventions for the benefit of client progress.

Assessment MET: 80% or higher on the final exam in CHS 416.
2025-2026 Result: 74% of enrolled students scored 80% or higher on the final exam in CHS 416 (Spring and Summer semester)

Research and Program Evaluation (CHS 406)

Outcome Statement: Counseling students will demonstrate knowledge of research methods and how research findings inform evidence-based practice; demonstrate ability to skillfully select, analyze, evaluate, and apply professional research to professional counseling practice decisions and theory-based interventions; and, apply program evaluation approaches to their practice settings to better serve clients.

Assessment MET: 80% or higher on the cumulative final projects in CHS 406.
2025-2026 Result: 100% of enrolled students scored 80% or higher on their cumulative final projects in CHS 406.

Clinical Mental Health Counseling Academic Quality Indicators

Based on the Council for Accreditation of Counseling and Related Educational Program (CACREP), the Mission Statement of the Roosevelt University Counseling & Human Services program, the standards of the American Counseling Association (ACA), and the Illinois Department of Professional Regulation, all matriculating CHS Clinical Mental Health Counseling students will demonstrate the following knowledge, skills, and behaviors upon graduation from the school counseling program.

Clinical Mental Health Counselor Identity

Outcome Statement: Students will identify as Clinical Mental Health Counselors and will demonstrate an understanding of the professional roles and settings of clinical mental health counseling. Students will also have knowledge of the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

Assessment MET: A grade of 80% or higher on the Agency Review Presentation CHS 431.
2025-2026 Result: 100% of enrolled students scored 80% or higher on the Agency Review Presentation CHS 431.

Foundations of Clinical Mental Health Counseling

Outcome Statement: Students will demonstrate knowledge of the history and development of clinical mental health counseling; demonstrate knowledge of cultural factors relevant to clinical mental health counseling; demonstrate knowledge of theories and models of mental health counseling; demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning and legal and ethical considerations specific to clinical mental health counseling.

Assessment MET: Assessment: A grade of 80% or higher on the Agency Review Presentation CHS 431.
2025-2026 Result: 100% of enrolled students scored 80% or higher on the Agency Review Presentation CHS 431.

Contextual Dimensions of Clinical Mental Health Counseling

Outcome Statement: Students will demonstrate knowledge of and skill in the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders; roles and settings associated with the continuum of care of clinical mental health counseling services; demonstrate the ability to implement clinically effective treatment approaches for substance use disorders, particularly as they affect individuals with mental illness; demonstrate the ability to implement clinically effective treatment approaches for crises and trauma conditions, particularly as they affect individuals with mental illness; demonstrate knowledge of the effects of neurobiological indicators and psychopharmacological interventions on human functioning; and understand the impact of biological and neurological mechanisms on mental health.

Assessment MET: A grade of 80% or higher on Case Conference Presentation in CHS 463.
2025-2026 Result: 95% of enrolled students scored 80% or higher on Case Conference Presentation in CHS 463

Counseling in Clinical Mental Health Settings

Outcome Statement: Counseling students will demonstrate knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services network; demonstrate knowledge of strategies for interfacing with the legal system regarding court-referred clients; demonstrate knowledge of strategies for interfacing with integrated behavioral health care professionals; and demonstrate knowledge of strategies to advocate for persons with mental health issues.

Assessment MET: A final grade of "P" in CHS 599.
2025-2026 Result: 100% of enrolled students received a final grade of "P" in CHS 599

Practice of Clinical Mental Health Counseling

Outcome Statement: Students will demonstrate knowledge of and skills in the practice of clinical mental health counseling, including holistic and contextual assessment of client functioning; demonstrate the successfully complete an intake interview, mental status evaluation,

biopsychosocial history, mental health history, and psychological assessment specific to mental health counseling for treatment planning and caseload management; and will demonstrate an understanding of record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

Assessment MET: A grade of 80% or higher on Case Study Final in CHS 413.
2025-2026 Result: 100% of enrolled students scored 80% or higher on Case Study Final in CHS 413

Social Justice and Advocacy

Outcome Statement: Students will demonstrate understanding of the clinical counselor's role in social justice advocacy; demonstrate knowledge of and skills in the application of social justice principles in the practice of clinical counseling, including fairness and equity in accessing resources, exercising civil rights, and procuring mental health treatment, particularly in the cases of individuals and groups of people who experience marginalization; and, demonstrate the ability to engage in individual and/or collective actions to correct injustices or improve social conditions that support and benefit the welfare of individuals, groups, and general society.

Assessment MET: A grade of 80% or higher on the Social Policy Review Presentation in CHS 431.
2025-2026 Result: An Agency Review Presentation as completed in this course** and **100% of enrolled students scored 80% or higher on the Agency Review Presentation CHS 431.

Prevention and Intervention

Outcome Statement: Students will demonstrate knowledge of the potential for the etiology of addiction and substance abuse use disorders to mimic and/or co-occur with a variety of neurological, medical and psychological disorders; demonstrate knowledge of the impact of crisis and trauma on individuals for prevention and treatment of a broad range of mental health diagnoses; and demonstrate knowledge of the techniques and interventions for prevention and treatment of a broad range of mental health issues.

Assessment MET: A grade of 80% or higher on the Mini Research Conference Project in CHS 422.
2025-2026 Result: 100 % of enrolled students scored 80% or higher on the Mini Research Conference Project (Group Project: Contemporary Issues in Addition Statistics)

Collaboration and Consultation

Outcome Statement: Students will demonstrate collaboration within professional counseling to develop programs and interventions to promote positive mental health of individuals, groups and families in clinical mental health settings.

Assessment MET: A grade of 80% or higher on the Mini Outreach Festival Project 413.

2025-2026 Result: Students did not receive this assignment. Instructor was unaware of this KPI. This assignment will be eliminated.

Leadership

Outcome Statement: Students will demonstrate an understanding of the organization, management, and leadership theories relevant in clinical mental health settings; and will demonstrate an understanding of legislation and government policy relevant to clinical mental health counseling.

