



## **IWU Program Report and Vital Statistics Report Fall 2025**

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 2025.

- **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 competence.
- Demonstrate valid and reliable counseling appraisal skills.
- Apply relevant research findings from professional literature to inform development of treatment plans/intervention strategies.



- Integrate faith-based or spirituality-based principles/strategies in case conceptualizations or interventions.
  - Diagnose mental disorders using accepted diagnostic systems.
  - Apply the CMHC paradigm in case conceptualizations.
  - Adhere to ethical and legal standards in professional roles and relationships.
- **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: 164**

American/Alaskan Native	2
Black or African American	33
Hispanic/Latino	10
Non-Resident Alien	1
Two or more races	0
Asian	0
White	114
Unknown	4

**SC Total: 50**



Black	4
Hispanic/Latino	2
Non-Resident Alien	0
Two or more races	0
Asian	0
White	43
Unknown	1

**Total Enrollment by Program by Term**

**FALL 2021**

CMHC      120  
SCH        100

**FALL 2024**

CMHC      126  
SCH        58

**FALL 2022**

CMHC      125  
SCH        81

**FALL 2025**

CMHC      164  
SCH        50

**FALL 2023**

CMHC      122  
SCH        74



### **Employability Rate**

#### **FALL 21 Graduates**

CMHC 15

SCH 11

#### **Have Jobs Related to Degree**

13

10

#### **SPRING 22 Graduates**

CMHC 24

SCH 22

#### **Have Jobs Related to Degree**

13

19

#### **FALL 22 Graduates**

CMHC 13

SCH 8

#### **Have Jobs Related to Degree**

11

7

#### **SPRING 23 Graduates**

CMHC 18

SCH 11

#### **Have Jobs Related to Degree**

16

10

#### **Fall 23 Graduates**

CMHC 16

SCH 10

#### **Have Jobs Related to Degree**

14

8

#### **SPRING 24 Graduates**

CMHC 23

SCH 11

#### **Have Jobs Related to Degree**

18

7

#### **SPRING 25 Graduates**

CMHC 19

SCH 13

#### **Have Jobs Related to Degree**

Information Unavailable



### **Licensure or Certification Exam Rate NCE**

<b>Academic Year</b>	<b>Program</b>	<b>Pass</b>	<b>Did Not Pass</b>
2022- 2023	CMHC	28	0
	SCH	1	0
2023- 2024	CMHC	15	0
	SCH	NBCC No Data	NBCC No Data
2024- 2025*	CMHC	43	7
	SCH	NBCC No Data	NBCC No Data

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

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

\* Fall Only

### **Alum survey (2024-2025)**

	<b><u>Excellent</u></b>	<b><u>Good</u></b>	<b><u>Fair/Poor</u></b>	<b><u>Not Applicable</u></b>
1. Quality of Divisional staff	73%	27%		
2. Online orientation to the program	55%	32%	14%	
3. Convenience of Class Schedules	59%	36%	4.5%	
4. Program length	73%	23%		
5. Quality of onsite instruction	68%	18%		14%



6. Quality of online instruction	55%	36%	4.5%	
7. Quality of overall course content	86%	14%		
8. Interaction opportunities with faculty	59%	32%	9%	
9. Helpfulness of faculty	68%	27%	4.5%	
10. Course registration Procedures	50%	41%	9%	
11. Fairness of grading	82%	18%		
12. Clarity of degree requirements	59%	32%	9%	
13. Quality of academic advising	55%	41%	4.5%	
14 Quality of Student Account Services office	45%	27%	14%	14%
15. IWU Counseling clinic	36%	14%	9%	4%
16. Accessibility of library and course resource material	82%	14%	4.5%	
17. Quality of financial aid services	55%	9%	9%	27%
18. Spiritual emphasis	82%	18%		
19. Interaction with other students	73%	23%	4.5%	

**Employer survey (2024-2025)**



Alums were asked to share the contact information for their direct supervisor to complete a survey from IWU. Seventeen employers responded in Fall 2024-Winter 2025

	Excellent	Good	Fair/Poor
1. Knowledge of counseling theories	71%	29%	
2. Verbal communication skills	82%	18%	
3. Written communication skills	100%		
4. Problem-solving skills	82%	18%	
5. Ability to work in a culturally diverse environment	94%	6%	
6. Leadership ability	65%	35%	

