



School of Social and Behavioral Sciences  
Graduate Counseling Program

**2024-2025**

Comprehensive Assessment Report (CAR)  
Master of Arts in Counseling  
Concentration in Clinical Mental Health Counseling  
and  
Concentration in School Counseling

The graduate counseling program faculty meet regularly throughout each academic year to primarily discuss the health of the counseling program as well as future initiatives and individual student concerns. Over the past several years, the program adjusted to several faculty changes, including a planned retirement and unexpected transitions out. This has made for some challenges but also has created opportunities for change and growth. Faculty devoted considerable time during 2024-2025 responding to the Council for Accreditation of Counseling and Related Educational (CACREP) concerns based on the reaccreditation process. The process helped identify areas for additional program improvement. In particular, demographic variables that were identified Fall 2024 were incorporated into the assessment process. The faculty annually dedicates a meeting to review assessment data, consider program results and identify initiatives for program improvements. These initiatives are categorized as subsequent program modifications and other substantial program changes which are summarized below.

### Subsequent Program Modifications

- In light of feedback from the CACREP Site Visit Team, the Counseling Program undertook a comprehensive and systematic review of all course syllabi during 2024-2025. The purpose was to ensure the curriculum reflects current best practices and professional standards. Each syllabus was carefully examined for several key elements, including the publication dates of required textbooks, the extent to which current research and evidence-based practices were integrated, and the degree of alignment with the CACREP (2024) Standards. As a result of this review, any courses identified as using outdated materials or lacking sufficient integration of contemporary research were immediately revised. Faculty collaborated to select updated textbooks, incorporate current scholarly literature, and revise learning outcomes and assignments to better reflect the evolving field of counseling. To maintain this standard of excellence, the program has now formalized a continuous improvement process. At the end of each academic year, faculty will participate in a structured review of all course syllabi to verify that materials remain relevant, research-informed, and compliant with the CACREP expectations. Findings and actions from these reviews will be documented in program meeting minutes to ensure transparency and accountability.
- As part of the reaccreditation process, it was noted that the original Comprehensive Assessment Plan (CAP) did not adequately identify use of demographics in program assessment. This shortcoming was addressed by revising the CAP Fall 2024 and now includes a structured and systematic process for collecting, evaluating, and utilizing demographic data on applicants, enrolled students, and program graduates. This enhancement reflects the program's ongoing commitment to equity, diversity, and continuous improvement. Data are collected from multiple institutional sources—including Admissions, Institutional Research, and Graduate Exit Surveys—to ensure accuracy and comprehensiveness. The program tracks key demographic indicators such

as race/ethnicity, gender, age, marital status, and disability status (self-reported). It also evaluates GPA, time to completion, and admissions based on gender and race. These data points provide valuable insights into the diversity and inclusivity of the program's student population and are analyzed annually to identify patterns and trends related to recruitment, retention, and graduation outcomes. Findings from the 2024–2025 academic year demonstrate promising results:

- Baseline data from students admitted in the 2024-2025 academic year self-identified as the following: 33.33% of applicants identified as racial/ethnic minorities; 100% identified as female. This came as the result of expanded outreach efforts to attract underrepresented populations and strengthened collaboration with the Admissions Office to enhance diversity within applicant pools.
  - Retention rates remain strong at 95% overall, with a particularly noteworthy 100% retention rate among minority students—a reflection of the program's supportive academic and cultural climate. GPA's show that minorities are succeeding in the program.
- Graduate data show continued success beyond graduation, with 100% of program completers securing employment within three months of finishing the program and 100% comprehensive exam pass rate across all demographic groups, underscoring the program's effectiveness in preparing students for professional practice.
- At the GCP Annual Review Meeting faculty evaluated struggling students in efforts to improve success, including assessment based on gender/race. When they are identified, the faculty advisor proactively connects them with academic support services, develops a success plan, and continues to provide ongoing follow-up to monitor progress and encourage persistence.
  - Last review identified that 4 students completed probation and were returned to normal enrollment status (3 white females, (one 1st gen), 1 white male).
  - Three white female students withdrew: one to care for a family member, one transferred to a program that had art therapy, one relocated to be closer to better medical care for health issues.
  - One white female unenrolled and one white female (1st generation) returned to probationary status. The student returning to probation meets regularly with her faculty advisor and has been referred to academic support to help her improve.
  - The student who withdrew needed to do so to care for a family member with significant health concerns.
  - All minorities passed the comprehensive exams on their first take.

- To sustain and build upon these outcomes, the program will continue its equity analysis component in their CAP meeting each fall semester. During this meeting, faculty review the latest demographic data and collaboratively develop targeted strategies to promote equity and inclusion.
- The faculty determined to pursue additional opportunities to enhance the retention of diverse faculty members. The unexpected departure of a core faculty during 2024-2025 provided the opportunity to recruit an experienced core faculty who identified as racial/ethnic minority. Additionally, faculty will continue to encourage retention of a diverse faculty by focusing on two areas of particular interest: financial compensation and interdisciplinary professional activities. First, the GCP Program will conduct regular salary reviews and will advocate with the university to ensure that compensation packages remain competitive with peer institutions as well as advocate with the provost about the critical nature of competitive wages to attract and retain diverse faculty members, as a means of counteracting income inequality. Second, the GCP Program will also encourage cross-departmental collaboration through interdisciplinary research groups and team-teaching initiatives and launch an investigation into how such collaboration could be incentivized.
- The faculty are increasingly building a stronger Counselor Identity. Two primary areas are currently being addressed as follows:
  - The history of the Graduate Counseling Program includes origins as a Marriage & Family Therapy Program. In order to fulfill state requirements for the LMFT license, the program's CMHC and SC curriculum was supplemented with MFT-related content, included the naming of coursework. Johnson's CMHC program was qualified to produce MFT license-eligible graduates through March 1, 2025, after which our CMHC graduates will be exclusively eligible for the LPC-MHSP (Licensed Professional Counselor – Mental Health Service Provider) license in TN. The Core Faculty has begun the process of revising curriculum as it transitions to the CACREP (2024) Standards. This revision will include renaming courses as well as reviewing and updating curriculum requirements to best prepare our students for professional identity and licensure-eligibility as Professional Counselors. MFT-related course titles and curriculum will be removed.
  - Student and alumni surveys consistently reveal the desire by students to build stronger peer relationships. Faculty recognize the impact community building and support can have on graduation/retention rates. Faculty discussed the possibility that professional identity could also be positively affected by encouraging community development. Indirect evidence suggests that community and peer relationships were a particular strength of the program in the past. Faculty see Chi Sigma Iota as an excellent channel for addressing these issues. During 2022-23 a budget line item was established for Chi Sigma Iota. In 2025, an additional

qualifying faculty member was hired and will assist the previously assigned faculty in developing a Chi Sigma Iota chapter. Faculty could not address this fully during 2023-2025 so it will continue to be a priority.

### **Other Substantial Program Changes**

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- There were no substantial program changes in 2024-2025. Changeover and new hires within the faculty did require several adjustments in faculty roles. Dr. Benz assumed the role of Program Director and Dr. Houser became the Internship Coordinator beginning Fall 2025. Dr. Cogorno was hired as full-time core faculty beginning Summer 2025 and will assume the role of Assessment Coordinator.
- Faculty have begun the process of assessing viability for the School Counseling concentration and will intensify this examination during 2025-2026.

### **Distribution of the 2023-2024 Comprehensive Assessment Report & Vital Statistics Report**

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The CAR and the Vital Statistics Report for 2023-2024 were made public on the program website as well as the Office of Institutional Effectiveness and Research website for Johnson University by December 20, 2024. By January 15, 2025, links for the website had been sent to all current students, graduate program faculty, institutional administrators, alumni, and cooperative agencies/supervisors. Most individuals received email notification, but some were provided notification via Facebook. The typical notification stated “The Graduate Counseling Program at Johnson University is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP). In keeping with the CACREP guidelines, the counseling program faculty are making you aware the 2023-2024 Comprehensive Assessment Report-CAR and 2023-2024 Vital Statistics Report are now available for review. If one is interested, the link is <https://johnsonu.edu/about/institutional-effectiveness/>. A similar process and timeframe will be used for the CAR and Vital Statistics Report for 2024-2025.

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## Background & Overview

The Comprehensive Assessment Plan (CAP) was first formalized during the 2014-2015 academic year while the Johnson University graduate counseling program was becoming accredited by the CACREP under 2009 standards. The university received notification July 7, 2016 that the School Counseling and the Clinical Mental Health Counseling programs received accreditation. The Graduate Counseling Program (GCP) began the process of revising assessment procedures to conform to the CACREP (2016) standards during 2017-2018. This process was further refined during the 2019-2020 academic year. The CAP periodically is reviewed and updated as required with the most recent section revision September 11, 2024 ([see Appendix H](#)).

In previous years, the Core Counseling Faculty (CCF) engaged in weekly scheduled meetings. However, for the 2024-2025 year, the CCF continued the trend established the past several years meeting two to three times per month in-person and/or via Zoom. There were 25 scheduled and documented meetings from August 2024-July 2025. These meetings focused primarily on program administration, assessment, enhancement, and the initial process of transitioning to the CACREP (2024) Standards. Time was also set aside in any given meeting to address individual student concerns or issues. In addition to the regular CCF meetings, a Counseling Program Review (CPR) was conducted in October 2025, allowing time for summer data to be collected and reviewed. The CPR acronym fits nicely with the “heart metaphor” used to illustrate the assessment process ([see Appendix C](#)) and also symbolizes breathing life into the program keeping it vigorous and robust. The annual review combines with other assessment data to inform a Comprehensive Annual Report (CAR) published each year by Johnson University’s Office of Institutional Effectiveness. Stakeholders (e.g., current students, faculty, administrators, site supervisors, alumni, and employers) are notified when the report is available. The CAR identifies program improvement that is data driven and evidence monitored. In addition to the CAR, the faculty also annually publicize program vital statistics and demographic information [[see Appendix B](#)].