Assessment MET: A grade of 80% or higher on the *Service Learning Project* in CHS 431.
2025-2026 Result: 100% of enrolled students scored 80% or higher on the Agency Review Presentation CHS 431.

Diagnosis and Treatment Planning

Outcome Statement: Students will demonstrate knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*; demonstrate knowledge of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation; and demonstrate an understanding of crisis and trauma on individuals with mental health diagnoses.

Assessment MET: A grade of 80% or higher on the Diagnostic Client and Case Presentation project in CHS 419
2025-2026 Result: 100% of enrolled students earned a grade of 80% or higher on the Diagnostic Client and Case presentation project in CHS 419

School Counseling Academic Quality Indicators

Based on the Council for Accreditation of Counseling and Related Educational Program (CACREP), the Mission Statement of the Roosevelt University Counseling & Human Services program,,the standards of the American School Counseling Association (ASCA), and the Illinois State Board of Education (ISBE), all matriculating CHS School Counseling students will demonstrate the following knowledge, skills, and behaviors upon graduation from the school counseling program:

School Counselor Professional Identity

Outcome Statement: School counseling students will demonstrate knowledge of the school counselor professional identity as being leaders, advocates, collaborators, and systemic change agents. Skills will support this knowledge through demonstrating their abilities to design, implement, and evaluate student-centered, data-informed school counseling programs that are

comprehensive in scope, preventative in design, and developmental in nature within the three domains (academic, social/emotional, postsecondary) to ensure the equity, access, and success of EVERY student in their building.

Assessment MET: A grade of "P" on final website portfolio submitted in CHS 498.
2025-2026 Result: 100% of enrolled students earned a P on their website portfolio

Foundations of Professional School Counseling

Outcome Statement: School Counseling students will demonstrate knowledge of the foundational principles, theories, and models of care utilized in the ethical and effective practice of the school counseling profession; demonstrate ability to skillfully select and administer assessments specific to the practice of school counseling and concerns; demonstrate the ability to skillfully conceptualize individual and systemic needs, design, and operationalize interventions that address barriers and gaps in progress, and ethical documentation.

Assessment MET: Average of 80% or higher on final exam in CHS 414.
2025-2026 Result: 100% of enrolled students scored an average of 80% or higher on the final exam in CHS 414

Practice of School Counseling

Outcome Statement: School counseling students will demonstrate an in-depth knowledge of the practice of school counseling as a profession; adopt the identity, values, and conduct of the school counseling profession; demonstrate knowledge of the trends, standards, history and practices that impact the profession of school counseling; and, demonstrate the ability to practice skillfully within the ethical guidelines established by ASCA.

Assessment MET: Grade of 80% or higher on final portfolio in CHS 418.
2025-2026 Result: 50% of the students enrolled in CHS 418 scored an average of 80% or higher on the final portfolio

Contextual Dimensions of Professional School Counseling

Outcome Statement: School Counseling students will demonstrate knowledge of and skill in the roles and settings associated with the continuum of work of school counseling services; demonstrate skills in consultation and collaboration with community partners, families, and all P-12 stakeholders; direct services of counseling, crisis response, curriculum implementation, small groups, postsecondary and career readiness, as well as assessment and referral; knowledge in professional organizations, ethical practices, and advocacy for the profession.

Assessment MET: Average of 80% or higher on final exam in CHS 414.
2025-2026 Result: 100% of enrolled students scored an average of 80% or higher on the final exam in CHS 414

Counseling in Public Schools

Outcome Statement: School counseling students will demonstrate in depth understanding of the differences between school counseling and clinical mental health counseling; including specific ethical guidelines, best practices, and professional boundaries. Skills evidenced for working with diverse student populations on social emotional concerns in collaboration with all school stakeholders, family systems, and community partners.

Assessment MET: A grade of 80% or higher on the final exam in CHS 401.
2025-2026 Results: 100% of enrolled students scored 80% or higher on the final exam in CHS 401.

Social Justice and Advocacy

Outcome Statement: School counseling students will demonstrate understanding of the school counselor's role in social justice advocacy; demonstrate knowledge of and skills in the application of social justice principles in the practice of school counseling, including fairness and equity in accessing resources, exercising civil rights, and procuring mental health supports, particularly in the cases of individuals and groups of people who experience marginalization; and, demonstrate the ability to engage in individual and/or collective actions to correct injustices or improve social conditions that support and benefit the welfare of individuals, groups, and general society.

Assessment MET: A grade of 80% or higher on the final portfolio for CHS 411.
2025-2026 Result: 95% of enrolled students received a passing grade on the final Portfolio in CHS 411

Prevention and Intervention

Outcome Statement: School counseling students will demonstrate an in-depth knowledge and skills in examining school policies, practices, data, curriculum, and resource allocation in order to advocate for the elimination of barriers that prevent equitable access to a high-quality education; identify inequities in achievement, attendance, and misconduct data and implement strategies and interventions such as changes in culture and climate, direct instruction, small groups, and individual supports to close opportunity, achievement, and attainment gaps.

Assessment MET: Grade of 80% or higher on final portfolio in CHS 418.
2025-2026 Result: 50% of the students enrolled in CHS 418 scored an average of 80% or higher on the final portfolio

Collaboration and Consultation

Outcome Statement: School counseling students will demonstrate an in-depth knowledge of ethical and effective collaborative and consultation practices with diverse groups and individuals

and demonstrate skills in consultation with students and families, P-12 staff members, postsecondary school personnel, and community agencies.

Assessment MET: Average of 80% or higher on final exam in CHS 414.
2025-2026 Result: 100% of enrolled students scored an average of 80% or higher on the final exam in CHS 414

Academic Development

Outcome Statement: School Counseling students will demonstrate an in-depth knowledge of ethical and effective practices to promote academic development for all students through core curriculum development, classroom management skills, differentiated instructional strategies; creation of developmentally appropriate interventions and strategies to promote academic success, ease of postsecondary transitions, and college and career readiness to promote equity in student achievement and college access.

