GMU Counseling Annual Program Review

AY 2024 - 2025

Reviewing Academic Year 2024-2025: Summer 2024, Fall 2024, & Spring 2025

2024-2025 APRM Overview

- APRM Process
  - Faculty will review of results by program objective
  - Faculty will identify data-drive program changes, including actions, timing, and documentation
  - Our Annual Report will be developed based on this data and recommendations

School Counseling Program Outcomes: 2024-2025

(1) The number of **graduates** for the past academic year (2024-2025) was 24.

(2) The Virginia Department of Education (VDOE) does not require a **credentialing examination** for school counselors. All students (100%) who graduate from the school counseling program are eligible for a provisional license from VDOE upon graduation.

(3) Data on **completion rates** show that 100% of School Counseling students completed their degree within the 6-year limit. This data is from the most recent group of students to reach the 6-year limit, those students admitted in 2018-2019. The following table shows the length of time it took students in this group to complete the program.

# of 2018-2019 Admits	% Finished in 2 years	% Finished in 3 years	% Finished in 4 years	% Finished in 5 years	% Finished in 6 years	Did Not Complete within 6 years
30	0%	7%	63%	3%	27%	0%

(4) Of the 10 respondents to our alumni survey on **job placement**, 11 (100%) reported being employed in the field of school counseling.

Clinical Mental Health Counseling Program Outcomes: 2024-2025

(1) The number of **graduates** for the past academic year (2024-2025) was 40.

(2) The National Clinical Mental Health Counseling Examination (NCMHCE) *or* the National Counseling Examination (NCE) are the **credentialing examinations** required to be a Licensed Professional Counselor (LPC) in Virginia. Of the 11 respondents to our alumni survey who took a **credentialing examination** 11 (100%) reported passing the NCMHCE (n=9) or NCE (n=2).

(3) Data on **completion rates** show that 100% of Clinical Mental Health Counseling (formerly Community Agency Counseling) students completed their degree within the 6-year limit. This data is from the most recent group of students to reach the 6-year limit, those students admitted in 2018-2019. The following table shows the length of time it took students in this group to complete the program.

# of 2018-2019 Admits	% Finished in 2 years	% Finished in 3 years	% Finished in 4 years	% Finished in 5 years	% Finished in 6 years	Did Not Complete within 6 years
24	0%	38%	38%	8%	16%	0%

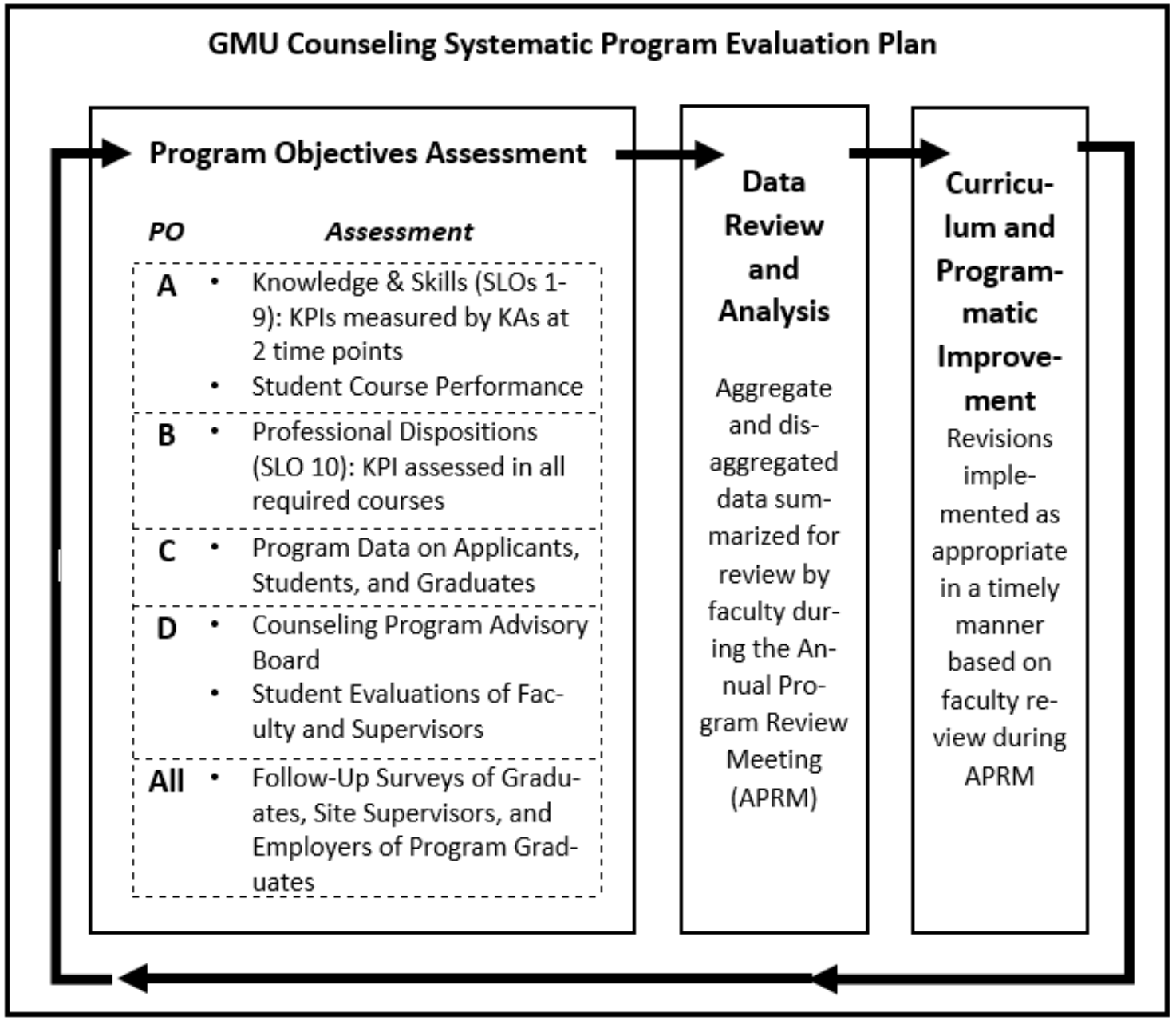
(4) Of the 12 respondents to our alumni survey on **job placement**, 100% reported being employed in the field of clinical mental health counseling.

Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor.

Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.

Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.

Program Objective D: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a social justice framework.

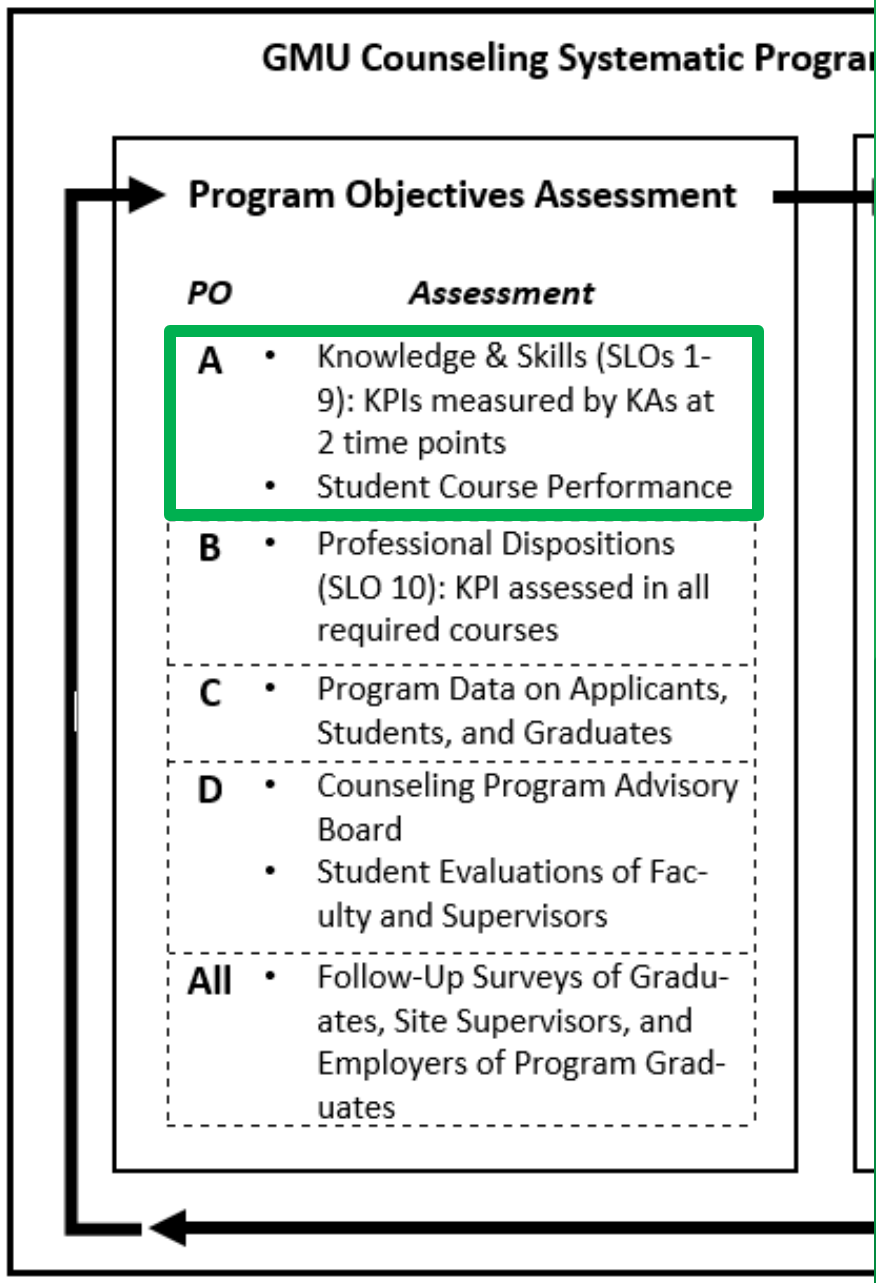


Key to abbreviations: "PO" = Program Objectives; "SLO" = Student Learning Outcome; "KPI" = Key Performance Indicator; "KA" = Key Assignment

Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor

Data to be reviewed:

- Knowledge and Skills: SLOs 1-9 as measured by KPIs/KAs
  - KPI Data Tables
- Student Course Performance
  - Summary by course level



PO A

SLOs 1-9: KPI Slides Overview

The following slides provide a brief summary of each KPI (used to measure SLOs 1-9) by time point overall

- For KPIs measured in VIA, data is disaggregated by program concentration, as well as gender and race/ethnicity (internal use only).
- KPIs measured in Qualtrics are not disaggregated.

Findings (Program goal: 15% or less will be "not met" for each KPI)

- **Program goal is met for all KPIs overall** [see SLIDES 54-57 for in-depth summary]
- **Limitations noted with KPI A.3.a.** [SLIDES 14 & 56]
  - **Possible action:** EDCD 525 & 619 course leads examine assignments & course; repeat AY23-24 Time 1 finding
- **Limitations noted with KPI A.5.b.** [SLIDES 19 & 56]
  - **Possible action:** EDCD 792 [Time 1] & 795 [Time 2] course leads examine assignments & course
- **Missing data for EDCD 601 & 610**
  - **Possible action:** Course leads examine VIA to ensure rubric is being captured and ensure VIA scores are consistently entered.

PO A

Student Learning Outcome (SLO) 1: Professional Counseling Orientation and Ethical Practice

- Students will develop an understanding of and ability to function effectively within ethical guidelines.

PO A

KPI A.1.a. Students will be able to apply ethical practices and applicable ethical standards to their roles as clinical mental health counselors or school counselors and apply as appropriate [CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 612 Ethical Decision-Making Case Study		*Time 2 750/751 Site Sup. Eval.	
	Met % (n)	Not Met % (n)	Met %	Not Met %
All	**100% (236)**	**0%**	100%	0%
CMHC (incl. CAC)	**100% (164)**	**0%**	100%	0%
SC	**100% (72)**	**0%**	100%	0%

PO A

Student Learning Outcome (SLO) 2: Social and Cultural Diversity

- Students will develop an understanding of the impact of social and cultural factors and recognize opportunities to address social injustices as appropriate.