## 2024-2025 Counseling Program Review (CPR) annual meeting (October 27, 2025)

The CPR follows a standard template providing an organized and systematic review of all program assessment data. The CPR for 2024-2025 included all the core faculty (Dr. Benz, Dr. Houser, and Dr. Cogorno) as well as Dr. Cummins, retired core faculty but serving as Assessment Coordinator during a time of transition. Also present for note taking was the program administrative assistant. It is noteworthy that Dr. Ridge, previous Program Director, transitioned out of that responsibility in January 2025 and has since left the university. Dr. Benz assumed the role of Program Director and Dr. Houser became the Internship Coordinator beginning Fall 2025. Dr. Cogorno was hired as full-time core faculty beginning Summer 2025 and will assume the role of Assessment Coordinator.

### 1. Review of Program Mission and Student Learning Outcomes (SLOs)

- a. Program Mission (facilitated by Assessment Coordinator)
  - i. Review & Discussion
    - (a) Mission and program goals were reviewed particularly for faculty new to the program.
    - (b) Reviewed the process of transitioning to the CACREP (2024) Standards. Faculty assigned various responsibilities with the hope of transitioning to the new standards by Summer 2026.
    - (c) Reviewed ongoing discussion of discontinuing the School Counseling concentration.
    - (d) One section of CAP was updated during 2023-2024 with the addition of a section focused on use of demographics in program evaluation and improvement ([see Appendix H](#)).
      - (i) During 2024-2025 the following demographic variables were identified: Johnson University undergraduate vs. transfer status, marital status, and traditional vs. non-traditional students. Discussion of findings are identified in a newly added section below “Demographics and Other Characteristics.”
  - ii. Action Plan
    - 1. Demographic tracking will continue to expand as the Comprehensive Assessment Plan is aligned with the CACREP (2024) Standards and collect data intentionally.
    - 2. This coming year (2025-26), “First-generation students” will be added as a demographic variable that is tracked.
    - 3. Faculty will continue extensive work on transitioning to 2024 standards with an implementation target of Summer 2026.
- b. Student Learning Outcomes (facilitated by Assessment Coordinator)
  - i. Review & Discussion
    - 1. No changes were made in SLOs/objectives during 2024-25.
    - 2. Faculty were pleased with the tools used for measurement as well as the results, noting a significant improvement in SLO 3. However, there were some concerns for SLO 5. For additional discussion and recommendations see [Appendix A: SLO Annual Assessment Averages](#).
      - (a) SLO 1 (core) had an average of 94.38, slightly better than last year’s average of 94.24.
      - (b) SLO 2 (core) had an average of 93.85, an improvement over last year’s average of 92.49.
      - (c) SLO 3 (core) had an average of 93.54, a significant improvement over last year’s average of 89.24 and the 3-year average of 91.47. It is the highest on record since 2017-2018 when the average was 79.96.



- (d) SLO 4 (CMHC) had an average of 93.80. While this was slightly better than last year's 93.39 it was still a significant improvement over a record low of 87.69 in 2020-2021 (note: COVID year). The 3-year average is 93.47.
- (e) SLO 5 (SC) had an average of 91.51. This was notably below last year's 93.77 but remains better than the record low of 88.74 in 2020-2021 (note: COVID year). The 3-year average was 92.91.

ii. Action Plan

- 1. Faculty will look closely at reviewing and updating mission, goals and SLO's as the program progresses to the CACREP (2024) Standards.
- 2. Faculty will continue to monitor SLO 3 but the exceptional improvement in value coincides with the significant improvement in CECE scores as well in the area of Research and Program Evaluation and the area of Assessment and Testing so faculty were pleased and consider recent strategies to have been helpful.
- 3. Faculty will continue to pay close attention to potential downward trend in SLO 5.

2. Program Assessment

a. Direct Evidence (facilitated by Program Director)

i. Grades, Key Performance Indicators (KPIs), and associated SLOs

1. Review & Discussion

(a) Course Grades: Overall, about 70-75% get A's, 10-20% B's, other 3-6% B- or lower. Only three grades below a B- were issued during 2024-2025. While the percentages of students receiving A's was considerably higher than in year's past, faculty noted that this year's CECE and Oral Exam scores reflected a much higher average than in the recent past. Faculty discussed and were accepting of current grade distribution.

(b) KPIs are used to help assess student learning and competency based on the CACREP (2016) Standards.

(i) KPIs are linked to SLOs for program assessment as noted above.

1. During the 2019-2020 Core Counseling Faculty (CCF) noted a need for additional KPIs to ensure multiple points of data collection throughout a student's program of study (i.e., early, middle and near graduation). For a comprehensive guide of the connections between SLOs, KPIs, and courses see the updated table ([Appendix E](#)).

a. The majority of these KPIs were piloted over the course of 2020-2022 with a few others being piloted 2022-2023. These additional KPIs have helped ensure a comprehensive and thorough assessment of student outcomes both for program purposes as well as to identify student deficiencies sooner than later.

b. During 2022-2023 the "master tracking of KPIs" was further updated to reflect slight changes in wording (see [Appendix G](#))

- (ii) KPIs are also used to help identify and monitor learning and competency for every student. Students who perform 84% or less on any KPI are noted and tracked (see below). Faculty discuss concerns periodically as needed but in particular during the CAR.
    - 1. During 2024-2025, there were 21 instances of students who scored 84% or less. This was distributed between 13 different students. The majority of these required no remediation. The following were noteworthy:
      - a. Research & Stats course incurred nine instances (Research Proposal and Final Exam),
      - b. Human Development course incurred four instances (Final Exam),
      - c. Internship incurred 3 instances (Skills assessment and treatment planning- Late work).
    - (c) Five students were on academic probation during 2024-25. One of these students withdrew, one remained on academic probation and the other three were removed from probation.
    - (d) One student was issued a notice of concern (NOC) due to repeated poor academic performance.
  - 2. Action Plan
    - (a) Faculty were pleased with the overall performance of students and observed some improvement over the recent past.
      - (i) Faculty will continue to monitor for the next several years to see if there are any trends noted.
        - 1. In particular, faculty are closely monitoring SLO 5 and associated KPIs.
      - (ii) Possible that students are increasingly weak on taking objective tests – should more objective tests be added? Faculty will evaluate how many objective exams are taken in each class.
        - 1. Consider making changes when the CACREP (2024) Standards are implemented
        - 2. Consider adding exams in Ethics and Career courses
- ii. Counselor Dispositions
  - 1. Review & Discussion
    - (a) The CACREP (2016) Standards describe counselor dispositions as those “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.”
    - (b) To ensure graduate counseling students develop to the highest possible extent both personally and professionally during their time in the program, the faculty identified five key dispositions deemed by them as crucial to counselor

development. A table was developed and used with each student after completion of every course ([see Appendix F](#)).

- (c) As noted above, during 2018-2019, “a secure workbook/spreadsheet” was created to maintain and track dispositions as well as KPIs and NOCs.
  - (i) 2024-2025 resulted in zero instances of “below expectation” and 40 instances of “marginal.”
    - 1. These instances involved 15 different students, but the majority involved 5 students who had anywhere from 4-6 instances of marginal disposition scores. Additionally, over half of the instances occurred in two courses (i.e., 11 in COUN 5220 and 11 in COUN 5540).
    - 2. Meetings with advisors occurred in several situations and seemed to be helpful in addressing issues with most students.
    - 3. Three students were either continued on academic probation or placed on academic probation.

## 2. Action Plan

- (a) Faculty were pleased overall with the tracking of dispositions, but concern remained about addressing students earlier before they progressed in the program.
- (b) Faculty will continue to consider more effective ways to address students who have multiple dispositional issues or who score exceptionally low in a particular area. Faculty are particularly interested in the relationship between dispositional scores and KPI scores. Faculty noted that several students who struggled in both of these areas were perhaps the most “at-risk” for successfully completing the program.
- (c) Faculty will continue to monitor dispositional challenges closely and will take note in particular if any patterns seem to present across certain courses or within certain dispositions.

## iii. Skills Data (facilitated by Program Director and Internship Coordinator)

### 1. Review & Discussion

- (a) COUN 5586 Counseling Skills & Techniques (CMHC & School Counseling)
  - (i) Section 1 of the Counselor Competencies Scale—Revised (CCS-R) was used for several years. In 2022-2023 however faculty developed an instrument more specific to program needs. This instrument was used as a tool to assess competency and to help determine readiness to begin practicum as well as for use as a KPI.
  - (ii) Five students were enrolled in COUN 5586 and all passed the skills exam. The average score was 92.60, up last year’s 89.49. Faculty were pleased with the student performance and the assessment tool but will continue to monitor it during 2025-2026.
- (b) Practicum (CMHC & SC)

- (i) During 2021-2022, the Internship Coordinator, with input from SC & CMHC practicum instructors, developed a new final skills evaluation which replaced the CCS-R.
  - 1. The evaluation instrument assessed similar skills to the CCS-R but also contained areas faculty felt were developmentally critical for practicum students (e.g., telehealth services).
  - 2. The instrument also assessed skills identified within the clinical assessment for internships and was designed in a similar fashion.
  - 3. Feedback 2024-2025 for the final skills evaluation continues to be positive however it was noted that more could probably be done to enhance the diversity element within the evaluation. Overall instructors believe it to provide a reliable measure of skill attainment for practicum students.
- (ii) Collective tallies were provided for CMHC/dual students
  - 1. Scores for all areas improved over last year apart from “Self of the Counselor” which was slightly less (i.e., 3.17 vs 3.29).
  - 2. No student scored below “Meets Expectation” in any area.
  - 3. Students scored particularly well in “Diversity” (3.38).
- (c) Internship (CMHC)
  - (i) The CMHC Internship Evaluation (revised 2018-2019) was further revised for 2021-2022 to address assessment of telehealth services.
  - (ii) All internships were successfully completed during 2024-2025.
  - (iii) Collective tallies were provided for CMHC with cumulative score and comparison to last year.
    - 1. Scores for all areas were either similar to or slightly improved over last year except for “Self of the Counselor” which was slightly less (i.e., 3.59 vs 3.68).
    - 2. Only two instances of “marginal” and no instances of “below expectation.”
- 2. Action Plan
  - (a) During 2023-2024 faculty expressed concern students could be enrolled in the gait-keeping course COUN 5586 Counseling Skills & Techniques, fail the *Skills Evaluation* and still pass the course. This loophole was closed during 2024-2025 and is no longer a concern.
  - (b) The Internship Coordinator will continue to monitor the practicum evaluations for CMHC and SC though the initial feedback was positive. The Internship Coordinator did note more could likely be done to enhance the diversity element in the practicum skills evaluation, but this can be challenging as most clients are monochromatic.
- iv. Standardized Tests-CECE, & Professional School Counselor (PSC) Praxis

## 1. Review and Discussion

(a) The CECE was used for a fifth year, replacing the previously used CPCE. The CECE was employed in part to help lower costs for students and in part due to the ease of administering it compared to the CPCE. The CECE also measures the same data points/8 core domains that the CPCE measures allowing for comparisons with previous years' assessment results.

