



### **IWU Program Report and Vital Statistics Report Fall 2024**

The following information and statistics was obtained through the Office of Institutional Research, the Office of Academic Assessment And Evaluation, the Graduation Counseling Alumni and Employer Surveys, and the Office of Registration and Academic Services at Indiana Wesleyan University in September 2024.

#### ● **Clinical Mental Health Program Overview**

##### ○ MISSION

- It is the mission of the MA in Clinical Mental Health Counseling program to provide a Christ-centered academic community that facilitates the professional and personal development of students to become competent providers of exceptional clinical mental health services to individuals and their related systems within relevant ecological contexts.

##### ○ PROGRAM LEARNING OUTCOMES: KEY PERFORMANCE INDICATORS

- Articulate a clear understanding of CMHC professional identity
- Deliver mental health services with multicultural competence
- Integrate understanding of normal developmental concepts and processes in case conceptualizations
- Conceptualize the relationship between/among work, personal relational well-being, and other life roles.
- Demonstrate essential counseling skills with competence.
- Facilitate a group session with competency.
- Display counseling appraisal skills that demonstrate validity and reliability
- Apply relevant research findings from professional literature to inform developmental of treatment plans/intervention strategies.
- Integrate faith-based or spirituality-based principles and strategies in case conceptualizations or interventions.
- Demonstrate ability to diagnose mental disorders using accepted diagnostic systems (e.g., DSM, ICD)
- Apply CMHC paradigm in case conceptualizations (i.e., remediation of pathology and promotion of well-being in clients and their related ecological contexts)

#### ● **School Counseling Program Overview**

##### ○ MISSION

- Indiana Wesleyan University Graduate School Counseling Program prepares future professional school counselors in knowledge, skills, and best practices of school counseling, with Christ-like servant leadership to effectively work with culturally diverse students, faculty, and families.

##### ○ PROGRAM LEARNING OUTCOMES: KEY PERFORMANCE INDICATORS

- Articulate a clear understanding of SCH professional identity
- Deliver mental health services with multicultural competence
- Integrate understanding of normal developmental concepts and processes in case conceptualizations



- Conceptualize the relationship between/among work, personal relational well-being and other life roles
- Demonstrate essential counseling skills with competence
- Facilitate a group session with competency
- Display counseling appraisal skills that demonstrate validity and reliability
- Apply relevant research findings from professional literature to inform developmental of treatment plans/intervention strategies
- Integrate faith-based or spirituality-based principles and strategies in case conceptualizations or interventions
- Demonstrate knowledge of the foundations of school counseling
- Evaluate comprehensive school counseling programs with the use of appropriate data
- Demonstrate comprehensive school counseling by synthesizing professional skills and interactions
- Integrate cultural competence and responsiveness, in the practice of school counseling, to promote education equity and social justice

#### **Program Statistics**

##### **Demographics**

**CMHC Total: 126**

Black	17
Hispanic/Latino	1
Non-Resident Alien	1
Two or more races	2
Asian	1
White	96

**SC Total: 58**

Black	2
Hispanic/Latino	5
Non-Resident Alien	0



Two or more races	2
Asian	0
White	49

**Total Enrollment by Program by Term**

**FALL 2021**

CMHC	120
SCH	100

**FALL 2022**

CMHC	125
SCH	81

**FALL 2023**

CMHC	122
SCH	74

**FALL 2024**

CMHC	126
SCH	58

**Total Unique Students Enrolled 2023/24 by Program**

CMHC	94
SCH	36

**Employability Rate**

**FALL 21 Graduates**

**Have Jobs Related to Degree**

CMHC	15	13
SCH	11	10

**SPRING 22 Graduates**

**Have Jobs Related to Degree**

CMHC	24	13
SCH	22	19



#### FALL 22 Graduates

#### Have Jobs Related to Degree

CMHC	13	11
SCH	8	7

#### SPRING 23 Graduates

#### Have Jobs Related to Degree

CMHC	18	16
SCH	11	10

#### Fall 23 Graduates

#### Have Jobs Related to Degree

CMHC	16	14
SCH	10	8

#### SPRING 24 Graduates

#### Have Jobs Related to Degree

CMHC	23	18
SCH	11	7

#### Licensure or Certification Exam Rate NCE

Academic Year	Program	Pass	Did Not Pass
2022- 2023	CMHC	28	0
	SCH	1	0
2023- 2024	CMHC	15	0
	SCH	NBCC No Data	NBCC No Data
2024- 2025*	CMHC	22	2
	SCH	NBCC No Data	NBCC No Data