PO A

KPI A.2.a. Students will articulate multicultural and pluralistic characteristics within and among client/student groups. [CACREP 2.F.2.a; 2.F.2.d]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 660 Cultural Autobiography Paper		*Time 2 750/751 Site Sup. Eval.	
	Met % (n)	Not Met % (n)	Met %	Not Met %
All	**99.42% (171)**	**0.58% (1)**	100%	0%
CMHC (incl. CAC)	**99.24% (131)**	**0.76% (1)**	100%	0%
SC	**100% (40)**	**0%**	100%	0%

*Data from Qualtrics survey: does not include demographic information; "NA" included in "Not Met"

PO A

KPI A.2.b. Students will generate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination, including power and privilege. [CACREP 2.F.2.e; 2.F.2.h]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 612 Social Justice Mini Research Paper		Time 2 628 Social Justice Advocacy Project	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
All	**100% (213)**	**0%**	**100% (116)**	**0%**
CMHC (incl. CAC)	**100% (147)**	**0%**	**100% (84)**	**0%**
SC	**100% (66)**	**0%**	**100% (32)**	**0%**

PO A

Student Learning Outcome (SLO) 3: Human Growth and Development

- Students will develop an understanding of factors that impact human development and strategies for promoting wellness throughout the life span.

PO A

KPI A.3.a. Students will demonstrate knowledge of systemic and environmental factors that affect human development, functioning, and behavior, as well as an understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan [CACREP 2.F.3.f; 2.F.3.i].

Program goal met (limitations noted).

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 525 Research Paper		Time 2 619 Traumatic Exp. Article Review	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
All	**97.06% (198)**	**2.94% (6)**	**95.16% (59)**	**4.84% (3)**
CMHC (incl. CAC)	**97.14% (136)**	**2.86% (4)**	**97.22% (35)**	**2.78% (1)**
SC	**96.88% (62)**	**3.13% (2)**	**92.31% (24)**	**7.69% (2)**

PO A

Student Learning Outcome (SLO) 4: Career Development

- Student will develop an understanding of how to facilitate career development.

PO A

KPI A.4.a. Students will formulate strategies and methods of identifying and using tools to assess abilities, interests, values, personality and other factors that contribute to career development, planning, and decision making. [CACREP 2.F.4.e; 2.F.4.i]. **Program goal met for Time 1.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 604 Career Assessment		Time 2* 610 Career Dev. and Assess. Paper	
	Met % (n)	Not Met % (n)	Met %	Not Met %
All	**100% (117)**	**0%**	**NO DATA***	
CMHC (incl. CAC)	**100% (78)**	**0%**		
SC	**100% (39)**	**0%**		

*A total of 47 students were enrolled in EDCD 610 during the academic year 2024-2025, due to a new Learning Management System, none were assessed on the EDCD 610 Career Assessment & Development Paper. This data will be captured in AY25-26.

PO A

Student Learning Outcome (SLO) 5: Counseling and Helping Relationships

- Students will develop skills to facilitate effective counseling relationships and the ability to conceptualize cases and plan interventions with clients/students from multicultural backgrounds.

PO A

KPI A.5.a. Students will evaluate counselor characteristics and behaviors that influence the counseling process and develop personal model of counseling. [CACREP 2.F.5.f; 2.F.5.n]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 605 Tape Review		Time 2 750 Recording & Written Narrative 751 SC Recording / Case Presentation	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
All	**100% (48)**	**0%**	**100% (168)**	**0%**
CMHC (incl. CAC)	**100% (42)**	**0%**	**100% (112)**	**0%**
SC	**100% (6)**	**0%**	**100% (56)**	**0%**

PO A

KPI A.5.b. Students will develop essential interviewing, counseling, and case conceptualization skills to provide counseling and treatment/intervention planning to clients/students from multicultural backgrounds. [CACREP 2.F.5.g; 2.F.5.h]. **Program goal met [with limitations].**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 792/794 Case Conceptualization & Presentation		Time 2 793 Case Conceptualization & Presentation / 795 Targeted Intervention Project	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
All	**98.61% (283)**	**1.39% (4)**	**98% (294)**	**2% (6)**
CMHC (incl. CAC)	**98.65% (219)**	**1.35% (3)**	**100% (228)**	**0%**
SC	**98.46% (64)**	**1.54% (1)**	**91.67% (66)**	**8.33% (6)**

PO A

Student Learning Outcome (SLO) 6: Group Counseling and Group Work

- Students will develop an understanding of group dynamics and how to facilitate multicultural/diverse groups.

PO A

KPI A.6.a. Students will analyze the dynamics associated with group process and development and the characteristics and functions of effective group leaders for leading diverse groups. [CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 608 Group Facilitation		Time 2 793/795 Final Site Sup. Eval.	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
All	100% (148)	0%	100%	0%
CMHC (incl. CAC)	100% (116)	0%	100%	0%
SC	100% (32)	0%	100%	0%

*Data from Qualtrics survey: does not include demographic information; "NA" included in "Not Met"

PO A

Student Learning Outcome (SLO) 7: Assessment and Testing

- Students will develop the ability to utilize assessments appropriately within the counseling process.

PO A

KPI A.7.a. Students will recommend assessments relevant to academic/educational, career, personal, and social development for diagnostic and/or intervention planning purposes. [CACREP 2.F.7.i; 2.F.7.e]. **Program goal met for Time 1.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 604 Career Assessment Review		Time 2 610 Career Dev. and Assess. Paper	
	Met % (n)	Not Met % (n)	Met %	Not Met %
All	**100% (117)**	**0%**	**NO DATA***	
CMHC (incl. CAC)	**100% (78)**	**0%**		
SC	**100% (39)**	**0%**		

*A total of 47 students were enrolled in EDCD 610 during the academic year 2024-2025, due to a new Learning Management System, none were assessed on the EDCD 610 Career Assessment & Development Paper. This data will be captured in AY25-26.

PO A

Student Learning Outcome (SLO) 8: Research and Program Evaluation

- Students will develop an understanding of research design and how to utilize data.