(i) During 2024-2025 ten students took CECE

1. Two CMHC students took the CECE Fall 2024 and all passed.

a. Passing score was 60.6.

b. The students passed with an exceptional group mean of 95.0 compared to national mean of 74.8.

2. Seven students took the CECE Spring 2025 (5 CMHC & 2 SC)

a. Passing score was 60.4.

b. All seven students passed with an excellent average of 84.4 compared to the national mean of 74.6.

3. One CMHC student took the CECE Summer 2025

a. Passing score was 60.6 and the student exceeded this scoring 81.0 compared to a national mean of 75.0.

4. From a cumulative perspective, the students did exceptionally well however areas of strength for the program were *Career Development* and *Group Counseling and Group Work*

5. The lowest program averages occurred in *Professional Orientation & Ethical Practice*

(b) Since inception, the SC concentration has maintained a 100% passing rate on the PSC Praxis with an average of 172.10.

(i) For 2024-2025, two students took and passed the exam with an average score of 163.5 (passing score 159). This was an improvement over the previous year's average of 162.0.

## 2. Action Plan

(a) Faculty discussed use of CECE and determined to continue using it at present as it provides a way of comparing at a national level. However, it will be closely reviewed when adopting the CACREP (2024) Standards.

(b) Faculty were exceedingly pleased in general with the 2024-2025 scores as the outperformed national averages in every area including *Research and Program Evaluation* which historically students have struggled with. Faculty believe this in part is due to concerted efforts to bolster research performance by increasing the research methods course from 8 weeks to a full 16 weeks and by assigning it to be taught by core faculty.

- (c) Faculty will continue to monitor aspects of “Professional Orientation & Ethical Practice” to determine if additional strategies need to be formed to enhance student performance.
- v. Oral Exams
  - 1. Review and Discussion
    - (a) All students are required to complete and pass an oral exam, typically scheduled for the final semester of internship. Students are provided a case study approximately one hour prior to the exam and asked questions in several areas including several unique to concentrations (i.e., CMHC or SC).
      - (i) Six CMHC students passed oral exams (94.50 mean)/
      - (ii) Two School Counseling students passed oral exams (91.13 mean)
    - (b) The CMHC average was up significantly from last year (90.62) and no student was required to redo the exam (two failed and retook last year)
    - (c) The School Counseling average was also up from last year (89.5) and no student was required to retake the exam.
  - 2. Action Plan
    - (a) Faculty are pleased with the use of the oral exam both for program evaluation and for individual student performance.
    - (b) Faculty are content at this point that the oral exam is providing a good endpoint for students and the program however faculty may consider changing some of the prompts when the CACREP (2024) Standards are implemented.
- b. Indirect Evidence
  - i. Alumni Survey (this survey is conducted every two-year cycle, most recent conducted Spring 2023, next will be conducted Fall 2025).
    - 1. Review of Spring 2023 results
      - (a) Demographics
        - (i) Response rate of 18; fourteen females and 4 males
        - (ii) One responder in Indiana, one in North Carolina, remainder in Tennessee
        - (iii) Two responders School Counseling, four Dual, the remainder CMHC
        - (iv) Ages of responders ranged from 25-56.
        - (v) Graduating classes represented were from 2016-2022.
        - (vi) One respondent identified as Black or African American, one as Hispanic or Latinx, the remainder as white.
        - (vii) Five identified LPC/LCPC license held, two identified LMFT, 8 identified NCC, six identified as Licensed school counselors, four identified as “Other.”
      - (b) Results:
        - (i) Greatest strengths of the program:
          - 1. Live supervision

2. Knowledgeable professors
3. Prepared for the NCE and AAMFT exam
4. small cohort
5. Hands-on learning
- (ii) Changes to most improve the program:
  1. Longer timeframe for completion
  2. School counseling focused assignments in the joint classes (classroom management, IEPs, 504s)
  3. No masks, more in-person, better discussions (some other COVID-related comments along these lines)
  4. More community building opportunities
  5. Updated technology, resources, and buildings
  6. More neuroscience and trauma; training opportunities for treatment modalities & certifications since there are significant discounts when you're a grad student
  7. More unified forum post expectations
  8. Classes dedicated to trauma & neuroscience
  9. More in-person than just twice a semester
  10. "Instructors should spend more time sharing their experiences and less time pushing out facts"
- (c) Discussion
  - (i) How much of the feedback was influenced by COVID, and how much should we input into our curriculum as the program adjusts to 2024 standards?
  - (ii) Certainly, cohort building/relationship building is always welcome, and additional focus on neuroscience and trauma can be welcome.
  - (iii) Perhaps "no more zoom" residencies (with a few exceptions) will help the feel of class time?
2. Action Plan
  - (a) Faculty will continue to review results including the results yet to be evaluation from Fall 2025.
- ii. Supervisor-Employer Survey (two-year cycle, last conducted Spring 2024, typically next due Spring 2026).
  1. Review of results (Spring 2024)
    - (a) Ten respondents (seven CMHC, one SC, one Other)
    - (b) As in past years, the areas of strengths/weakness overlap and appear to vary based on the individual intern who was placed at a particular internship site at a particular time
    - (c) Comments about interns were positive (e.g., "conscientious, respectful effective, well developed counseling skills comparative to some other programs," "the entire experience has been a good one for me. I am very

pleased with the interaction and the type of student Johnson University is graduating,” “wonderful to work with and eager to learn and receive feedback,” and “great counseling skills overall; well-developed supervisory relationship that will help clinician to grow.”

- (d) Comments about Internship Coordinators were positive (e.g., “JU faculty/staff were always responsive and pleasant to work with,” “your students benefit from live supervision provided them . . . this feature of your program is consistently referenced,” and “faculty and staff are easy to get in touch with and open to communication when I have questions or concerns.”)

## 2. Action Plan

- (a) Faculty will continue to explore ways of increasing response rate, but they were pleased with the amount of positive feedback.

## iii. Field Placement Data

### 1. Review and Discussion

- (a) Group supervision was provided almost entirely via Zoom during 2024-2025.

- (i) At least one in-person meeting was required each semester to help new interns acclimate.
  - (ii) Continuing the trend voiced in 2021-2022, students largely appreciated the convenience of meeting via Zoom (some would otherwise drive several hours to meet in-person).

- (b) Internship Coordinator provided following site data.

- (i) CMHC

- 1. Nine facilities including the University Counseling Center were used for internship sites during 2024-2025.

- (ii) SC

- 1. Two facilities were used as an internship site during 2024-2025.

- (c) Discussion

- 1. Internship Coordination shifted to Dr. Houser as Dr. Benz assumed responsibilities as Program Director.
  - 2. Concerns were expressed over two internship sites as to whether adequate site supervision was being provided.

## 2. Action Plan

- (a) The Internship Coordinator will closely monitor two CMHC sites and determine if additional development or action is required.
- (b) The Internship Coordinator raised the question of whether it would be better to dictate supervision/internship sites rather than allowing students so much choice. Faculty will continue to explore the pros and cons of limiting internship choice in this manner.
- (c) The Internship Coordinator will continue to monitor the use of Zoom for group supervision with the likelihood of providing some mix of in-person and



remote options in the future regardless of whether COVID is relevant at the time.

(d) Faculty will continue to consider the value and importance of telehealth training and tracking.

iv. Program Satisfaction Survey is separated into two modes. Beginning 2021-2022 Student Focus Groups will be conducted annually (typically spring) and Student Satisfaction Surveys every two years.

1. Results

(a) Most recent Student Focus Group occurred April 2025 (n=4). Next is slated for Spring 2026.

1. What would keep you engaged with JU after graduation (to be supportive and partnering with you?)
  - a. Specialized training (particularly a Traumatology certification)
  - b. A master-level class in how to run a business
  - c. Networking and small group support
  - d. Hosting TLPCA and other professional organizations
  - e. Develop a list of experienced individuals willing to mentor
2. Would guest speakers in residencies be helpful?
  - a. Yes, it would provide new perspectives
  - b. Possibly, but would need oversight as some voiced speakers who did not adhere to course syllabi/expectations
3. What is your level of anxiety about post-graduation/finding a job?
  - a. Need more financial and business training
  - b. Laws – current political situation
  - c. Volume of clients/expectations of counseling organizations
4. How well does JU prepare you to deal with multi-cultural and diversity issues?
  - a. Have learned to become more educated and engaged with clients' needs
  - b. Educated to deal with big differences between the therapist and the client, but also need to be vigilant in considering small differences between themselves and clients with whom they are more closely identified

(b) Student Satisfaction Survey (conducted Spring 2024). Next is slated for Spring 2026.