#### Licensure or Certification Exam Rate School Counseling State Exams

Academic Year	State Exam	Pass	Did Not Pass
2023-2024	Indiana	10	2
2024-2025*	Indiana	4	1

\* Fall Only

#### Alum survey

The Indiana Wesleyan Division of Counseling, moved from The College of Arts & Sciences (CAS) to the College of Adults and Professional Studies (CAPS). Therefore, alternate data collection methods needed to be developed. Starting in 2023, survey



questions were developed and included in Tevera, Indiana Wesleyan's management platform for field experience. At the end of each semester, graduates and employers can take a survey based on their experience. While, this data collection method is relatively new, we are finding a higher percentage of participants for the surveys. Full survey data will be available after a full year of data has been collected. **As a reference, survey data from 2017-2022 is included below.**

*(118 returned surveys from alums who graduated in 2017-2022)*

91% of our Graduated Alums would choose IWU again for their programs.

Assessment of Programming - Rate these features of the program and the university:

#	Question	Excellent		Good		Fair/Poor		Total
1	Quality of Divisional staff	63.64%	70	36.36%	40	0.00%	0	110
2	Online orientation to the program	53.61%	52	43.30%	42	3.09%	3	97
3	Convenience of class schedules	69.72%	76	28.44%	31	1.83%	2	109
4	Program length	66.97%	73	32.11%	35	0.92%	1	109
5	Quality of onsite instruction	67.07%	55	32.93%	27	0.00%	0	82
6	Quality of online instruction	53.00%	53	41.00%	41	6.00%	6	100
7	Quality of overall course content	57.41%	62	41.67%	45	0.93%	1	108
8	Interaction opportunities with faculty	64.49%	69	32.71%	35	2.80%	3	107
9	Helpfulness of faculty	68.18%	75	29.09%	32	2.73%	3	110



10	Course registration procedures	64.49%	69	32.71%	35	2.80%	3	107
11	Fairness of grading	64.91%	74	35.09%	40	0.00%	0	114
12	Clarity of degree requirements	62.96%	68	36.11%	39	0.93%	1	108
13	Quality of Academic Advising	61.39%	62	33.66%	34	4.95%	5	101
14	Quality of RAS (Residential Academic Services) office	55.56%	25	42.22%	19	2.22%	1	45
15	IWU counseling clinic	63.46%	33	36.54%	19	0.00%	0	52
16	Quality of library and learning resource material	49.33%	37	49.33%	37	1.33%	1	75
17	Quality of Financial Aid services	47.76%	32	41.79%	28	10.45%	7	67
18	Spiritual emphasis	56.44%	57	38.61%	39	4.95%	5	101
19	Quality of Student Account Services office	49.30%	35	46.48%	33	4.23%	3	71
20	Interaction with other students	61.54%	64	36.54%	38	1.92%	2	104

### **Employer survey**

Alums were asked to share the contact information for their direct supervisor to complete a survey from IWU. 18 employers responded in Fall 2022.

Snapshot of responses from Employers of Alums:

- 94% of Employers found IWU Counseling graduates to have strong Counseling Theories background.
- 94% of Employers found IWU Counseling graduates had strong verbal communication skills, problem-solving skills,
- 100% of Employers found IWU Counseling graduates were able to work in a culturally diverse environment.
- Areas of growth recommended by Employers of Alums included writing skills, program evaluation, and leadership abilities.



### Summary of Program Evaluation Results

#### **Statement about School Counseling Assessment Meeting Fall 2024**

The Graduate Counseling faculty, in collaboration with the School Counseling faculty, conducted an in-depth review of Student Learning Outcomes in August 2024. This review focused on CACREP standards and alignment with the ASCA 4th Edition National Model to ensure students develop the necessary competencies for comprehensive school counseling practice.

As part of this process, faculty identified assignments and focus areas that more accurately reflect student competency in the School Counseling program. These refinements were incorporated into the assessment grid to enhance curriculum alignment, student preparedness, and overall program effectiveness. Assessment results indicate that students are demonstrating expected growth throughout the program, with ongoing efforts to refine instructional strategies for continued improvement.