PO A

KPI A.8.a. Students will summarize designs used in research and/or program evaluation, including how to analyze data. [CACREP 2.F.8.g; 2.F.8.i]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 601 Methods Paper*		Time 2 EDCD 793 Case Conceptualization**	
	Met %	Not Met %	Met % (n)	Not Met % (n)
All	**NO DATA***		100% (57)	0%
CMHC (incl. CAC)			100% (15)	0%
SC			100% (42)	0%

* No Time-1 data were captured for EDCD 601 (Research Methods) because the course was not offered in AY24-25 due to transitioning to the new cohort model, so movement from Time-1 to Time-2 cannot be evaluated this cycle.
** In AY25-26, time 2 data for KPI A.8.a. will be captured using 652 Evidence-Based Program Evaluation Assignment

PO A

Student Learning Outcome (SLO) 9: Professional Concentrations

- **9-CMHC: Clinical Mental Health Counseling (CMHC) Professional Concentration**
- Students will develop an understanding of case conceptualization, treatment planning, prevention, and intervention related to mental health counseling.

PO A

KPI A.9-CMHC.a. Students will summarize theories, principles, models, and documentation formats for mental health counseling, including biopsychosocial case conceptualization and treatment planning. [CACREP 5.C.1.c; 5.C.1.b]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 605 Adv. Counseling Skills Paper		Time 2 792 Case Conceptualization & Present.	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
CMHC (incl. CAC)	**100% (49)**	**0%**	**97.30% (72)**	**2.70% (2)**

PO A

KPI A.9-CMHC.b. Students will design techniques and interventions for prevention and treatment of a broad range of mental health issues, including relevant cultural factors. [CACREP 5.C.2.j; 5.C.3.b]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 656 Treatment Plan		Time 2 793 Case Conceptualization & Presentation	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
CMHC (incl. CAC)	**100% (136)**	**0%**	**100% (15)**	**0%**

PO A

Student Learning Outcome (SLO) 9: Professional Concentrations

- **9-SC: School Counseling (SC) Professional Concentration**
- Students will develop an understanding of the roles of school counselors and strategies for promoting equity as appropriate.

PO A

KPI A.9-SC.a. Students will summarize school counselor roles as leaders, advocates, and systems change agents in P-12 schools and in multidisciplinary teams. [CACREP 5.G.2.a; 5.G.2.d]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 614 Equity Access Project		Time 2 795 Targeted Intervention Project	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
SC	**100% (30)**	**0%**	**100% (19)**	**0%**

PO A

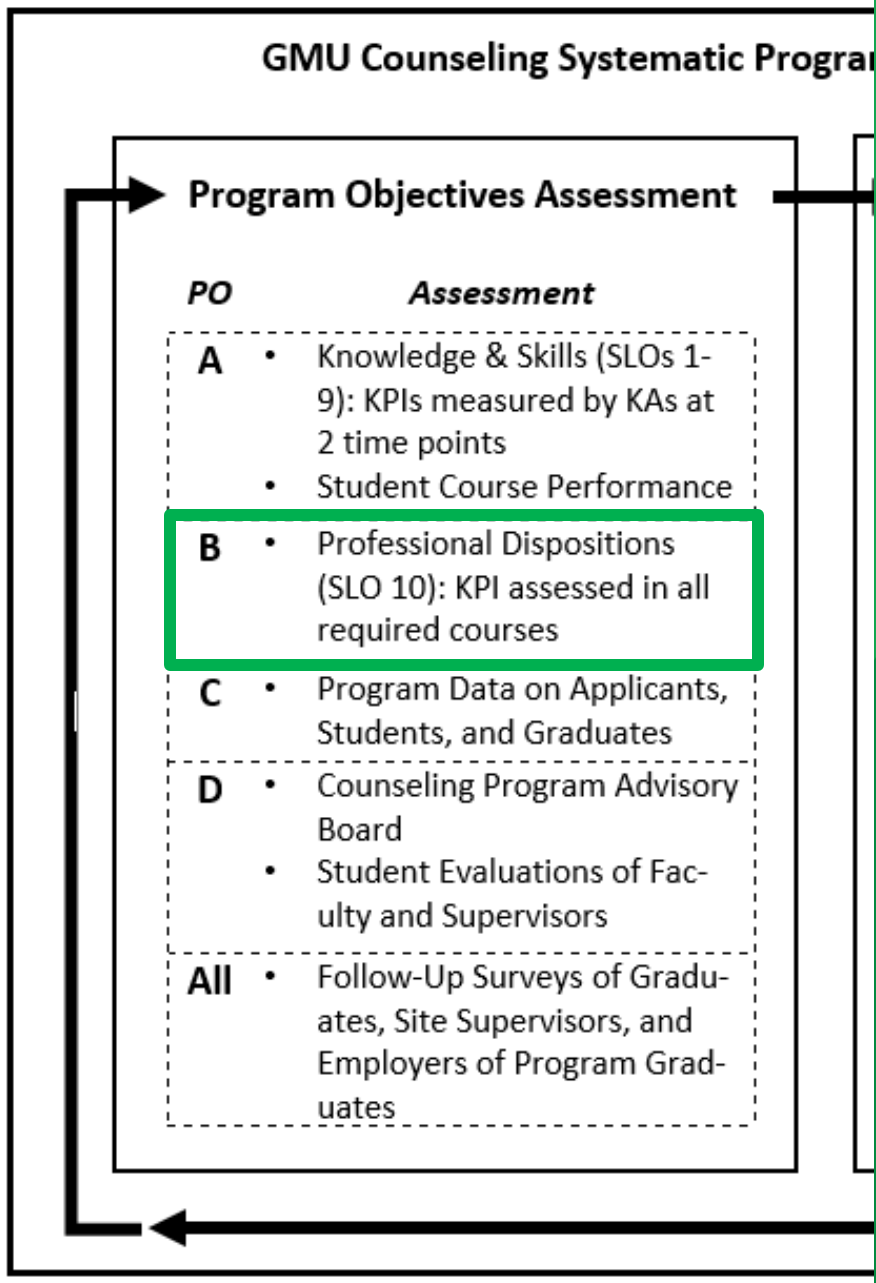
KPI A.9-SC.b. Students will assess the design and evaluation of school counseling programs that promote equity in student achievement and/or college access. [CACREP 5.G.3.b; 5.G.3.k]. **Program goal met.**

Percentages of Key Assignment criteria "met" or "not met" by student group	Time 1 614 Evidence-Based SC Intervention		Time 2 795 Targeted Intervention Project	
	Met % (n)	Not Met % (n)	Met % (n)	Not Met % (n)
SC	**100% (60)**	**0%**	**100% (28)**	**0%**

Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.