Assessment MET: Grade of 80% or higher on final presentation in CHS 415.
2025-2026 Result: 100% of enrolled students scored an average of 80% or higher on the final presentation in CHS 415

Leadership

Outcome Statement: School Counseling students will demonstrate an in-depth knowledge of ethical and effective leadership practices that acknowledges leadership as critical for the design and implementation of a comprehensive and developmentally appropriate school counseling program. Students will demonstrate of skills of advocacy, collaboration and systemic change strategies specific to the counseling profession in order to augment P-12 student learning outcomes, social emotional well-being and postsecondary/career access.

Assessment MET: A grade of "P" on final website portfolio submitted in CHS 498.
2025-2026 Result: 100% of enrolled students received a grade of "P" on their final website portfolio in CHS 498

SUMMARY OF THE PROGRAM EVALUATION RESULTS

Program Evaluation Process

In keeping with the goal of continuous improvement, performance information is used to modify aspects of the program. As outlined in the Comprehensive Assessment Plan, counseling faculty meet biannually at unit retreats to review assessment data and develop Program Improvement Plans. Monthly program meetings provide the main mechanism for following up on the discussions that take place at the biannual retreats, and for engaging in other forms of curricular

and instructional review as a result of changes in professional standards or national developments in counselor education.

Annual Program Improvement Plans are a means of communicating to the College of Science, Health, and Pharmacy (CSHP) and the Student Learning Assessment Committee (SLAC) the timeline for program modifications and the means for carrying out the modifications.

Program Data Collection Procedures and Review Schedule:

The CHS is deeply committed to its mission to prepare academically qualified counselor candidates for service and social justice leadership in schools and communities. Consequently, in addition to using assessment data for unit and program improvement, faculty advisors and programs routinely use candidate performance and dispositions data to approve or deny enrollment in courses and clinical experiences, develop remediation plans to address performance deficiencies, dismiss candidates from programs, approve or deny their exit, and evaluate and improve curricula, instruction, and policies. Table 5 (Program Objectives and KPIs) provides a graphic representation of the transition points and key assessments employed by the department. Policies and procedures with respect to the use of grades act as a catalyst for suspension or dismissal are published in the University Catalog. Policies and procedures with respect to the use of dispositions assessments as a catalyst for remediation and/or dismissal are published in the Department of Counselor Education Handbook, and have been reviewed and approved by Roosevelt University legal counsel. Policies and procedures with respect to issues encountered during clinical experiences are published in the Department of Counselor Education Handbook, published on the program website.

Candidates, alumni, and the larger public have access to selected assessment data and reports via the CHS webpage. The RU Office of Institutional Research annually provides programs and the unit with information about unit, program, and campus enrollment, candidate demographics, and candidate retention, as well as undergraduate GPAs, and this information, too, is available through Banner and Navigate reports.

In addition to conducting exit surveys at exit from clinical experiences, the CHS conducts an alumni survey approximately 6-9 months after graduation, in order to learn more about the immediate impact of the programs on graduates. Counseling alumni are among those surveyed. An alumni survey was conducted about a year ago; however, that data were shared with the previous department chair and not made available to the current department chair or faculty. An alumni survey will be administered Fall 2027.

Data about unit operations are used to improve instruction, support for teaching and research, facilities, and the financial health of the college. The CSHP and the university annually collect and report data about the teaching, research, service, and demographics of faculty. The university annually collects and reports data related to facilities and budgets, and administrators are evaluated every five years.

Program Data Review/Analysis and Use of Data:

In keeping with the goal of continuous improvement, performance information is used to modify aspects of the program. As outlined in the Comprehensive Assessment Plan, counseling faculty meet biannually at unit retreats to review assessment data and develop Program Improvement Plans. Annual Program Improvement Plans are a means of communicating to the CSHP and SLAC.

The CHS department faculty routinely schedule times to review and discuss collected evaluation data to appraise program effectiveness in relation to objectives, mission, and professional standards. Results and findings for each area of assessment are discussed by the faculty and staff at designated monthly faculty meetings during fall and spring semesters and during biannual faculty retreats. When warranted, changes to the Counseling and Human Services programs curriculum, policies, and operating procedures are made to enhance fulfillment of the program's mission and objectives. Modifications to the program are also made, as needed, to correspond with the most recent and best practice standards as defined by the profession, the State of Illinois licensure regulations, and CACREP standards.

Counseling and Human Services department faculty met in the fall of 2026 for our biannual faculty retreat which focused on program evaluation and improvement. During that meeting, we discussed and updated our program objectives to better support the mission of the program. Table 5 highlights the revised program objectives and how each is assessed using multiple measures over multiple points in time.

Table 5. Assessment Measures for Program Objectives

ASSESSMENT MEASURES FOR PROGRAM OBJECTIVES	
Program Objectives	**Measure**
1. Students will display competence and knowledge of multicultural counseling and social justice issues.	• *Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards* • *Aggregate student professional dispositions data* • *Systematic follow-up study results from survey data (alumni, site supervisor, employers of graduates)*
2. Students will develop and exhibit an in-depth understanding of professional counselor identity, the ACA Code of Ethics, and other applicable ethical standards.	• *Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards* • *Aggregate student professional dispositions data*

	• *Results from systematic follow-up survey data (alumni, site supervisor, employers of graduates)* • *CPCE*
3. Students will articulate a personal theoretical approach to professional counseling and client/professional advocacy.	• *Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards* • *Aggregate student professional dispositions data*
4. Students will acquire an awareness of personal characteristics and behaviors that influence the counseling process and engage in ongoing personal and professional self-evaluation.	• *Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards* • *Aggregate student professional dispositions data* • *Practicum and Internship site supervisor evaluation of student* • *Annual student self-assessment*
5. Students will demonstrate knowledge of how to design, implement, and evaluate developmentally appropriate counseling interventions and techniques.	• *Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards* • *Aggregate student professional dispositions data* • *Practicum and Internship site supervisor evaluation of student*
6. Students will apply knowledge, theory, and skills to effectively counsel across the lifespan in a variety of modalities (individual, group, family, career, telehealth) and settings (clinical, school, college).	• *Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards* • *Aggregate student professional dispositions data* • *Practicum and Internship site supervisor evaluation of student*
7. Students will explain the importance of evidence-based, ethical, and culturally relevant research in advancing the counseling profession.	• *Aggregate student assessment data of student knowledge and skills including KPIs based on CACREP standards* • *CPCE* • *Results from program alumni surveys*