2. Discussion

(a) Faculty expressed concerns about the low number of participants (n=4) and discussed possibility of making focus group a part of group supervision each year (this method has been used in the past and seemed highly effective).

(b) Students in focus group provided some excellent ideas. In some cases, faculty are already addressing some of the responses as noted below.

3. Action

- (a) An individual has been contacted to offer a master-level class/continuing education opportunity on “Developing your own business.”
- (b) A Traumatology certification is already in the works and may be initiated as soon as Fall 2026.
- (c) Faculty is considering ways of obtaining additional scholarship money to help offset students not receiving payment for practicum and internship.

v. Institutional Data

1. Review

- (a) The tracking system for admissions data was revised in 2019-2020.
  - (i) Only individuals whose application packets were received were tracked.
  - (ii) Only two entry points per academic year (i.e., August and January).
  - (iii) The new tracking systems allows for a more effective and efficient way of tabulating “years to complete” for each student.
  - (iv) Students must complete a semester to be considered “enrolled” and counted in enrollment/completion data.
- (b) Throughout 2024-2025, Zoom Info Sessions were offered for prospective students several times throughout the year. The effectiveness of this format over the previous in-person group sessions is unclear and needs further review.
- (c) 2024-2025 admission data and enrollment data
  - (i) CMHC (2024-2025)
    - a. Total of 15 applied, 13 interviewed, 2 denied admission, 1 deferred, 7 students completed at least one semester (total of 1 was dual enrolled) (1 student started in January and withdrew after Spring semester).
      - i. Beginning August 2024: Nine (9) applied, 8 interviewed, 1 denied admission, 0 deferred, 4 students completed Fall 2024 (0 dual enrolled).
      - ii. Beginning January 2025: Six (6) applied, 5 interviewed, 1 denied admission, 1 deferred, 3 students completed Spring 2025 (1 dual enrolled).
  - (ii) SC (2024-2025)
    - a. Total of 3 applied, 1 interviewed, 1 student completed at least one semester (total of 1 dual enrolled).
      - i. Beginning August 2024: One (1) applied, 0 interviewed
      - ii. Beginning January 2025: Two (2) applied, 1 interviewed, 1 student completed Spring 2025 (1 dual enrolled)
- (d) Vital Statistics report ([see Appendix B](#))
  - (i) CMHC/dual concentration

1. Seven new students enrolled (including dual)
  2. Eight students graduated with 3.1 average years to complete
  3. 5-year completion rate was 62.50% (refers to students completing/graduating versus leaving program concentration over past 5 years)
  4. Total enrolled at end of 2024-2025 were 13 (not counting those who graduated)
  5. Employment Rate of 2024-2025 graduates
    - a. 100% CMHC graduates who were actively seeking employment obtained a job within 3 months after graduation
    - b. 100% CMHC graduates who were actively seeking employment obtained a job within 180 days after graduation
- (ii) SC/dual concentration
1. One new student enrolled (including dual)
  2. Two students graduated with 3.6 average years to complete
  3. 5-year completion rate was 55.56% (refers to students completing/graduating versus leaving program concentration over past 5 years)
  4. Total enrolled at end of 2024-2025 were 2 (not counting those who graduated)
  5. Employment Rate of 2024-2025 graduates
    - a. 100% SC graduates who were actively seeking employment obtained a job within 3 months after graduation
    - b. 100% SC graduates who were actively seeking employment obtained a job within 180 days after graduation
2. Discussion
- (a) Admissions
- (i) Last year may have been a learning cycle with a new admissions counselor. Historically the admissions program has had a high turnover of counselors for the graduate program.
  - (ii) Numbers of applicants in both CMHC and SC have dropped during 2024-25.
- (b) Completion (retention) rates
- (i) 5-year rate for CMHC 2024-25 is 62.50%, a 7-year downward trend from 84.21% in 2016-17.
1. Faculty discussed the significant turnover rate in faculty over the past several years with retirements and transitions. It is generally felt these have contributed negatively to both completion rates and numbers of applicants.

- (ii) 5-year rate for SC 2024-25 is 55.56%, a 6-year downward trend from 100.00% in 2019-20 and down from last year (77.78).
      - 1. Faculty discussed several SC students who left the concentration (either left the program altogether or switched from dual to CMHC only).
      - 2. Faculty discussed the viability of continuing the School Counseling concentration given the decreasing applicants and the decreasing completion rates.
    - (iii) Faculty are increasingly concerned about these downward trends and wondering if other institutions are experiencing similar trends.
  - (c) Faculty discussed the “risk” of admitting marginal students who may not be retained.
- 3. Action Plan
  - (a) Faculty positions have now stabilized with two new recent core faculty hires.
  - (b) Faculty are tracking various demographics to aid in developing retention strategies for students who may be at-risk.
  - (c) Faculty are looking closely at the viability of continuing the School Counseling concentration and are actively exploring how to best teach-out current students should the concentration need to be dropped.
  - (d) Faculty considered changing reporting methods for completion rates, perhaps reporting raw numbers (i.e., number of graduates/total students). However, after discussion faculty decided to continue using percentages and continue to closely monitor trends.
  - (e) Additional marketing opportunities are being developed as recently hired faculty begin strategically establishing connections among various area professional organizations.
- c. Demographics and Other Characteristics
  - 1. Review
    - (a) The Comprehensive Assessment Plan (CAP) was updated September 2024 to more thoroughly identify various program demographics and characteristics and to specify how this data would be used in systematic evaluation and program improvement.
  - 2. Discussion
    - (a) During 2024-2025 faculty used the following demographic variables: Johnson University (JU) undergraduate vs. transfer status, marital status, and traditional vs. non-traditional students.
    - (b) Each of these were reviewed with student KPI data and the following trends were observed:
      - (i) Transfer students performed slightly higher on KPI assessments (M = 94.39 vs. 90.71 for JU undergraduates), though the difference was not

statistically significant. This finding supports continued exploration of transfer student onboarding and recruitment patterns.

- (ii) Marital status showed a weak positive relationship to KPI performance ( $r = .12$ ). Although not statistically meaningful, this aligns with JU's unique support structure for married students and reinforces faculty intention to continue monitoring support needs and outcomes for this subgroup.
- (iii) The most meaningful finding was for traditional vs. non-traditional students, where non-traditional students scored significantly higher ( $M = 95.43$  vs.  $91.59$ ;  $r = .31$ ;  $p = .03$ ). This suggests that current program structure, instructional delivery, and andragogical approach are particularly supportive of adult learners, which is a historically high-risk academic population.

### 3. Action Plan

- (a) Faculty will continue to expand demographic tracking as the Comprehensive Assessment Plan is revised to align with the CACREP (2024) Standards
- (b) Faculty will continue the intentional collection of demographic data.
- (c) Faculty will add a focus on tracking “First-generation students” during the 2025-2026 academic year.

### 3. Yellow-pad Notes (brainstorming-uncategorized-carryover from previous year)

- a. Building community among students continues to be an important challenge. Faculty have considered multiple options to encourage this (e.g., hosting an event on a Saturday night in a faculty member's home or having lunch with students during residency weekends). Faculty is much closer to establishing a Chi Sigma Iota chapter and it is anticipated this will begin as soon as 2025-2026.
- b. Create employment network for recent graduates.
- c. Consider opportunities for students to co-present at workshops and conferences (and tracking when this occurs).
- d. Incorporate graduate faculty in an undergraduate course (e.g., Career Development). This is part of an ongoing initiative to “market” the graduate program to the university's undergraduate students.

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### Student Learning Outcomes (SLOs)

<b>School:</b>	Social & Behavioral Sciences	<b>Assessment Cycle Dates:</b>	2024-2025
<b>Program:</b>	MA Counseling	<b>Location:</b>	TENNESSEE

#### Part I. Follow-up to Previous Assessment Report (Closing the Loop on Last Year's Assessment and ACTION items for 2025-2026)

<b>A. Address any <u>proposed</u> improvements from Last Year's report.</b> <b>Was action taken?</b>	<b>B. How will the efficacy of the improvement be assessed or monitored?</b> <b>(part of SLO assessment, new measure, indirect measure, etc.)</b>
<i>Usually corresponds to Part II, F from the previous reporting cycle or from proposals made in that narrative. The goal is to show if/how those proposed changes/improvements were implemented. Beginning 2021-2022, ACTION items will be given a unique identification number to allow better tracking during the year.</i>	<i>Usually a discussion of proposed action for current assessment cycle item and closing the loop and/or proposal for further action in the subsequent assessment cycle. Beginning 2021-2022, ACTION items will be given a unique identification number to allow better tracking during the year.</i>
ACT_24-25-01: The dispositions feedback process will remain in effect and continue to be improved during 2024-2025. Faculty will continue to consider more effective ways to address students who have multiple dispositional issues or who score exceptionally low in a particular area. In particular, faculty are interested in the relationship between dispositional scores and KPI scores. The faculty noted that several students, who struggled in both of these areas, were perhaps the most “at-risk” as far as successfully completing the program.	Discussion: A Dispositions Feedback Form was developed and implemented Fall 2021 and revised the following year. In recent years faculty have observed patterns present across certain courses or within certain dispositions that seem to identify at-risk students. Faculty were particularly interested in the relationship between dispositional scores and Key Performance Indicators (KPI).  ACT_25-26-01: The dispositions feedback process will remain in effect and continue to be improved during 2025-2026. It is anticipated adoption of the CACREP (2024) Standards will affect both assessment of dispositions and KPIs requiring faculty to make additional adjustments. This could become an invaluable focus in early detection of at-risk students.
ACT_24-25-02: Faculty will continue to evaluate the effectiveness of the revised/new KPIs throughout 2024-2025.	Discussion: The KPIs have provided an excellent tool for measuring student performance as well as program effectiveness. As the CACREP (2024) Standards are adopted it is anticipated that KPIs will need to be adjusted as well.  ACT_25-26-02: Faculty will work diligently 2025-2026 to adjust KPIs to conform to the CACREP (2024) Standards
ACT_24-25-03: A full-time core faculty was assigned and taught COUN 5100 Spring 2024 to help bolster rigor. Faculty determined this could account for some lower scores in some assignments for that course which is considered a beginning level.	Discussion: Historically, students have struggled to demonstrate responsible use of research and assessment tools (SLO 3). Various strategies have been employed to remedy this including most recently expanding the primary