### **Summary of Program Evaluation Results**

#### **Statement about School Counseling Assessment Meeting Fall 2025**

The Graduate Counseling faculty, in collaboration with the School Counseling faculty, conducted an in-depth review of Student Learning Outcomes in August 2025. 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 has been 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 was finalized in October of 2024 and the Division of Counseling is in the process of getting each course reapproved through CAPS.
- **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. As courses are approved through CAPS, assessments and rubrics are entered into the new data collection system to streamline the process.
- **Updated Assessments & Assignments:** Several assignments were revised to align with contemporary language and best practices. We have also started integrating AI into our courses.
- **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. As part of our updated data collection and reporting practices, we have shifted the Evaluation Grid and Assessment Results from a traditional 4-point rubric scale to a mastery-percentage reporting model. Previously, student performance on key program assessments was averaged using rubric scores of 1 (below expectations) through 4 (exceeds expectations). However, this method did not directly reflect our established program benchmark: *“80% of all program students will perform at a level 3 or higher on all program mastery-level assessments.”* To ensure alignment with this benchmark, rubric scores of **3** (“meets expectations”) and **4** (“exceeds expectations”) are now classified as mastery indicators. The revised reporting system therefore focuses on the percentage of students who achieved mastery, rather than the numeric average of rubric ratings. This shift allows us to more accurately track whether cohorts are meeting expected learning outcomes and provides clearer, more actionable data for continuous program improvement.
- **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 Grid and Results 2025](#)

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

### **Statement about Clinical Mental Health Counseling Assessment Meeting Fall 2025**

The Graduate Counseling faculty conducted a comprehensive review of the Clinical Mental Health Counseling (CMHC) program assessment data in August 2025. 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 has been 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 was finalized late fall of 2024 and the Division of Graduate Counseling has been working on getting all courses approved through CAPS.
- **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.
- **Data Tracking and Clarity:**  
As part of our updated data collection and reporting practices, we have shifted the Evaluation Grid and Assessment Results from a traditional 4-point rubric scale to a mastery-percentage reporting model. Previously, student performance on key program assessments was averaged using rubric scores of 1 (below expectations) through 4 (exceeds expectations). However, this method did not directly reflect our established program benchmark: *“80% of all program students will perform at a level 3 or higher on*



*all program mastery-level assessments.*” To ensure alignment with this benchmark, rubric scores of **3** (“meets expectations”) and **4** (“exceeds expectations”) are now classified as mastery indicators. The revised reporting system therefore, focuses on the percentage of students who achieved mastery, rather than the numeric average of rubric ratings. This shift allows us to more accurately track whether cohorts are meeting expected learning outcomes and provides more precise, more actionable data for continuous program improvement.

- **NCE Performance & Targeted Improvements:** While IWU CMHC students continue to pass the NCE at high rates, a recent increase in the number of students taking the NCE has resulted in slightly lower pass rates than past years. Faculty are currently reviewing instructional strategies to reinforce exam content areas and providing additional resources to ensure students are prepared to complete the exam.
- **Updated Courses & Assignments:** Multiple foundational courses (including CNS 503 and CNS 508) have been updated to align with Program Learning Objectives, new CACREP standards, and professional best practices. Additional program courses are scheduled to be updated within the next year and will include assignment revisions and improved AI integration.
- **Programmatic Adjustments:** In-person intensives have been refined to provide additional skill building and evaluation opportunities for students. Faculty are examining student feedback related to the timing of intensives to ensure information is being provided at the most effective stages within the program.

### **Looking Ahead:**

The CMHC program will continue to use Program Learning Objectives and CACREP standards to monitor student mastery and guide data-informed curricular decisions. Faculty will complete planned revisions to core courses and assignments to maintain alignment with professional expectations and evolving instructional practices. These ongoing efforts will support student readiness, clinical skill development, and professional success.

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- **Clinical Mental Health Counseling:**
    - [Assessment Grids and Results](#)
    - [Aligned OATS document created Fall 2024](#)
  - **Plans of Study**
    - CMHC [Fall](#) [Winter](#)



- [School Counseling Program of Study](#)