1) Aggregate Student Assessment Data

Aggregate student assessment data that measures student knowledge and skills is collected through KPIs on CACREP standards. The data measures student achievement for each curriculum standard within the eight CACREP-defined common core areas and in the specialty areas of Clinical Mental Health Counseling and School Counseling. In addition to curricular standards, professional disposition information is gathered during routine student progress evaluations.

2) Demographic Data for Applicants, Students, and Graduates

Demographic data and other characteristics of applicants, current students, and graduates are collected through the university's digital admissions (Slate) and enrollment (Banner) systems. Demographic data is self-reported through system at the points of application and admission. Matriculated students are tracked throughout their enrollment in the program and changes in demographic information are noted.

3) Data from follow up studies of graduates, site supervisors, and employers of graduates

The Counseling and Human Services program conducts surveys of program alumni, field-site clinical supervisors, and employers of graduates of the counseling program. Surveys of each constituency are conducted annually via an email invitation to an online Qualtrics survey sent to the best collection of contact information possible.

Alumni Survey: CHS program graduates are surveyed annually for feedback regarding their experience in the program. Recent graduates are sent the evaluation survey, and the results of the returned surveys are compiled by Department Chair, Dr. Zanovia Tucker. They are then reviewed and discussed by core faculty each fall at the start of the semester to determine if any adjustments in the curriculum or policies and processes are needed.

Site Supervisor Feedback: Internship site supervisors complete an evaluation each semester assessing the students' performance and knowledge as well as the preparation and support they receive from the RU Counseling and Human Services department regarding their role as internship site-supervisors. This feedback is reviewed and discussed by core faculty at the start of the following semester. This feedback is used to make adjustments in internship processes (including site supervisor trainings, and, if appropriate, curriculum).

While completing this self-study, the Counseling and Human Services faculty realized that the frequent and on-going process of collecting and analyzing data and making subsequent modification to improve program effectiveness was not routinely executed nor clearly articulated in faculty meeting minutes. In addition, there was very little documentation of important

programmatic decisions made at faculty retreats. Since recognizing this shortcoming, faculty and staff are in the process of developing a more detailed schedule and process to meet this standard. To allow new core faculty to learn more about the KPIs that must be met and the evaluations that are needed for our program, Dr. Zanovia Tucker scheduled a faculty retreat August 27, 2026. During this meeting, a comprehensive plan for collection, documentation, and subsequent analysis of this data was developed. As a result, faculty have developed a site supervisor survey, which will be administered to site supervisors in Fall 2026. We are in the process of revising an exit survey and an alumni survey. Both will be administered in Spring 2027 and Fall 2027. We will not develop an employer survey at this time as this program has been unsuccessful at obtaining participants. We will continue these discussions in our faculty meetings. We are dedicated to improving our practices and maintaining a program that is student centered and compliant with CACREP.

ASSESSMENT OF STUDENT LEARNING DATA

Key Performance Indicators of Student Learning

Key Performance Indicators (KPIs) identified by the RU Counseling and Human Services program are assessed using multiple measures and over multiple points of time. Each KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formative and summative). Table 6 shown below includes program objectives, KPIs, CACREP standards, required courses that are measured, and signature assignments (*assessment measures*).

Table 6. Key Performance Indicators, CACREP Standards, Courses Measured, & Signature Assignments

KEY PERFORMANCE INDICATORS, CACREP STANDARDS, COURSES MEASURED, & SIGNATURE ASSIGMENTS			
A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 1.1 Knowledge Counseling students will demonstrate an in-depth knowledge of ethical practices of counseling profession; adopt the identity, values, and conduct of the counseling profession;	Section 3, A: 1, 2, 4, 6, 7, 8, 9, 10	**CHS 401:** *Professional Orientation and Ethical Practice in Counseling*	A grade of 80% or higher on the final exam in CHS 401

KPI 1.2 Skill Counseling students will display knowledge of the legal issues that impact the profession and practice of counseling; and, exhibit the ability to practice skillfully within the ethical guidelines established by the ACA.	Section 3, A: 3, 5, 11, 12,	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship. **Professional Ethics** **Professional Behavior** **Professional & Personal Boundaries**
B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 2.1 Knowledge Counseling students will demonstrate knowledge of the effects of systemic, social, and cultural factors on human behavior, both on those who hold dominant and non-dominant culture identities and social locations;	Section 3, B: 1, 2, 3 4, 5, 6, 7, 8, 9, 10, 11	**CHS 411:** *Social and Cultural Foundations*	Passing grade on final Portfolio in CHS 411
KPI 2.2 Skill Counseling students will demonstrate understanding of how the dynamics of power, privilege, and oppression impact clients' lived experiences, the counseling relationship, client case conceptualization, and treatment planning; and, demonstrate attitudes, beliefs,	Section 3, B: 1, 2, 6, 8	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship. **Multicultural Competence in Counseling Relationship**

knowledge, skills, and actions as guided by the Multicultural and Social Justice Counseling Competencies (2015) and Advocacy Competencies (2003) endorsed by the ACA.			
C. LIFESPAN DEVELOPMENT			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 3.1 Knowledge Counseling students will demonstrate knowledge of human development across the lifespan and the effects of normal and abnormal development on client functioning; and,	Section 2, C: 1, 2, 3, 4, 5, 6., 7, 8, 9, 10, 11, 13	**CHS 457:** *Topics/Issues in Human Development*	A grade of 80% or higher on the final exam in CHS 457
KPI 3.1 Skill Counseling students will skillfully apply knowledge of human and family developmental stages and experiences in constructing developmentally appropriate client assessments, counseling goals, and treatment approaches in their work with clients.	Section 2, C: 11, 12, 13	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.
D. CAREER DEVELOPMENT			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 4.1 Knowledge Counseling students will demonstrate knowledge and application of career	Section 2, D: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**CHS 415:** *Career and Education Planning* **CHS 417:**	A grade of 80% or higher on the final exam in CHS 415.