Data to be reviewed:

- SLO 10: Professional Disposition Assessment
  - PD Data Table by Course Level



Student Course Performance

- Background. Measured by student course grades and instructor assessment of satisfactory progress
- Findings. Program goal: 15% or fewer "not met"; **program goal met.**
  - Action step: None at this time, however, PDs missing in some courses
    - *Prior actions (AY23-24):* Addressed N/A in PDs and started tracking PDs in 797 courses (electives)

Professional Disposition Assessment Items	Course Level	Met	Not Met	N/A
6. The student received a final grade of at least a B or better in this class. (Any grade of B- or below is considered "not met").	*All*	98.89%	1.11%	0
	Beginner	99.38%	0.62%	0
	Intermediate	99.50%	0.50%	0
7. I believe this student has made satisfactory progress to move forward in the Counseling Program.	*All*	99.45%	0.33%	0.22%
	Beginner	99.54%	0.46%	0
	Intermediate	99.50%	0	0.50%
8. I believe this student has made satisfactory progress to move forward with clinical experiences.	*All*	99.45%	0.33%	0.22%
	Beginner	99.54%	0.46%	
	Intermediate	99.50%	0	0.50%

PO B

10. Student Learning Outcome (SLO) 10: Professional Dispositions

- Students will develop professional dispositions that are appropriate for professional counselors.
  - **KPI B.1.a.** Students will demonstrate the ability to adhere to the program's Professional Dispositions, including characteristics, values, beliefs, interpersonal functioning, and behaviors that will facilitate their success as a future counselor.

PO B

SLO 10/KPI B.1.a: Professional Dispositions Assessment

Background

- Measured by instructor assessment of PD criteria "met," or "not met," by course level.

Findings

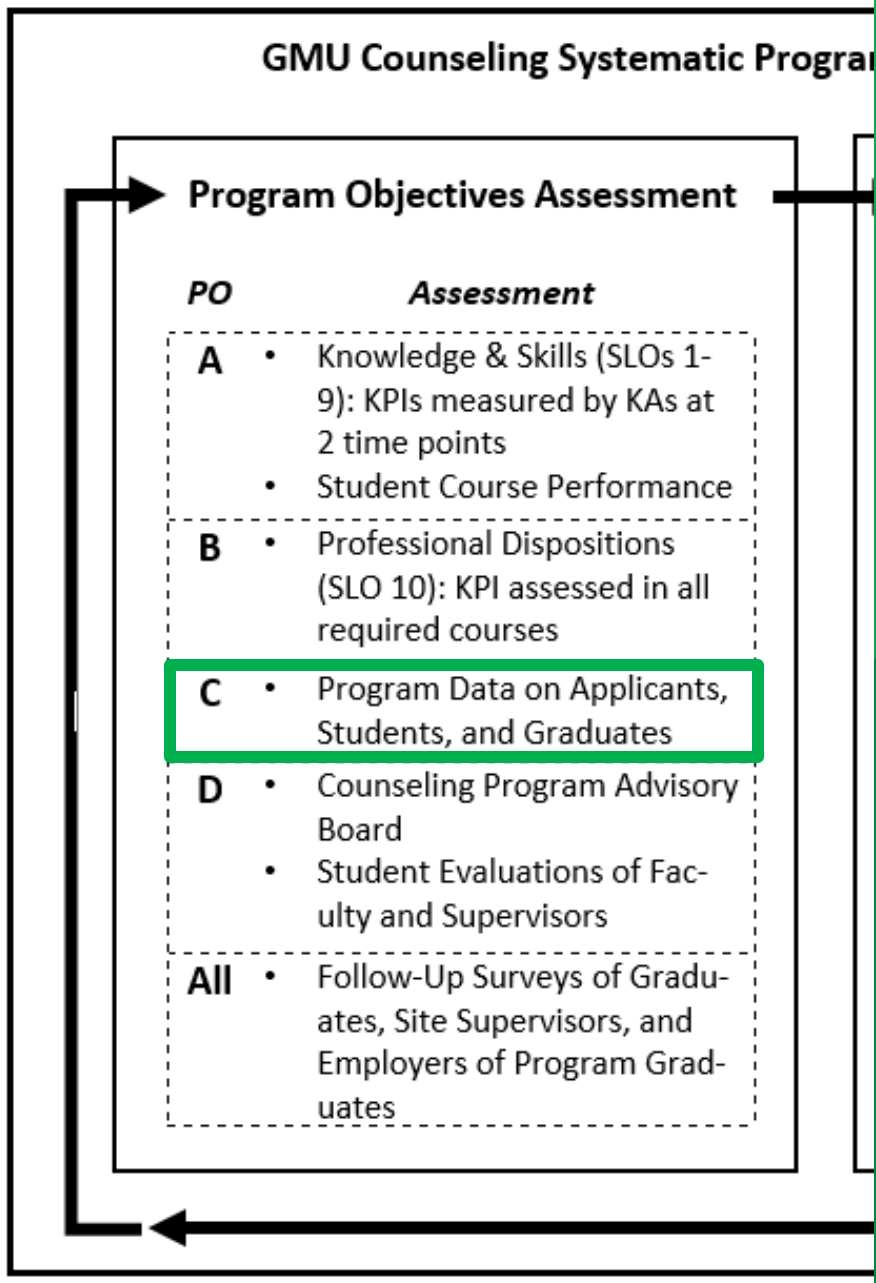
- Program goal: 15% or less will be "not met" for each course level; **program goal met.**
- Action step: None at this time, however, PDs missing in some courses