<p>Faculty will continue to closely monitor this area of concern and this particular course (COUN 5100) throughout 2024-2025.</p>	<p>research method course, COUN 5100 Research &amp; Statistics, to 16 weeks (instead of 8) and ensuring it was only taught by full-time faculty. Faculty are hopeful these initiatives have contributed to the exceptional improvement evidenced in CECE scores for Research and Program Evaluation as well as Assessment and Testing.</p> <p>ACT_25-26-03: Faculty will continue to closely monitor this area of concern and develop additional strategies to encourage student learning in the area of research and assessment. This becomes increasingly critical as faculty fully transition to the CACREP (2024) Standards during the next two years.</p>
<p>ACT_24-25-04: A new faculty member has taken over pursuit of developing a Chi Sigma Iota chapter. Faculty are eager for Chi Sigma Iota however it will now likely be 2025-2026 before it can formally be established.</p>	<p>Discussion: Student and alumni surveys consistently reveal the desire by students to build stronger peer relationships. Faculty recognize the impact community building and support can have on graduation/retention rates. Faculty discussed the possibility that professional identity could also be positively affected by encouraging community development. Indirect evidence suggests that community and peer relationships were a particular strength of the program in the past. Faculty see Chi Sigma Iota as an excellent channel for addressing these issues. During 2022-23 a budget line item was established for Chi Sigma Iota. In 2025, An additional qualifying faculty member was hired and will assist the previously assigned faculty in developing a Chi Sigma Iota chapter. Faculty were not able to address this fully for 2024-2025 year.</p> <p>ACT_25-26-04: Faculty are eager for Chi Sigma Iota and will make it a priority along with the primary focus of transitioning to the CACREP (2024) Standards.</p>
<p>ACT_24-25-05: During 2024-2025, faculty will continue to monitor various skills assessment tools to ensure students are competent to practice.</p>	<p>Discussion: Assessment of skill attainment and preparedness for counseling is critical in a counseling program. During the past, several years several adjustments were made to various assessments employed by skills courses (e.g., COUN 5586 Counseling Skills &amp; Techniques, practicums, and internships). This need for adjustment was driven by several factors including a change in instructors as well as recent revisions in evaluations used to assess skills in practicum and internship students. No changes were made in 2024-2025, however the Internship Coordinator noted the diversity element in the practicum skills evaluation may need enhanced.</p> <p>ACT_25-26-05: The Internship Coordinator will continue to monitor various skills assessment tools to ensure students are competent to practice. It is anticipated that the CACREP (2024) Standards will require</p>

	adjustments to these assessments and the Internship Coordinator will address this as new standards are adopted.
ACT_24-25-06: The Program Director has continued to meet with admissions regarding protocol. Faculty will explore additional initiatives to recruit students from the undergraduate program as well as from outside the university. A new graduate program fair will be piloted Fa24 as well as a new early admission protocol.	<p>Discussion: Faculty are exploring ways to attract more applicants into the program as well as to bolster retention of existing students. During 2024-2025 the Program Director assisted in a survey of undergraduate students in the School of Social and Behavioral Sciences. The survey had a 44% response rate and was in particular exploring “interest in pursuing master’s degrees in counseling.” The survey results were helpful in identifying some potential roadblocks to JU undergraduates entering the JU graduate program. The faculty are also looking closely at how demographic variables can better be used to enhance diversity in applicants for the program. During 2024-2025, the following variables were examined: Johnson University (JU) undergraduate vs. transfer status, marital status, and traditional vs. non-traditional students.</p> <p>ACT_25-26-06: The Program Director will continue to explore additional initiatives to recruit applicants from the undergraduate program as well as from outside the university. Additionally, faculty will develop strategies to assist in student retention. Faculty will add a focus on tracking “First-generation students” during the 2025-2026 academic year.</p>



## Part II. COUNSELING PROGRAM CORE Student Learning Outcomes

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A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves	<p>COUN 5210 Comparative Paper Mean 95.50 ----- (Practicum) Evaluative Ethical Case Study Mean 87.50 ----- Nat'l Conference Reflection Paper Mean 100.00 ----- CECE Nat'l Exam Ethics subscore Mean 91.50 ----- COUN 5210 Theological Reflections Mean 95.50 ----- COUN 5310 Spiritual Dev. Paper Mean 90.34 ----- COUN 5200 Integrative Paper Mean 96.67 ----- COUN 5220: Book Review Mean 98.22 -----</p>	<p>Benchmark 84.00  Current year: 94.38 Previous year: 94.24 3-year average: 94.49 Since inception: 93.90</p>	All existing data points were measured for 2024-2025. SLO 1 is now being measured using multiple data points across the entire student journey. Faculty also discussed continued use of the <i>Nat'l Conference Reflection Paper</i> as a pass/fail score. Upon review, faculty determined it does serve its purpose of monitoring growth in professional identity among students. Faculty agreed to address this if it becomes a problem.	<p>2-3 meetings each month throughout fall, spring, and summer semesters.</p> <p>Annual Comprehensive Program Review (CPR) Oct. 27, 2025</p>	Current assessment tools are thorough and effective. Faculty will look closely at updating various KPIs/measures and potentially revising SLO 1 as the program begins the adoption of the CACREP (2024) Standards.

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
	(beginning internship) Culturally Responsive Reflection Mean 88.4494.57 CECE Nat'l Exam Multiculture subscore Mean 93.25				
SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan	COUN 5310 Targeted Forum Post Mean 98.21 ----- COUN 5560: Career Chaos Project Mean 98.57 ----- CECE Nat'l Exam Career subscore Mean 93.88 ----- COUN 5540: Reflect. Papers Mean 87.43 ----- COUN 5540: Comp. Grp. Fac. Pap. Mean 93.84 ----- COUN 5540: Final Exam Mean 88.00 ----- (Practicum) Group Facilitation Reflection Mean 94.47 ----- CECE Nat'l Exam Group subscore	Benchmark 84.00  Current year: 93.85 Previous year: 92.49 3-year average: 93.12 Since inception: 92.22	This is the fourth year for four KPIs first piloted 2021-2022 (i.e., <i>Targeted Forum Post</i> in COUN 5310, <i>Group Facilitation Reflection</i> during Practicum, <i>Comprehensive Skills Assessment</i> during first semester of internship), and <i>Intervention Paper</i> in COUN 5330.  Overall faculty were pleased to see improvements in CECE scores (i.e., Career score rose to all time high of 93.88 89.22 from previous 86.88, Skills score jumped to 93.25 from previous 91.78; Group score up to 93.38 after dropping to 91.22 last year; and, Human Development score 92.50 jumped from previous 89.11).	2-3 meetings each month throughout fall, spring, and summer semesters.  Annual Comprehensive Program Review (CPR) Oct. 27, 2025	Current assessment tools are thorough and effective. Faculty will look closely at updating various KPIs/measures and potentially revising SLO 2 as the program begins the adoption of the CACREP (2024) Standards.

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
	Mean 93.38 ----- COUN 5586 Skills Evaluation Mean 92.60 ----- (beginning Internship) Comp. Skills Evaluation Mean 95.06 ----- CECE Nat'l Exam Help. Skills subscore Mean 93.25 ----- COUN 5310 Final Exam Mean 90.81 ----- COUN 5330 Intervention Paper Mean 95.24 ----- CECE Nat'l Exam Human Dev. subscore Mean 92.50				
SLO 3: Graduates will demonstrate responsible use of research and assessment tools	COUN 5587 Test Ad. Written Rpt. Mean 95.93 ----- COUN 5520 Case Study Mean 94.50 ----- CECE Nat'l Exam Assessment subscore Mean 95.13 -----	Benchmark 84.00  Current year: 93.54 Previous year: 89.24 3-year average: 91.82 Since inception: 90.74	Faculty was pleased with the exceptional improvements. In particular, there were significant increases in CECE subscores in the area of Research and Program Evaluation and the area of Assessment and Testing. Several years ago, full-time faculty were assigned to teach the research course to help bolster rigor and faculty believe this strategy has likely improved student learning.	2-3 meetings each month throughout fall, spring, and summer semesters.  Annual Comprehensive Program Review (CPR) Oct. 27, 2025	Faculty will continue to monitor SLO3 closely but anticipate continued improvement similar to this year. Faculty will look closely at updating various KPIs/measures and potentially revising SLO 3 as the program begins the adoption of the CACREP (2024) Standards.

A. Core SLOs	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on <i>C. Results</i> .
	COUN 5100: Literature Review Mean 85.33 ----- COUN 5100 Final Exam Mean 91.33 ----- COUN 5200 Special Topic Paper Mean 99.45 ----- CECE Nat'l Exam Rsch./Stats. subscore Mean 91.50				

### Part III: CMHC CONCENTRATION Student Learning Outcomes

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A. CMHC Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on <i>C. Results</i> .
SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices	COUN 5210 Ten Year Vision paper Mean 92.00 ----- (Internship) Dispositions Reflection Mean 96.75 ----- (ending Internship) Oral Exam Mean 94.48	Benchmark 84.00  Current year: 93.80 Previous year: 93.39 3-year average: 93.47 Since inception: 91.85	During the past several years several adjustments were made to various assessments employed by skills courses (e.g., COUN 5586 Counseling Skills & Techniques, practicums, and internships). This need for adjustment was driven by several factors including a change in instructors as well as recent revisions in evaluations used to assess skills in practicum and internship students. No changes were made in 2024-2025, however the Internship Coordinator suggested the diversity	2-3 meetings each month throughout fall, spring, and summer semesters.  Annual Comprehensive Program Review (CPR) Oct. 27, 2025	The Internship Coordinator will continue to monitor various skills assessment tools to ensure students are competent to practice. It is anticipated that the CACREP (2024) Standards will require adjustments to these assessments and the Internship Coordinator will address this as new standards are adopted.