#### **Findings and Program Adjustments**

- **Transition to OATS and Program Learning Objectives (PLOs):** As part of the College of Adult and Professional Studies (CAPS), the School Counseling program is currently transitioning to the OATS (Outcomes Assessment Tracking System) for more streamlined and systematic data collection. This transition includes a shift from the use of Key Performance Indicators (KPIs) and School Counseling-specific standards to a focus on Program Learning Objectives (PLOs) that reflect broader programmatic goals. The OATS framework is expected to be finalized and fully implemented by October 2024.
- **Comprehensive Rubric Development:** Faculty completed a full review and development of scoring rubrics for all course assignments, including those designated as key assessments. These rubrics aim to increase clarity in grading, support consistency across courses, and provide measurable evidence of student learning outcomes.
- **Updated Assessments & Assignments:** Several assignments were revised to align with contemporary language and best practices. For example, the Comprehensive Career Proposal replaced a previous assignment to enhance applied learning and evaluation.
- **Data Tracking & Clarity:** While some data was unavailable for certain metrics in previous cycles, the introduction of OATS and revised assessments is expected to improve data precision and support more informed program decision-making.
- **Programmatic Adjustments:** A deliberate balance between course-based and application-based assignments was maintained to reinforce both foundational knowledge and practical skills relevant to school counseling practice.
- **Alignment with Evolving Standards:** Course and program modifications continue to reflect the ASCA National Model (4th Edition) and the transition to CACREP 2024 standards, ensuring that graduates are prepared for the demands of comprehensive school counseling roles.



### **Looking Ahead:**

The program will continue refining assessment methods, monitoring student outcomes, and aligning with institutional and professional standards. These continuous quality improvements support our mission to prepare effective, ethical, and culturally responsive school counselors who can thrive in diverse educational settings.

- **School Counseling:**

- [Assessment Grids and Results](#)

- [Aligned OATS document created Fall 2024](#)

### **Statement about Clinical Mental Health Counseling Assessment Meeting Fall 2024**

The Graduate Counseling faculty conducted a comprehensive review of the Clinical Mental Health Counseling (CMHC) program assessment data in August 2024. This review focused on student learning outcomes and CACREP standards, with particular attention to areas of student competency and curriculum alignment.

Faculty identified assignments and focus areas that more accurately reflect the competencies required for clinical mental health counseling and incorporated these changes into the assessment grid. These refinements were made to support student development, program coherence, and professional preparation.

### **Findings and Program Adjustments**

- **Transition to OATS and Program Learning Objectives (PLOs):** In alignment with broader institutional goals within the College of Adult and Professional Studies (CAPS), the CMHC program is transitioning to the OATS (Outcomes Assessment Tracking System) platform for systematic data collection and reporting. As part of this shift, the program is moving from tracking Key Performance Indicators (KPIs) to assessing Program Learning Objectives (PLOs) that encompass broader, more integrated learning outcomes. The OATS system is scheduled to be finalized and fully implemented by October 2024.
- **Rubric Development for All Assignments:** Faculty reviewed and developed rubrics for every course assignment, including key assessments, to support consistent grading practices and to better evaluate student progress. These rubrics provide transparent criteria and promote faculty alignment in measuring student performance.
- **NCE Performance & Targeted Improvements:**  
While IWU CMHC students continue to pass the NCE at high rates, assessment data indicated that performance in “Social and Cultural Diversity” remained slightly below the national mean. Faculty are currently reviewing instructional strategies and assessment methods within this domain to reinforce culturally competent counseling practices.





- **Group Counseling & Applied Learning Enhancements:**

Student performance in Group Counseling & Group Work was also slightly below national benchmarks. To address this, the program has:

- Continued implementing self-evaluations as discussed in prior faculty meetings.
- Enhanced course content with targeted instructional strategies and experiential learning opportunities.

- **Live Skill-Building & Assessment Modifications:**

- CNS-506 was revised to include periodic live Zoom instruction and incremental feedback to strengthen student clinical appraisal skills.
- CNS-503 (Practice Session) remains under review for updates to improve alignment with CACREP standards and provide more robust skill development.

- **Overall Progress & Continuous Monitoring:**

- Assessment data shows that CMHC students are progressing as expected, with upward trends in performance over time.
- IWU students score at or above the national mean on most NCE domains.
- Ongoing curriculum refinements and strategic assessment efforts will continue to address minor gaps and elevate overall program effectiveness.

### **Looking Ahead:**

The CMHC program remains committed to continuous improvement through data-informed decision-making, alignment with evolving CACREP standards, and the integration of professional best practices. The adoption of OATS and clear PLOs, along with comprehensive rubric development, marks an important step forward in enhancing program transparency, student learning, and professional readiness.

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- **Clinical Mental Health Counseling:**

[Assessment Grids and Results](#)

[Aligned OATS document created Fall 2024](#)

- **Plans of Study**

- CMHC [Fall](#) [Spring](#)
- [School Counseling Program of Study](#)