Professional Disposition Item	Course Level	Met	Not Met	N/A
1. Professional & Ethical Attitudes and Behaviors: The student engaged in appropriate professional and ethical attitudes and behaviors.	*All*	98.89%	1.11%	0
	Beginner	99.69%	0.31%	0
	Intermediate	99%	1%	0
2. Multiculturalism & Social Justice: The student engaged in attitudes and behaviors aligned with multiculturalism and social justice.	*All*	100	0	0
	Beginner	100	0	0
	Intermediate	100	0	0
3. Professional & Personal Growth: The student engaged in attitudes and behaviors consistent with professional and personal growth.	*All*	99.22%	0.78%	0
	Beginner	99.38%	0.62%	0
	Intermediate	99.5%	0.5%	0
4. Self-Awareness & Self-Care: The student engaged in attitudes consistent with appropriate self-awareness and self-care.	*All*	99.33%	0.67%	0
	Beginner	99.54%	0.46%	0
	Intermediate	99%	1%	0
5. Interpersonal Relationships & Collaboration: The student engaged in behaviors consistent with appropriate interpersonal relationships and collaboration.	*All*	99.89%	0.11%	0
	Beginner	100	0	0
	Intermediate	99.5%	0.5%	0

Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.

Data to be reviewed:

- Program data on applicants, students, and graduates
  - Data Tables for Applicants, Students, and Graduates



PO C

Applicant Data

Master's Program Applicants Fall 2024

Who applied to our program?

Out of a total of 282 completed applications, sub-groups were represented as follows:

Applications by Concentration

	Completed Applications	
	n	%
School Counseling	60	21.28%
CMHC	222	78.72%
Total	282	100%

Applications by Enrollment Status

	Completed Applications	
	n	%
Part time	47	16.67%
Full time	235	83.33%
Total	282	100%

Applications by Domicile

	Completed Applications	
	n	%
In state	209	75.45%
Out of state	68	24.55%
Total	277	100%

Applications by Race

	Completed Applications	
	n	%
American Indian or Alaska Native	3	1.06%
Asian	34	12.06%
Black or African American	44	15.60%
Native Hawaiian/ Other Pacific Islander	0	0
White	167	59.22%
Multi-racial/ethnic	12	4.26%
Prefer not to answer	11	3.90%
Did not report	11	3.90%
Total	282	100%

Applications by Hispanic Identification

	Completed Applications	
	n	%
Identified Hispanic	42	14.89%
Identified non-Hispanic	240	85.11%
Total	282	100%

Applications by Gender

	Completed Applications	
	n	%
Female	243	86.17%
Male	39	13.83%
Total	282	100%

Applications by Age

	Completed Applications	
	n	%
26 or younger	179	63.50%
27-30	35	12.40%
31-40	29	10.30%
41-50	25	8.90%
51-60	12	4.30%
61 and older	2	0.70%
Total	282	100%

PO C

Applicant Data

What were the outcomes from our admissions process?

Based on completed applications overall and for each sub-group, we calculated the rate for each admissions outcome overall and by sub-group.

For instance, of all completed Part time applications, 7.4% were admitted and enrolled.

Admission Decision for All Applicants (% is rate of admission for all applicants)

	Completed Applications	*Admitted: Enrolled*		*Admitted: Did not enroll*		*Denied*		*Withdrew prior to admission decision*	
	n	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
All Applicants	282	85	30.1%	70	24.8%	78	27.7%	49	17.04%

Admission Decision by Concentration (% is rate of admission outcome for subgroup)

	Admitted: Enrolled (N = 84)		*Admitted: Did not enroll (N = 70)*		*Denied (N = 78)*		*Withdrew prior to admission decision (N = 49)*	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
School Counseling	23	38.3%	13	21.7%	10	16.7%	14	23.3%
Clinical Mental Health Counseling	62	27.9%	57	25.7%	68	30.6%	35	15.8%

Admission Decision by Enrollment Status (% is rate of admission outcome for subgroup)

	Admitted: Enrolled (N = 84)		*Admitted: Did not enroll (N = 70)*		*Denied (N = 78)*		*Withdrew prior to admission decision (N = 49)*	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Part time	20	42.6%	16	34%	3	6.40%	8	17&
Full time	64	27.5%	54	23.2%	74	31.8%	41	17.6%

Admission Decision by Domicile (% is rate of admission outcome for subgroup)

	Admitted: Enrolled (N = 84)		*Admitted: Did not enroll (N = 70)*		*Denied (N = 78)*		*Withdrew prior to admission decision (N = 49)*	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
In state	70	24.8%	47	16.7%	60	21.3%	32	11.3%
Out of state	29	10.3%	13	4.6%	20	7.1%	5	1.8%

Summary of Applicant Data Findings

- Applicant volume and admission selectivity indicate strong demand and program reputation.
- Enrollment yield is particularly strong among Black/African American students and full-time applicants.
- For admitted/enrolled students, higher yields for FT and younger applicants
- Data suggest opportunities to improve recruitment of Hispanic students.
- Higher attrition for older and part-time applicants (higher withdrawal among 41+ age group and withdrawal or term changes for PT applicants)

PO C

Student Data

Gender of Students

	Total Students	Female		Male		Gender not reported	
Semester	n	n	%	n	%	n	%
Fall 2024	212	180	85%	32	15%	0	0%
Fall 2023	197	167	85%	30	15%	0	0%
Fall 2022	210	183	87%	27	13%	0	0%
Fall 2021	187	165	88%	22	12%	0	0%
Fall 2020	154	136	88%	18	12%	0	0%
Fall 2019	137	116	85%	21	15%	0	0%
Fall 2018	138	119	86%	19	14%	0	0%
Fall 2017	140	117	84%	23	16%	0	0%

Domicile of Students

	Total Students	In state		Out of state	
Semester	n	n	%	n	%
Fall 2024	212	192	91%	20	9%
Fall 2023	197	179	91%	18	9%
Fall 2022	210	189	90%	21	10%
Fall 2021	187	169	90%	18	10%
Fall 2020	154	148	96%	6	4%
Fall 2019	137	130	95%	7	5%
Fall 2018	138	127	92%	11	8%
Fall 2017	140	127	91%	13	9%