development theory in working with individuals of all ages and across all stages of life;		*Career and Life-style Planning*	A grade of 80% or higher on the final exam in CHS 417.
KPI 4.2 Skill Counseling students will demonstrate understanding of contextual influences, such as economic conditions and cultural factors on career decisions and job performance in therapeutic work with clients; and, demonstrate competence in understanding the intersections between mental health, life satisfaction, the world of work, and client roles and identities.	Section 2, D: 1, 2, 3, 4, 5, 6, 7, 8	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.
E. COUNSELING PRACTICE AND RELATIONSHIPS			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 5.1 Knowledge Counseling students will demonstrate the ability to skillfully create therapeutic working alliances with clients;	Section 2, E: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	***CHS 460:*** ***Pre-practicum I:*** *Basic Counseling Skills and Techniques* ***CHS 462:*** *Pre-practicum II: Advanced Counseling Skills and Techniques*	Video recording assignment assessed using CSS-R in both Basic Skills and Advanced Skills.
KPI 5.2 Skill Counseling students demonstrate effective therapeutic helping skills that promote positive client change and counseling	Section 2, E: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:**	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.

outcomes; and, demonstrate the ability to adapt the helping relationship to the unique needs of a diverse range of clients.		*Internship: School Counseling*	
F. GROUP COUNSELING AND GROUP WORK			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 6.1 Knowledge Counseling students will demonstrate knowledge of the purpose and function of different types of groups and of group process dynamics;	Section 2, F: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	**CHS 421:** *Theories of Group Dynamics and Counseling*	A 80% or higher on the Group Written Proposal and Role Play in CHS 421.
KPI 6.2 Skill Counseling students apply group counseling theories and group leadership styles that promote positive therapeutic relationships; and, demonstrate the ability to skillfully create therapeutic change through effective group counseling.	Section 2, F: 1, 2, 3, 4, 5, 6	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.
G. ASSESSMENT AND DIAGNOSTIC PROCESSES			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 7.1 Knowledge Counseling students will demonstrate the ability to identify valid, reliable, developmentally, and culturally appropriate assessment tools;	Section 2, G: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	**CHS 416:** *Human Appraisal*	80% or higher on the final exam in CHS 416

KPI 7.2 Skill demonstrate the ability to skillfully facilitate client assessment procedures; and, effectively utilize assessment findings and evaluation results to inform treatment planning and counseling interventions for the benefit of client progress.	Section 2, G: 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.
H. RESEARCH AND PROGRAM EVALUATION			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
KPI 8.1 Knowledge Counseling students will demonstrate knowledge of research methods and how research findings inform evidence-based practice;	Section 2, H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	**CHS 406:** *Statistics & Research Methods in Counseling*	80% or higher on the cumulative final project.
KPI 8.2 Skill Counseling students will demonstrate ability to skillfully select, analyze, evaluate, and apply professional research to professional counseling practice decisions and theory-based interventions; and, apply program evaluation approaches to their practice settings to better serve clients.	Section 2, H: 7, 9, 10, 11	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.
SPECIALTY AREA: CLINICAL MENTAL HEALTH COUNSELING			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**

Students will identify as Clinical Mental Health Counselors and will demonstrate an understanding of the professional roles and settings of clinical mental health counseling. Students will also have knowledge of the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Section 5-C: 1, 2, 3, 4, 5,,6 7 8 9	**CHS 431**	A grade of 80% or higher on the Agency Review Presentation
		CHS 431	Verified involvement in a division of ACA
		CHS 463	A final grade of "P"
		CHS 599	A final grade of "P"
		CHS 413	A grade of 80% or higher on Case Study Final
		CHS 422	A grade of 80% or higher on the Mini Research Conference Project
		CHS 422	A grade of 80% or higher on the Service-Learning Project
		CHS 419	A grade of 80% or higher on the Diagnostic Client and 80 % or higher on Case Presentation
SPECIALTY AREA: SCHOOL COUNSELING			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
Students will identify as School Counselors and will demonstrate an understanding of the professional roles and settings of school counseling. Students will also have knowledge of the professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	Section H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	**CHS 498**	A grade of "P" on final website portfolio submitted
		CHS 414	Average of 80% or higher on final exam
		CHS 418	Grade of 80% or higher on final portfolio
		CHS 415	Grade of 80% or higher on final presentation

Student Learning Outcome Data

Table 7 listed below shows the student learning outcome data as measure by (KPIs) of student learning.

Table 7: Fall 2025-Spring 2026 KPI Assessment of Student Learning Data Results

2025-2026 ACADEMIC YEAR KPI ASSESSMENT OF STUDENT LEARNING DATA RESULTS				
A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	**Assessment Outcome**
KPI 1.1 Knowledge Counseling students will demonstrate an in-depth knowledge of ethical practices of counseling profession; adopt the identity, values, and conduct of the counseling profession;	Section 3, A: 1, 2, 4, 6, 7, 8, 9, 10	**CHS 401:** *Professional Orientation and Ethical Practice in Counseling*	A grade of 80% or higher on the final exam in CHS 401	The average score was (*M = 96.56*) (*SD = 3.44*), range: *89-100*)
KPI 1.2 Skill Counseling students will display knowledge of the legal issues that impact the profession and practice of counseling; and, exhibit the ability to practice skillfully within the ethical guidelines established by the ACA.	Section 3, A: 3,,5, 11 12	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship. **Professional Ethics** **Professional Behavior** **Professional & Personal Boundaries**	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II** 80% received score higher than 46 for Counseling Skills section. 90% received score

				higher than 90% in Professional Dispositions section. **CHS 599: Internship II** Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42 CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field). They completed an evaluation (see Table 12). All students (N=3) met expectations
B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
KPI 2.1 Knowledge Counseling students will demonstrate knowledge of the effects of systemic, social, and cultural factors on human behavior, both on those who hold dominant and non-dominant culture identities and social locations;	Section 3, B: 1, 2, 3 4, 5, 6, 7, 8, 9, 10, 11	**CHS 411:** *Social and Cultural Foundations*	Passing grade on final Portfolio in CHS 411	The average score was (*M = 92.43*) (*SD = 21.75*), range: 50-*100*)