A. CMHC Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on <i>C. Results</i> .
	<p>-----</p> <p>COUN 5570: Clinical Case Study Mean 94.43</p> <p>-----</p> <p>(beginning Internship) Treatment Planning Project Mean 86.90</p> <p>-----</p> <p>(ending Internship) Oral Exam Mean 94.48</p> <p>-----</p> <p>COUN 5420 Personal Reflection paper Mean 93.94</p> <p>-----</p> <p>(Practicum) Final Clinical Eval. Mean 96.79</p> <p>-----</p> <p>(ending Internship) Oral Exam Mean 94.48</p>		<p>element in the practicum skills evaluation may need enhanced.</p>		

A. School Counseling Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on C. Results.
SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices	<p>COUN 5210 Ten Year Vision paper Mean 76.00</p> <p>-----</p> <p>COUN 5610 Final Exam Mean n/d*</p> <p>-----</p> <p>(ending Internship) Praxis Subscore Mean 100.00</p> <p>-----</p> <p>COUN 5520 Modified Case Assignment Paper Mean n/d*</p> <p>-----</p> <p>COUN 5650: Systems Theory Paper Mean 99.50</p> <p>-----</p> <p>Internship Oral Exam Mean 90.99</p> <p>-----</p> <p>COUN 5420 Personal Reflection paper Mean n/a*</p> <p>-----</p> <p>Practicum: Coun. Skills &amp; Access to Resource Mean n/d*</p>	<p>Benchmark 84.00</p> <p>Current year: 91.51 Previous year: 93.77 3-year average: 92.91 Since inception: 91.64</p>	Despite students consistently passing national exams (Praxis), faculty were concerned about the drop this year in SLO 5 noting that the score was below the average since inception of the program. This could partly be driven by recent low enrollment in the SC concentration.	<p>2-3 meetings each month throughout fall, spring, and summer semesters.</p> <p>Annual Comprehensive Program Review (CPR) Oct. 27, 2025</p>	<p>The assessment tools appear to be effective. No improvements recommended at this time as faculty are reviewing the viability of continuing the School Counseling concentration for a variety of reasons including few applicants and low enrollment. Faculty will also be considering adjustments that might be necessary to conform to the CACREP (2024) Standards.</p>

A. School Counseling Concentration SLO	B. Course(s) & Measure(s)	C. Results	D. Discussion	E. List any meeting dates	F. Use of Results Proposed improvements and/or Implemented improvements made based on <i>C. Results</i> .
	----- Internship Oral Exam Mean 91.18				

- *n/a (no data available as no students enrolled in course 2024-2025)*

## Appendix A: SLOs Annual Assessment Averages

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School of Social & Behavioral Science Assessment Cycle Graduate Program in Counseling (CMHC & SC Concentrations)																			
		2017-2018 Annual Averages		2018-2019 Annual Averages		2019-2020 Annual Averages		2020-2021 Annual Averages		2021-2022 Annual Averages		2022-2023 Annual Averages		2023-2024 Annual Averages		2024-2025 Annual Averages		Most Recent 3-Year Averages	
SLO	Objectives	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO	Mean	SLO
1	Core 1.1	92.12		92.76		93.60		94.13		95.21		95.21		93.20		93.63		94.01	
	Core 1.2	95.56	92.85	92.71	92.86	92.48	93.10	92.04	94.02	94.83	94.94	95.56	94.84	96.37	94.24	94.17	94.38	95.36	94.49
	Core 1.3	90.88		93.12		93.21		95.88		94.76		93.76		93.16		95.35		94.09	
2	Core 2.1	100.00		93.97		93.63		96.02		95.89		93.33		94.17		96.89		94.79	
	Core 2.2	91.20	92.68	89.54	89.46	90.62	90.31	93.17	92.43	94.51	93.52	94.76	93.02	93.21	92.49	92.02	93.85	93.33	93.12
	Core 2.3	88.02		85.17		86.65		88.97		92.82		90.51		91.18		93.64		91.78	
	Core 2.4	91.49		89.15		90.35		91.56		90.85		93.48		91.40		92.85		92.58	
3	Core 3.1	n/a*	79.96	93.05	91.93	90.55	89.86	91.54	90.18	93.55	92.51	90.38	92.66	90.36	89.24	95.18	93.54	91.97	91.82
	Core 3.2	79.96		90.82		89.18		88.82		91.48		94.94		88.13		91.90		91.66	
4 CMHC	4.1-CMHC	n/a*		90.65		90.69		87.82		91.57		93.28		94.33		94.41		94.01	
	4.2-CMHC	91.20	91.91	91.52	90.82	92.06	90.58	85.63	87.69	96.03	93.39	93.19	93.22	93.39	93.39	91.91	93.80	92.83	93.47
	4.3-CMHC	92.63		90.28		89.00		89.62		92.58		93.21		92.44		95.07		93.57	
5 SC	5.1-SC	89.17		88.38		89.72		92.75		96.01		93.41		93.85		88.00		91.75	
	5.2-SC	n/a*	89.17	90.21	90.74	90.74	90.72	86.74	88.74	92.32	93.26	93.58	93.46	92.32	93.77	95.34	91.51	93.75	92.91
	5.3-SC	n/a*		93.62		91.70		86.74		91.45		93.41		95.14		91.18		93.24	

\*n/a-data first became available during 2018-2019 year





## Master of Arts in Counseling 2024-2025 Vital Statistics

(as of 12/15/2025)

### Enrollment/Graduation/Completion data

Clinical Mental Health Counseling (CMHC) concentration					Academic Year	School Counseling (SC) concentration				
New students enrolled	Number students graduated	Average years to Complete <sup>a</sup>	5-yr rate of Comp. <sup>b</sup>	Total enrolled currently <sup>c</sup>		New students enrolled	Number students graduated	Average years to Complete <sup>a</sup>	5-yr rate of Comp. <sup>b</sup>	Total enrolled currently <sup>c</sup>
7	7	3.3	64.10 <sup>d</sup>	20	2022-23	1	1	4.0	87.50 <sup>d</sup>	12
11	9	2.9	63.89 <sup>d</sup>	17	2023-24	2	1	3.4	77.78 <sup>d</sup>	7
7	8	3.1	62.50	13	2024-25	1	2	3.6	55.56	2

<sup>a</sup>based on students graduating during the academic year (students can take up to 5 years to complete the program)

<sup>b</sup>students completing/graduating versus leaving program concentration over past 5 years

<sup>c</sup>total number enrolled in program concentration at end of academic year (excludes those who graduated)

<sup>d</sup>affected significantly by COVID and change in startup for academic year to Fall instead of Summer (beginning Fall 2020)

### Pass Rate on Credentialing Exams for 2022-2025 (SC=School Counseling, CMHC=Clinical Mental Health Counseling)

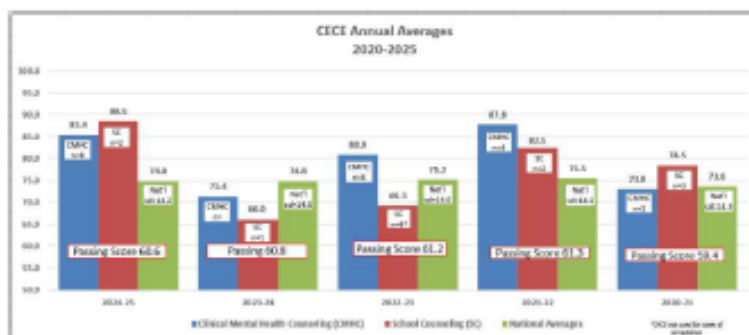
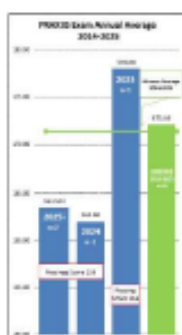
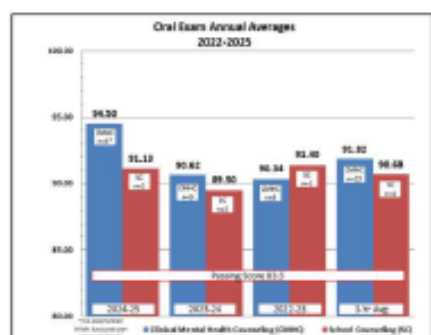
Oral Exam			School Guidance & Counseling Praxis*		Counselor Education Comprehensive Exam (CECE)		
Year	SC	CMHC	Year	SC	Year	SC	CMHC
2024-25	100%	100%	2024-25	100%	2024-25	100%	100%
2023-24	100%	100%*	2023-24	100%	2023-24	100%	100%*
2022-23	100%	100%	2022-23	100%	2022-23	100%**	100%

\*Two students failed initially but passed upon subsequent attempts.