Race/Ethnicity of Students

	Total Students	African American		Asian American		Hispanic American		Native American		White American		Not Reported		Non resident		Two or more		Pacific Islander	
Semester	n	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Fall 2024	212	35	16.5%	24	11.3%	39	18.4%	0	0%	95	44.8%	9	4.2%	-	-	0	0%	0	0%
Fall 2023	197	32	16%	17	9%	42	21%	0	0%	92	47%	7	4%	4	2%	0	0%	0	0%
Fall 2022	210	35	17%	19	9%	36	17%	0	0%	106	51%	8	4%	0	0%	0	0%	0	0%
Fall 2021	187	35	19%	19	10%	32	17%	0	0%	91	49%	10	5%	0	0%	0	0%	0	0%
Fall 2020	154	26	17%	17	11%	30	19%	0	0%	80	52%	4	1%	0	0%	2	1%	0	0%
Fall 2019	137	20	15%	20	15%	30	22%	0	0%	61	45%	2	1%	1	1%	3	2%	0	0%
Fall 2018	138	22	16%	20	14%	21	15%	0	0%	65	47%	2	1%	4	3%	4	3%	0	0%
Fall 2017	140	30	21%	17	12%	23	16%	1	1%	56	40%	4	3%	3	2%	5	4%	1	1%

PO C

Student Data

Concentration of Students

	Total Students	*SC*		*CMHC (incl. CAC)*	
Semester	***n***	***n***	***%***	***n***	***%***
Fall 2024	212	67	32%	145	68%
Fall 2023	197	60	30%	137	70%
Fall 2022	210	79	38%	130	62%
Fall 2021	187	72	39%	115	61%
Fall 2020	154	80	52%	74	48%
Fall 2019	137	66	48%	71	52%
Fall 2018	138	79	57%	59	43%
Fall 2017	140	76	54%	63	45%

Enrollment Status of Students

	Total Students	*Full time*		*Part time*	
Semester	***n***	***n***	***%***	***n***	***%***
Fall 2024	212	107	50.5%	105	45.5%
Fall 2023	197	99	50%	98	50%
Fall 2022	210	113	54%	97	46%
Fall 2021	187	94	50%	93	50%
Fall 2020	154	68	44%	86	56%
Fall 2019	137	60	44%	77	56%
Fall 2018	138	54	39%	84	61%
Fall 2017	140	50	36%	90	64%

Summary of Student Data

- **Concentrations:** In Fall 2024, 68% of students are in CMHC, while 32% are in School Counseling, a stable trend showing sustained demand for the CMHC track.
- **Shift over time:** Prior years show a higher proportion of School Counseling students; CMHC enrollment has grown steadily since 2018.
- **Enrollment status:** The program is nearly evenly split between full-time (≈50–51%) and part-time (≈45–50%) enrollment in recent years, demonstrating flexibility for working students.
- **Trend:** Growth in full-time enrollment since 2017 (from 36% to ~50%) suggests increased program capacity and/or earlier progression through coursework.

PO C

Graduate Data

Race/Ethnicity of Graduates

		Total Graduates	African American		Asian American		Hispanic American		Native American		White American		Other/ unknown		Non resident		Multi-racial		Pacific Islander	
Year		n	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2024-2025		67	12	18%	10	15%	7	10%	0	0%	32	48%	6	9%	0	0%	0	0%	0	0%
2023-2024		50	7	14%	5	10%	12	24%	0	0%	23	46%	1	2%	1	2%	1	2%	0	0%
2022-2023		55	8	15%	3	5%	12	22%	0	0%	29	53%	3	5%	0	0%	0	0%	0	0%
2021-2022		38	7	18%	6	16%	6	16%	0	0%	19	50%	0	0%	0	0%	0	0%	0	0%
2020-2021		42	6	14%	6	14%	7	17%	0	0%	22	52%	0	0%	0	0%	0	0%	0	0%
2019-2020		46	8	17%	8	17%	8	17%	0	0%	19	41%	1	2%	1	2%	1	2%	0	0%
2018-2019		45	9	20%	5	11%	7	16%	0	0%	21	47%	1	2%	2	4%	0	0%	0	0%
2017-2018		48	11	23%	7	15%	9	19%	1	2%	16	33%	2	4%	0	0%	2	4%	0	0%

Sex/Gender of Graduates

	Total Graduates	Female		Male	
Year	n	n	%	n	%
2024-2025	67	56%	83.6%	11	16.4%
2023-2024	50	41	82%	9	18%
2022-2023	55	51	93%	4	7%
2021-2022	38	33	87%	5	13%
2020-2021	42	35	83%	7	17%
2019-2020	46	38	83%	8	17%
2018-2019	45	39	87%	6	13%
2017-2018	48	39	81%	9	19%

Domicile of Graduates

	Total Graduates	In state		Out of state	
Year	n	n	%	n	%
2024-2025	67	63	94%	4	6%
2023-2024	50	43	86%	7	14%
2022-2023	55	52	95%	3	5%
2021-2022	38	37	97%	1	3%
2020-2021	42	39	91%	3	7%
2019-2020	46	43	93%	3	7%
2018-2019	45	40	89%	5	11%
2017-2018	48	43	90%	5	10%

Concentration of Graduates

	Total Graduates	SC		CMHC (incl. CAC)	
Year	n	n	%	n	%
2024-2025	67	27	40.3%	40	59.7
2023-2024	50	16	32%	34	68%
2022-2023	55	28	51%	27	49%
2021-2022	38	10	26%	28	74%
2020-2021	42	30	71%	12	29%
2019-2020	46	19	41%	27	59%
2018-2019	45	31	69%	14	31%
2017-2018	48	27	56%	21	44%