KPI 2.2 Skill Counseling students will demonstrate understanding of how the dynamics of power, privilege, and oppression impact clients' lived experiences, the counseling relationship, client case conceptualization, and treatment planning; and, demonstrate attitudes, beliefs, knowledge, skills, and actions as guided by the Multicultural and Social Justice Counseling Competencies (2015) and Advocacy Competencies (2003) endorsed by the ACA.	Section 3, B: 1,,2 6 8	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship. **Multicultural Competence in Counseling Relationship**	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II** 80% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. **CHS 599: Internship II** Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42 CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field).

				They completed an evaluation (see Table 12). All students (N=3) met expectations
C. LIFESPAN DEVELOPMENT				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
KPI 3.1 Knowledge Counseling students will demonstrate knowledge of human development across the lifespan and the effects of normal and abnormal development on client functioning; and,	Section 2, C: 1, 2, 3, 4, 5, 6., 7, 8, 9, 10, 11, 13	**CHS 457:** *Topics/Issues in Human Development*	A grade of 80% or higher on the final exam in CHS 457	The average score was (*M = 98.79*) (*SD = 2.69*), range: *88-100*)
KPI 3.1 Skill Counseling students will skillfully apply knowledge of human and family developmental stages and experiences in constructing developmentally appropriate client assessments, counseling goals, and treatment approaches in their work with clients.	Section 2, C: 11,,12 13	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II** 80% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in

				Professional Dispositions section. **CHS 599: Internship II** Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42 CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field). They completed an evaluation (see Table 12). All students (N=3) met expectations
D. CAREER DEVELOPMENT				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
<u>KPI 4.1 Knowledge</u> Counseling students will demonstrate knowledge and application of career development theory in working with individuals of all ages and across all stages of life;	Section 2, D: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	**CHS 415:** *Career and Education Planning*	A grade of 80% or higher on the final exam in CHS 415.	The average score was (*M= 90.6*) (*SD = 9.4*) range: 20
		CHS 417: *Career and Life-style Planning*	A grade of 80% or higher on the final exam in CHS 417.	The average score was (*M= 90.6*) (*SD = 9.4*) range: 20
<u>KPI 4.2 Skill</u> Counseling students will demonstrate	Section 2, D: 1, 2, 3, 4, 5, 6, 7, 8	**CHS 599:** *Internship: Clinical Mental*	Counseling Competencies Scale-Revised Total Score of	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score

understanding of contextual influences, such as economic conditions and cultural factors on career decisions and job performance in therapeutic work with clients; and, demonstrate competence in understanding the intersections between mental health, life satisfaction, the world of work, and client roles and identities.		*Health Counseling* **CHS 498:** *Internship: School Counseling*	90 (46/44) or higher at the completion of internship.	higher than 90% in Professional Dispositions section. For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II** 80% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. **CHS 599: Internship II** Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42 CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field). They completed an evaluation (see Table 12). All students (N=3) met expectations
E. COUNSELING PRACTICE AND RELATIONSHIPS				

Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
KPI 5.1 Knowledge Counseling students will demonstrate the ability to skillfully create therapeutic working alliances with clients;	Section 2, E: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	***CHS 460:*** ***Pre-practicum I:*** *Basic Counseling Skills and Techniques* ***CHS 462:*** *Pre-practicum II: Advanced Counseling Skills and Techniques*	Video recording assignment assessed using CSS-R in both Basic Skills and Advanced Skills.	**CHS 460: CCS-R Counseling Skills: (N=28)** *M* = 38.58, *SD* = 3.65, range = 32–46. **Professional Dispositions:** *M* = 44.00, *SD* = 2.04, range = 36–46. **CHS 462: CCS-R** Counseling Skills (N=18): *M* = 48.89, *SD* = 3.94, range = 39–53. Professional Dispositions: *M* = 45.56, *SD* = 2.23, range = 40–49
KPI 5.2 Skill Counseling students demonstrate effective therapeutic helping skills that promote positive client change and counseling outcomes; and, demonstrate the ability to adapt the helping relationship to the unique needs of a diverse range of clients.	Section 2, E: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II** 80% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section.

				CHS 599: Internship II Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42 CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field). They completed an evaluation (see Table 12). All students (N=3) met expectations
F. GROUP COUNSELING AND GROUP WORK				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
KPI 6.1 Knowledge Counseling students will demonstrate knowledge of the purpose and function of different types of groups and of group process dynamics;	Section 2, F: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	**CHS 421:** *Theories of Group Dynamics and Counseling*	A 80% or higher on the Group Written Proposal and Role Play in CHS 421.	The average score was (*M = 94.53*) (*SD = 14.88*), range: 86-*100*) (Proposal) The average score was (*M = 98.33*) (*SD = 3.33*), range: *90-100*) (Role Play)
KPI 6.2 Skill Counseling students apply group counseling theories and group leadership styles that promote positive therapeutic	Section 2, F: 1, 2, 3, 4, 5, 6	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:**	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section.

relationships; and, demonstrate the ability to skillfully create therapeutic change through effective group counseling.		*Internship: School Counseling*		For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II** 80% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. **CHS 599: Internship II** Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42 CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field). They completed an evaluation (see Table 12). All students (N=3) met expectations
G. ASSESSMENT AND DIAGNOSTIC PROCESSES				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
KPI 7.1 Knowledge	Section 2, G: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	**CHS 416:** *Human Appraisal*	80% or higher on the final	The average score was (*M = 76.36*) (*SD = 63.89*), range: 0-200) (Spring 2026)