\*or equivalent

\*\*Two students passed on remediation using CPCE

\*\*One student passed on remediation using CPCE

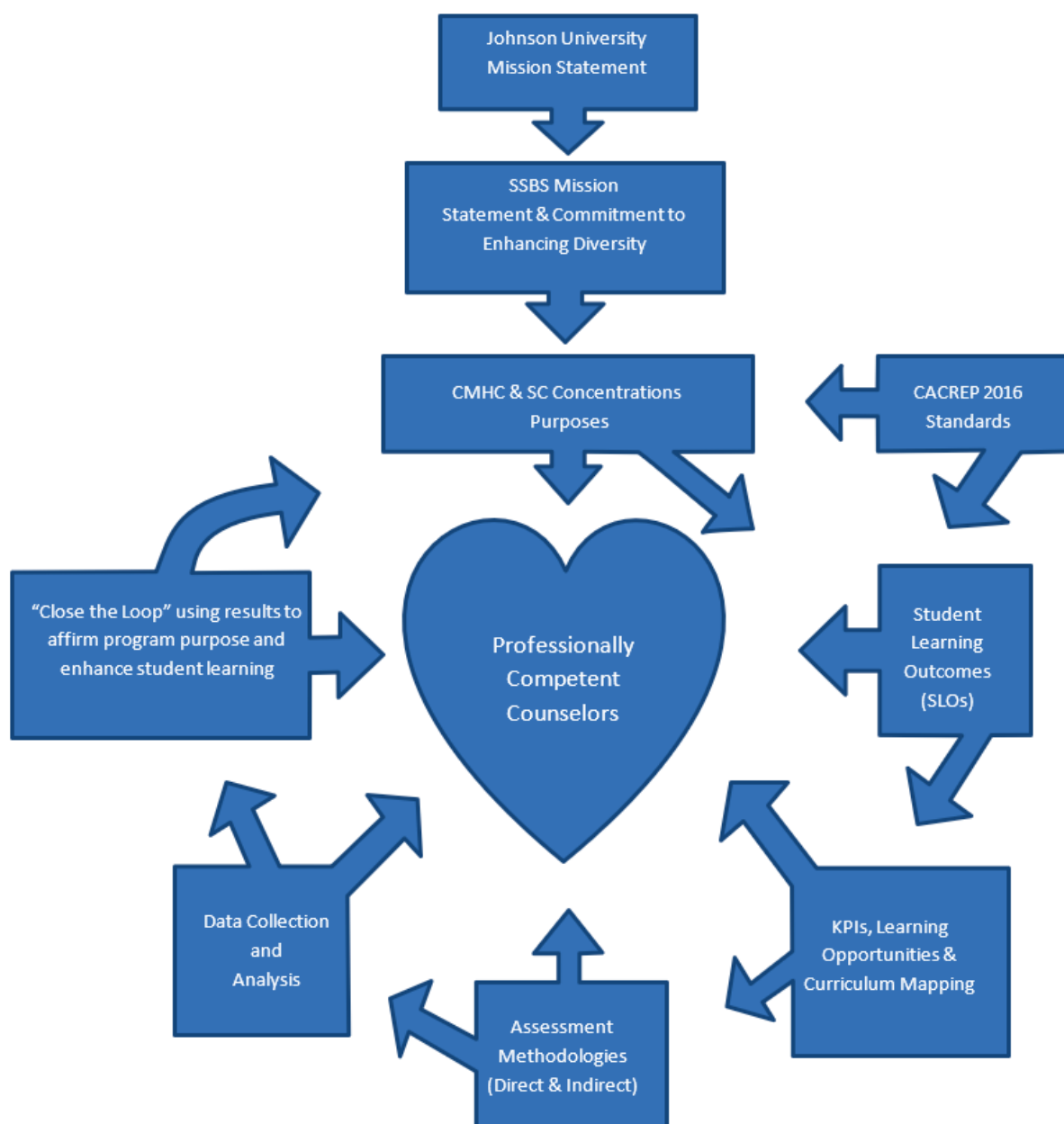


NOTE: The National Counselor Exam (NCE) is optional but encouraged. In 2021-2022, two students took the exam and both passed.

### Job Placement Rate (held or obtained jobs in counseling or related field who were actively seeking employment in the field)

	Year of graduation	2025	2024	2023
CMHC graduates who obtained employment within 3 months after graduation		100%	89%	100%
CMHC graduates who obtained employment within 180 days after graduation		100%	100%	100%
SC graduates who obtained employment within 3 months after graduation		100%	100%	100%
SC graduates who obtained employment within 180 days after graduation		100%	100%	100%

The Program Assessment Cycle for the Master of Arts in Counseling is illustrated in such a way that faculty remain focused on its heart-shaped core, “professionally competent counselors.” This systemic and cyclical model places continual emphasis on both outcome and process throughout the assessment cycle. The various components are similar to life-giving vessels that help to develop and maintain a healthy heart. The university mission statement, school mission statement, and commitment to enhancing diversity, and the CACREP (2016) Standards are significant influencers of the cycle but remain relatively unaffected by the cycle itself.



## Individual Student Assessment Progression

(most recent revision student handbook 2023-2024)



**SLO-Course-KPI Alignment Matrix (as of 3/23/23)****note: SLOs 1-3 are core, SLO 4 is CMHC only, SLO 5 is School Counseling only**

<i>SLO 1: Graduates will embrace a Christian worldview that compels them to respectfully and ethically engage clients both similar to and different from themselves.</i>		
	1.1: Graduates demonstrate conduct consistent with professional standards and ethics.	
	COUN 5210 – Ethical & Professional Issues in Counseling	<ul style="list-style-type: none"> <li>Ethical Code/Association Comparative Paper – 2.F.1.f, 2.F.1.i, 5.C.2.k</li> </ul>
	Practicum	<ul style="list-style-type: none"> <li>Evaluative Ethical Case Study – 2.F.1.i</li> </ul>
		<ul style="list-style-type: none"> <li>National Conference reflection – 2.F.1.f</li> </ul>
	Internships (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Professional Counseling Orientation &amp; Ethical Practice</li> </ul> <p><i>All CECE subcores are considered global measurements of the standard they represent; thus, no specific CACREP standards are assigned.</i></p>
	1.2 Graduates articulate a personal model of applied integration – <i>No CACREP standards associated with assignments as this is a program standard.</i>	
	COUN 5210 – Ethical & Professional Issues in Counseling	<ul style="list-style-type: none"> <li>Theological Reflection Paper</li> </ul>
	COUN 5310 – Human Development Over the Lifespan	<ul style="list-style-type: none"> <li>Spiritual Development Paper</li> </ul>
	COUN 5200 – Integrating Theology & Therapy	<ul style="list-style-type: none"> <li>Integrative Paper</li> </ul>
	1.3: Graduates develop culturally responsive strategies to engage clients in diverse settings.	
	COUN 5220 – Social & Cultural Diversity in Counseling	<ul style="list-style-type: none"> <li>Book Review – 2.F.2.c, 2.F.2.f, 5.C.2.j</li> </ul>
	Internship	<ul style="list-style-type: none"> <li>Culturally Responsive Reflection – 5.C.2.j</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore - Social &amp; Cultural Diversity</li> </ul>
	<i>SLO 2: Graduates will synthesize a systemic approach, theoretical understanding, and helping skills to address human experience across the lifespan.</i>	
	2.1: Graduates discover and apply the interrelationships among and between work, relationships, mental well-being, life roles, and other factors.	
	COUN 5310 – Human Development	<ul style="list-style-type: none"> <li>Targeted forum post – Career Development in Young Adulthood - F.4.b, F.4.h</li> </ul>
	COUN 5560 – Career Assessment & Development	<ul style="list-style-type: none"> <li>Career Chaos Projects – 2.F.4.a, 2.F.4.b, 2.F.4.d, 2.F.4.e, 2.F.4.g, 2.F.4.h, 2.F.4.j</li> </ul>
	Internship (final semester)	<ul style="list-style-type: none"> <li>CECE Subscore – Career Development</li> </ul>
	2.2: Graduates discover and apply group dynamics, theories, and techniques.	
	COUN 5540 – Group	<ul style="list-style-type: none"> <li>Cumulative Score of 4 Reflection</li> </ul>



## Appendix E: Mapping of KPIs with SLOs and Courses (continued from previous page)

	Dynamics/Theories/ Techniques	Papers – 2.F.6.c, 2.F.6.e, 2.F.6.f, 2.F.6.g, 2.F.6.h <ul style="list-style-type: none"><li>Competent Group Facilitator Paper – 2.F.6.d</li><li>Final Exam – 2.F.6.a, 2.F.6.b</li></ul>
	COUN 6100/5830 or 61xx/58xx – Practicum or Internship	<ul style="list-style-type: none"><li>Group Facilitation/Reflection Paper – 3.E, 2.F.6.d</li></ul>
	Internship (final semester)	<ul style="list-style-type: none"><li>CECE Subscore – Group Counseling &amp; Group Work</li></ul>
2.3: Graduates demonstrate basic helping skills and techniques.		
	COUN 5586 – Counseling Skills & Techniques	<ul style="list-style-type: none"><li>Final Skills Evaluation – 2.F.5.g</li></ul>
	First semester of Internship	<ul style="list-style-type: none"><li>Final Skills Evaluation – 2.F.5.g</li></ul>
	Internship (final semester)	<ul style="list-style-type: none"><li>CECE Subscore – Counseling &amp; Helping Relationships</li></ul>
2.4: Graduates develop a systemic framework for understanding theories and developmental and non-normative factors that affect human growth and development.		
	COUN 5310 – Human Development Over the Lifespan	<ul style="list-style-type: none"><li>Final Exam – 2.F.3.a, 2.F.3.b, 2.F.3.c, 2.F.3.d, 2.F.3.h</li></ul>
	COUN 5330 – Human Sexuality	<ul style="list-style-type: none"><li>Intervention Paper – 2.F.3.i</li></ul>
	Internship (final semester)	<ul style="list-style-type: none"><li>CECE Subscore – Human Growth &amp; Development</li></ul>
SLO 3: Graduates will demonstrate responsible use of research and assessment tools.		
3.1: Graduates conduct appropriate assessment of clients using validated tools and procedures relevant to the context.		
	COUN 5587 – Testing & Appraisal	<ul style="list-style-type: none"><li>Test administrations (cumulative score)/written report – 2.F.7.e, 2.F.7.f, 2.F.7.i, 2.F.7.j, 2.F.7.k, 2.F.7.l</li></ul>
	COUN 5520 – Child & Adolescent Assessment, Diagnosis, & Treatment	<ul style="list-style-type: none"><li>Case Study – 2.F.7.e, 2.F.7.l</li></ul>
	Internship (final semester)	<ul style="list-style-type: none"><li>CECE Subscore – Assessment &amp; Testing</li></ul>
3.2: Graduates evaluate counseling literature and effectively employ research to inform counseling practice.		
	COUN 5100 – Research & Statistics	<ul style="list-style-type: none"><li>Literature Review – 2.F.7.h, 2.F.8.a, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i, 2.F.8.j</li><li>Final Exam – 2.F.8.i</li></ul>
	COUN 5200 - Integration	<ul style="list-style-type: none"><li>Special Topic Paper – 2.F.8.a</li></ul>
	Internship (final semester)	<ul style="list-style-type: none"><li>CECE Subscore – Research &amp; Program Evaluation</li></ul>
SLO 4-CMHC: Graduates will competently counsel, informed by knowledge and professional best practices.		
4.1-CMHC: Graduates demonstrate a well-formed, systemically-oriented clinical mental health counselor identity.		
	COUN 5210 – Ethics & Professional Issues	<ul style="list-style-type: none"><li>Ten Year Vision paper – 5.C.2.a</li></ul>
	Internship	<ul style="list-style-type: none"><li>Dispositions Reflection – 2.F.1.k</li></ul>
	Internship (final semester)	<ul style="list-style-type: none"><li>Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.l, 5.C.3.b</li></ul>
4.2-CMHC: Graduates conceptualize and plan treatment and interventions within a clinical		