Counseling students will demonstrate the ability to identify valid, reliable, developmentally, and culturally appropriate assessment tools;	12, 13, 14, 15, 16, 17		exam in CHS 416	The average score was (*M= 90*) (*SD = 75.89*) range= 0-200 (Summer 2026)
KPI 7.2 Skill demonstrate the ability to skillfully facilitate client assessment procedures; and, effectively utilize assessment findings and evaluation results to inform treatment planning and counseling interventions for the benefit of client progress.	Section 2, G: 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II** 80% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. **CHS 599: Internship II** Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42

				CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field). They completed an evaluation (see Table 12). All students (N=3) met expectations
H. RESEARCH AND PROGRAM EVALUATION				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
KPI 8.1 Knowledge Counseling students will demonstrate knowledge of research methods and how research findings inform evidence-based practice;	Section 2, H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	**CHS 406:** *Statistics & Research Methods in Counseling*	80% or higher on the cumulative final project.	The average score was (*M = 98.64*) (*SD = 4.32*), range: *84.38-100*)
KPI 8.2 Skill Counseling students will demonstrate ability to skillfully select, analyze, evaluate, and apply professional research to professional counseling practice decisions and theory-based interventions; and, apply program evaluation approaches to their practice settings to better serve clients.	Section 2, H: 7,,9 10 11	**CHS 599:** *Internship: Clinical Mental Health Counseling* **CHS 498:** *Internship: School Counseling*	Counseling Competencies Scale-Revised Total Score of 90 (46/44) or higher at the completion of internship.	**CHS 599: Internship I** 100% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. For Internship I: CCS-R Counseling Skills: Mean=51.2 Min/Max=46-55 SD=3.56; Professional Dispositions: Mean= 45.2 Min/Max: 37-52 SD= 5.54 **CHS 599: Internship II**

				80% received score higher than 46 for Counseling Skills section. 90% received score higher than 90% in Professional Dispositions section. **CHS 599: Internship II** Counseling Skills Mean= 47.4 Min/Max: 31-55 SD= 2.19 Professional Dispositions: Mean= 42.2 Min/Max= 31-47 SD= 6.42 CHS 498 All students (N=3) Passed (CCS-R is not used for school counselors as it does not completely capture their role in the field). They completed an evaluation (see Table 12). All students (N=3) met expectations
SPECIALTY AREA: CLINICAL MENTAL HEALTH COUNSELING				
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**	
Students will identify as Clinical Mental Health Counselors and will demonstrate an understanding of the professional roles and settings of clinical mental health counseling. Students will also have knowledge	Section 5-C: 1, 2, 3, 4, 5, 6, 7, 8, 9	**CHS 431**	A grade of 80% or higher on the Agency Review Presentation	The average score was (*M = 95.33*) (*SD = 2.42*), range: *94-100*)
		CHS 431	Verified involvement in a division of ACA	*All students (N=6) completed involvement assignment.*
		CHS 463	A final grade of "P"	All students received (N=20) a "P"
		CHS 599	A final grade of "P"	All Students (N=5) received P except 1 student received an INC, which was updated to a P

of the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.			in Fall 2025. All Students (N= 5) received a P in Spring 2026
	CHS 413	A grade of 80% or higher on Case Study Final	The average score was (*M = 97.13*) (*SD = 3.91*), range: *93-100*)
	CHS 422	A grade of 80% or higher on the Mini Research Conference Project	The average score was (*M = 98.07*) (*SD = 2.29*), range: *95-100*)
	CHS 422	A grade of 80% or higher on the Service-Learning Project	The average score was (*M = 96.15*) (*SD = 9.01*), range: 7*5-100*) *(Recovery Group Reflection)*
	CHS 419	A grade of 80% or higher on the Diagnostic Client and 80 % or higher on Case Presentation	The average score was (*M = 96*) (*SD = 10.32*), range: 83-*100*)
SPECIALTY AREA: SCHOOL COUNSELING			
Key Performance Indicators	**Related CACREP Standards**	**Courses Measured**	**Type of Assessment**
Students will identify as School Counselors and will demonstrate an understanding of the professional roles and settings of school counseling. Students will also have knowledge of the professional organizations, preparation standards, and credentials relevant to the practice of school counseling.	Section H: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19	**CHS 498**	A grade of "P" on final website portfolio submitted	All enrolled students (N=3) received a grade of "P"
		CHS 414	Average of 80% or higher on final exam	The average score was (*M = 82*) (*SD = 1.41*), range: 3
		CHS 418	Grade of 80% or higher on final portfolio	The average score was (*M= 73.5*) (*SD= 14.38*), range: 34
		CHS 415	Grade of 80% or higher on final presentation	The average score was (*M= 90.6*) (*SD = 9.4*) range: 20

RU Counseling and Human Services Students' Counselor Preparation Comprehensive Exam (CPCE) Scores

In 2025-2026, *63% (5 out of 8)* of RU Counseling and Human Services students who took the CPCE passed on their first attempt. RU CPCE mean scores were *below* the national mean in all eight core content areas; however, they are within 1 standard deviation of the mean, which is what we require for passing

Table 8. RU Counseling and Human Services Students' Counselor Preparation Comprehensive Exam (CPCE) Scores