	setting.	
	COUN 5570 – Adult Assessment, Diagnosis, & Treatment	• Clinical Case Study – 5.C.1.c
	First semester of internship	• Treatment Planning Project – 5.C.1.c
	Internship (final semester)	• Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.i, 5.C.3.b
	4.3-CHMC: Graduates employ a variety of counseling skills and modalities as they engage clients in counseling.	
	COUN 5420 – Theories II	• Personal Reflection Paper – 5.C.1.b, 5.C.3.b
	Practicum	• Final Skills Evaluation - 5.C.2.b, 5.C.2.d, 5.C.2.i, 5.C.3.a, 5.C.3.b,
	Internship (final semester)	• Oral Exam – 5.C.1.b, 5.C.2.d, 5.C.2.j, 5.C.2.i, 5.C.3.b
	<i>SLO 5-SC: Graduates will competently counsel, informed by knowledge and professional best practices.</i>	
	5.1-SC: Graduates demonstrate a well-formed school counselor identity.	
	COUN 5210 – Ethics & Professional Issues	• Ten Year Vision paper – 2.F.1.b, 2.F.1.d, 2.F.1.e
	COUN 5610 – Foundations in School Counseling	• Final Exam – 5.G.1.a, 5.G.1.d, 5.G.1.e, 5.G.2.i, 5.G.2.n, 5.G.3.n
	Internship (final semester)	• PSC Praxis Score
	5.2-SC: Graduates conceptualize and plan lessons/interventions within a school counseling context.	
	COUN 5520 – C&A ADT	• Modified case assignment paper for SC setting – 5.G.3.c, 5.G.3.f
	COUN 5650 – Contemporary Trends in School Counseling	• <i>Emotional Poverty</i> book report – 5.G.2.a, 5.G.2.b, 5.G.2.g
	Internship (final semester)	• Oral Exam – 5.G.2.b, 5.G.2.g, 5.G.2.k, 5.G.2.n, 5.G.3.d, 5.G.3.f, 5.G.3.h
	5.3-SC: Graduates employ a variety of counseling skills and modalities as they engage students in a school counseling setting.	
	COUN 5420 – Theories II	• Personal Reflection paper – 5.G.3.d, 5.G.3.f, 5.G.3.h
	COUN 5850 – School Counseling Practicum	• Counseling Skills & Access to Resource sections of evaluation – 5.G.2.k, 5.G.3.h
	Internship (final semester)	• Oral Exam – 5.G.2.b, 5.G.2.g, 5.G.2.k, 5.G.2.n, 5.G.3.d, 5.G.3.f, 5.G.3.h

**Counselor Dispositions Evaluation**Graduate Counseling Program  
Johnson University

GCP Student Name: Student Name

Evaluator Name:

Date:

**Counselor Dispositions**

The following evaluation references the qualities and characteristics typical of a professional in the counseling profession. Broadly defined, these are the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. Each identified disposition is followed by a listing of synonyms and descriptors as a means to more fully This evaluation is to be completed in reference to a fully-licensed and practicing professional - meaning that current students are expected to be developing and nurturing these dispositions while in the Graduate Counseling Program (e.g., students do not commonly score "8s" during their first semesters of the program). Please evaluate the Student in light of our 10-point scale below, and offer any comments you find helpful/valuable. **Comments are required if students are Marginal or Below Expectations.**

<b>Below Expectations</b>	Disposition is absent or demonstration is significantly less than appropriate for a Counseling Professional.
<b>Marginal</b>	Demonstration of disposition is present but generally below what would be expected of a Counseling Professional.
<b>Meets Expectations</b>	Demonstration of disposition is clearly evident and what is to be expected from a Counseling Professional.
<b>Exceeds Expectations</b>	Demonstration of disposition is above and beyond what is typical of a Counseling Professional.

	<b>Below Expectations</b>		<b>Marginal</b>			<b>Meets Expectations</b>			<b>Exceeds Expectations</b>		<b>Comments:</b>
	1	2	3	4	5	6	7	8	9	10	
<b>Resilient</b>											
sustainability, connects with deeper purpose/mission/calling, able to prioritize and sacrifice appropriately, shows initiative, tenacity, follow through, perseverance, endurance, manages discomfort/anxiety/distress, stable, nonreactive, tolerates ambiguity											
<b>Teachable</b>											
receptive, vulnerable, engages growth process fully, respects own role in the process, both humble and assertive, open to feedback and seeks to incorporate it, lifelong learning and professional growth, flexibility											

**Counselor Dispositions Evaluation**Graduate Counseling Program  
Johnson UniversityGCP Student Name: Student Name

	Below Expectations		Marginal			Meets Expectations			Exceeds Expectations		Comments:
<b>Aware of Self and Others</b>	1	2	3	4	5	6	7	8	9	10	
<i>Collaborative</i> – awareness of one's thoughts/feelings as well as others' thoughts/feelings, ability to be both separate from and a part of a group, supporting others without losing/compromising self, other-awareness, respect, accepting, meeting others where they are, works well with peers/staff/faculty/supervisors, practice of boundaries											
<i>Assertive</i> – well-defined sense of self, know who they are and Whose they are, appropriate view of self in relation to others, self-validated affirmation, differentiated, self-knowledge/awareness											
<b>Integrity</b>	1	2	3	4	5	6	7	8	9	10	
<i>Professionalism</i> – timeliness, dress, appropriate interactions, time management, organizational skills, respect for others' time and energy											
<i>Integrity</i> – honesty, genuineness, do what you say you do, follow-through, consistency, pursuit of being and doing Good											
<b>Compassion</b>	1	2	3	4	5	6	7	8	9	10	
using head and heart in balance, intentional, heart breaks but not consumed, shifting gears between gentle and firm, civic/community engagement, discernment, able to both rejoice and weep											
<b>Additional Comments</b>											



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NOTE: The following is the copied from the only revision to the CAP in 2023-2024, found on pp. 10-11 of the CAP.

### Demographics and Other Characteristics

Demographics and characteristics of applicants, students and graduates play a key role in monitoring program quality and effectiveness. Additionally, the faculty can use this data to support continuing development and improvement in an intentional and strategic manner. The faculty review this data formatively during the academic year as well as cumulatively during the annual Counseling Program Review.

#### *Vital Demographics and Characteristics*

The faculty have identified certain demographics and data as “vital.” This data is used to compile essential program and concentration statistics (e.g., students enrolled, student graduated, average number of years to complete, completion rate, employment rate for graduates and pass rates for various exams). The faculty use this information to evaluate, monitor, and report on the program’s progress in achieving its objectives. Such statistics are made public annually through the program’s website via the Comprehensive Assessment Report and the Vital Statistics report. The table below specifies vital demographics and characteristics.

Data	Type	Source	Frequency	Method	Use
New Students Enrolled	Current Students	Staff/ Admissions data	Annual	Worksheet entitled “Comprehensive Application- Interview- Admittance- Graduation Tracking” (CAIAGT)	Informs Vital Statistics Report. Used for recruitment strategies, planning for supervisor load, monitor FTEs and growth of program/concentrations
Students Graduated	Graduates	Staff/ Registrar	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies, and monitor growth of program/concentrations
Number of years to complete	Graduates	Staff	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies and applicant awareness
Completion Rate	Graduates	Staff	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies and applicant awareness
Current enrollment	Current Student	Staff	Annual	Worksheet- CAIAGT	Informs Vital Statistics Report. Used for recruitment strategies, planning for supervisor load, monitor FTEs and growth of program/concentrations
Number Applied	Applicants	Staff/ Admissions	Annual	Worksheet- CAIAGT	Informs Comprehensive Assessment Report

					(CAR). Used for recruitment strategies and marketing
Number Interviewed	Applicants	Staff/ Admissions	Annual	Worksheet- CAIAGT	Informs Comprehensive Assessment Report (CAR). Used for recruitment strategies and marketing
Wait Listed	Applicants	Staff/ Admissions	Annual	Worksheet- CAIAGT	Informs Comprehensive Assessment Report (CAR). Used for recruitment strategies and marketing

#### *Additional Demographics and Characteristics*

Faculty may occasionally identify additional demographics and characteristics deemed important for a specific focus or program improvement. These may be identified by faculty at any point during the academic year and are to be included in the annual Counseling Program Review.

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