RU COUNSELING AND HUMAN SERVICES STUDENTS' COUNSELOR PREPARATION COMPREHENSIVE EXAM (CPCE) SCORES				
2025-2026				
CONTENT AREA	**National Mean (and SD)**	**M- SD**	**M+ SD**	**RU Mean (and SD)**
Human Growth and Development	11.66 (2.55)	9.11	14.21	10.50 (3.51)
Social and Cultural Foundations	10.35 (2.42)	7.93	12.77	8.62 (1.60)
Helping Relationships	11.11 (2.63)	8.48	13.74	10.88 (2.42
Group Work	11.58 (2.65)	8.93	14.23	10.25 (2.49)
Career and Life Development	10.86 (2.43)	8.43	13.29	9.62 (1.60)
Assessment	9.92 (2.72)	7.20	12.64	8.62 (2.88)
Research and Program Evaluation	10.54 (2.64)	7.90	12.18	8.62 (2.88)
Professional Orientation and Ethics	11.31 (2.02)	9.29	13.33	10.38 (1.69)
Total	87.31 (14.78)	72.53	102.09	77.50 (14.08)

PROGRAM EVALUATION DATA

Stakeholders, including students currently in the program, program faculty, institutional administrators, advisory council members, and personnel in cooperating agencies (e.g., employers, sites supervisors), are involved in the program evaluation process. Below are ***sample***

surveys that will be sent to students, program alumni, and site supervisors. All surveys will include qualitative data as well.

Exit Survey

Table 9 provides a ***sample survey*** for master's program students

Exit Survey (2026-2027) ***(n = X)***	
QUESTION/PROMPT	**RESPONSE SUMMARY**
Which program are you in?	
Are you currently employed?	
Please rate the **OVERALL QUALITY OF THE PROGRAM** in the RU Counseling and Human Services program.	Very Dissatisfied to Very Satisfied
Please rate the **KNOWLEDGE AND EXPERTISE OF FACULTY** in the RU Counseling and Human Services program.	Poor to Very Excellent
Please rate the **SOCIAL SUPPORT AND ACADEMIC NEEDS** in RU Counseling and Human Services program.	Very Poorly to Very Well
Please rate your **OVERALL SATISFACTION** in choosing to complete your education within the RU Counseling and Human Services program.	Very Poor to Very Good

Summary of Findings from Alumni Surveys

Strengths:

Recommendations:

Alumni Survey

Program Alumni (2026-2027)

Table 10 provides a ***sample survey*** for master's program alumni (2026-2027).

Master's Program Alumni (2026-2027) ***(n = X)***	
QUESTION/PROMPT	**RESPONSE SUMMARY**
What year did you graduate from the RU Counselor Education master's program?	

Are you currently employed?	
Please rate the **OVERALL QUALITY OF INSTRUCTION** provided by faculty in the RU Counseling and Human Services program.	Very Poor to Very Good
Please rate the **QUALITY OF FACULTY-STUDENT INTERACTIONS** in the RU Counseling and Human Services program.	Very Poor to Very Good
Please rate the **LEVEL OF PREPAREDNESS** for an entry level counseling position after your graduation from the RU Counseling and Human Services program.	Very Poor to Very Good
Please rate your **OVERALL SATISFACTION** in choosing to complete your education within the RU Counseling and Human Services program.	Very Poor to Very Good

Summary of Findings from Alumni Surveys

Strengths:

Recommendations:

Site Supervisor Survey

Table 11 provides a ***sample survey*** for site supervisors (2026-2027)

Section I: Student Competencies

Please rate the level of competency demonstrated by students you have supervised.

Rating	Description
5 – Highly Competent	Consistently demonstrates this competency at an advanced level appropriate to their stage of training
4 – Competent	Consistently demonstrates this competency at an expected level
3 – Developing Competence	Demonstrates the competency with some guidance or support
2 – Beginning Competence	Demonstrates limited competency and requires substantial guidance
1 – Not Yet Demonstrated	Has not demonstrated this competency
N/A – Unable to Assess	I have not had sufficient opportunity to observe this competency

5. Students demonstrate appropriate counseling skills and interventions for the populations and settings in which they work.

5 4 3 2 1 N/A

9. Students demonstrate knowledge of and adherence to ethical and professional standards.

5 4 3 2 1 N/A

14. Students demonstrate culturally responsive counseling practices.

5 4 3 2 1 N/A

Summary of Findings from Site Supervisor Surveys

Strengths:

Recommendations:

School Counselor Evaluation

Table 12: School Counseling Evaluation *(sample)* (2025-2026)

Attendance and Punctuality	**Exceed Expectations** Meet Expectations Does Not Meet Expectations
Ability to work with other counselors, admin and staff	**Exceed Expectations** Meet Expectations Does Not Meet Expectations
Ability to work within the purpose, structure and constraints of the school and counseling department	**Exceed Expectations** Meet Expectations Does Not Meet Expectations
Demonstrate professional ethical behavior and personal integrity	**Exceed Expectations** Meet Expectations Does Not Meet Expectations

SUBSEQUENT PROGRAM MODIFICATIONS

Use of Findings to Inform Program Modifications (CACREP 2.F.3.b.; 2.D.8.)

During the 2025-2026 academic year, recommended program modifications were reviewed during bi-monthly faculty meetings and assessment meetings. After reviewing and analyzing program and student learning outcomes data that was collected, program faculty made decisions to implement the following program and course modifications which are listed below in Table 12.

Table 13. Subsequent Program and Course Modifications

SUBSEQUENT PROGRAM AND COURSE MODIFICATIONS

(CACREP 2.F.3.b.; 2.D.8.)		
PROGRAM MODIFICATIONS		
Change	**Reason(s) for Change & Data Used**	**Implementation**
Handbook Revisions	Information is outdated; Provide more clarity for comprehensive exam and evaluations	Fall 2027
Student Review Process (Every Class)	To be compliant with our evaluation processes. To provide early intervention when necessary	Fall 2026
Adjunct Orientation	To provide training in faculty requirements	Summer 2026
Townhall Sequence	To provide program updates to students and provide them with an opportunity to ask questions and provide feedback to faculty and staff.	Fall 2025

Substantial Program Changes

After Summer 2026, core faculty member, Dr. Nevin J. Heard will not be renewing his contract and will not return to Roosevelt University. Dr. Emily DuBach was hired to join the core faculty starting in Fall 2026. Thus, the Counseling and Human Services department expects continuity in program facilitation.