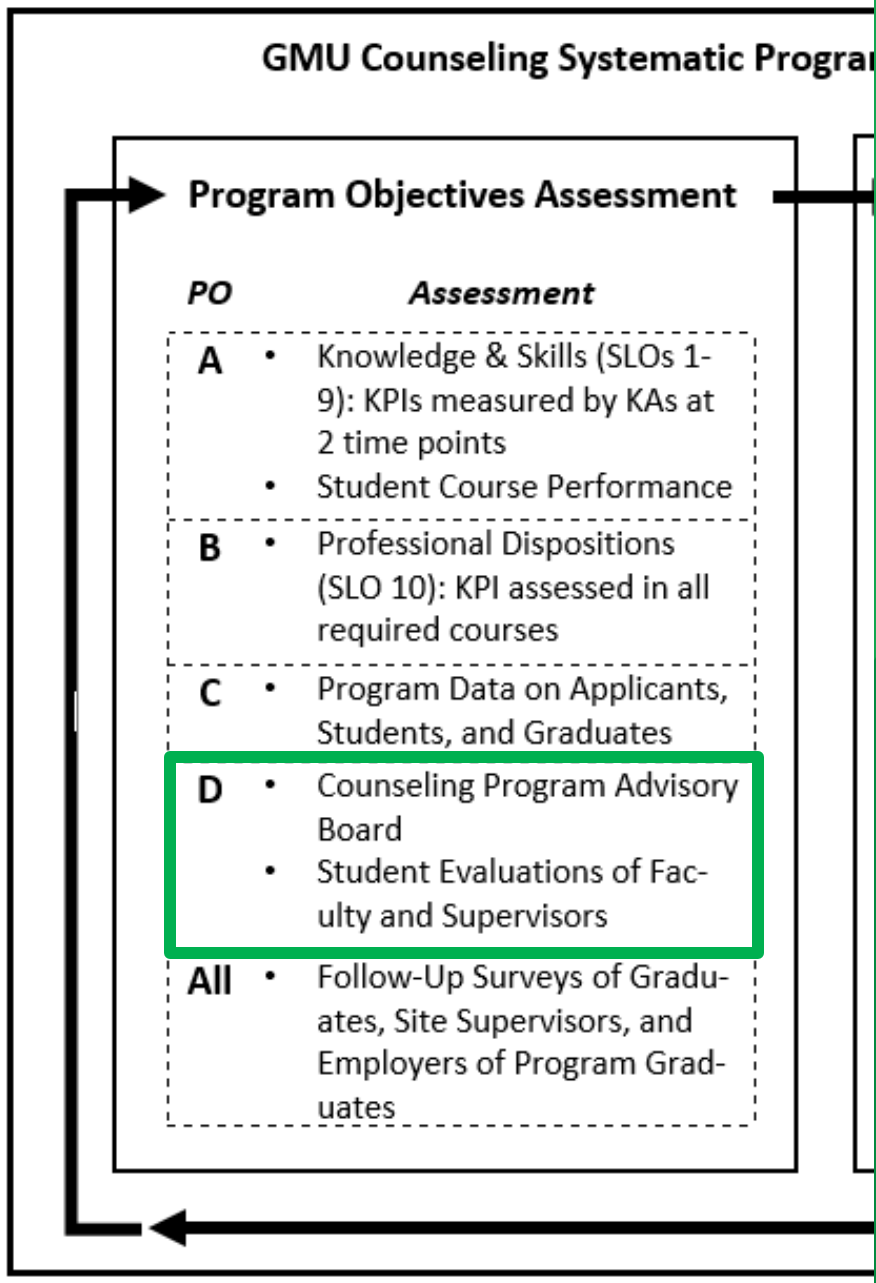
Summary of Graduate Data

- **Diversity of graduates remains strong:** Across years, approximately 45–60% of graduates identify as students of color, with consistent representation of African American, Asian American, and Hispanic/Latino/a graduates.
- **Gender distribution continues to mirror program enrollment:** The majority of graduates are female (82–94%), consistent with counseling profession trends.
- **The program primarily serves Virginia workforce needs:** 94% of 2024–2025 graduates are in-state residents, and this has remained >85% every year.
- **More graduates are completing the CMHC concentration:** In 2024–2025, 60% of graduates are CMHC, showing growing demand and alignment with community mental health workforce needs.

Program Objective D: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a social justice framework.

Data to be reviewed:

- Counseling Program Advisory Council
- Student Evaluations of Faculty and Supervisors
  - Student Evaluation of Teaching
  - Student Evaluation of P&I



PO D

Counseling Program Advisory Council Assessment

- New and old Advisory Council members (total of 17 members) met for the first time in person in May 2025. This in-person meeting was intended to:
  - Introduce and/or reintroduce members to the program,
  - Foster new connections,
  - Improve engagement and future survey response rates.
- A second Advisory Council virtual meeting occurred November 2025.
- See next slide for Advisory Council member feedback from AY24-25

AY24-25 Advisory Council Member Feedback

Based on Advisory Council survey results, 12 Advisory Council members responded but only 9 answered these questions. This is a 50% response rate which exceeds AC response rates in the past!

A. GMU Counseling Program equips students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations (8 strongly agreed, 1 agreed)
B. GMU Counseling Program prepares students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis and to attend to growth, self-awareness, interpersonal relationships and collaboration (8 strongly agreed, agreed)
C. GMU Program recruits, supports and retains counseling students with diverse backgrounds (9 strongly agreed)
D. GMU Counseling Program provides training that is grounded in the field and is responsive to current and changing needs of the communities served, including attending to the intersecting identities of our clients/students within a social justice framework. (8 strongly agreed, 1 agreed)

PO D

Student Evaluations of Faculty and Supervisors: Faculty Teaching for 2024-2025

Background. Students complete the GMU *Student Evaluation of Teaching Instrument*, which includes rating the following items on a scale of 5 (Strongly Agree) to 1 (Strongly Disagree):

- The Learning Outcomes (Qs 9-12)
- The Course Environments/Experiences (Qs 13-17)
- The Instructor Preparation and Course Organization (Qs 18-20)

Findings. Program goal: average of 3.0 or higher; **program goal met.**

Course Level	Average "Learning Outcomes"	Average "Course Environments/ Experiences"	Average "Instructor Preparation & Course Org."
Basic (Pre-Practicum)	4.54	4.53	4.39
Intermediate (Practicum)	4.24	4.28	4.23
Advanced (Internship)*	N/A	N/A	N/A

*internship course evaluation data was missing in reporting system, will be updated for AY25-26

PO D

Student Evaluations of Faculty and Supervisors: Supervision

Background. In field experience courses, students complete the Counseling Program's Student Evaluation of P&I for Site and University Supervisors, with the following items:

- Overall, I was satisfied with the supervision I received from my Site Supervisor this semester.
- Overall, I was satisfied with the supervision I received from my University Supervisor this semester.

Findings. Program goal: 15% of fewer below 3; **program goal met.**

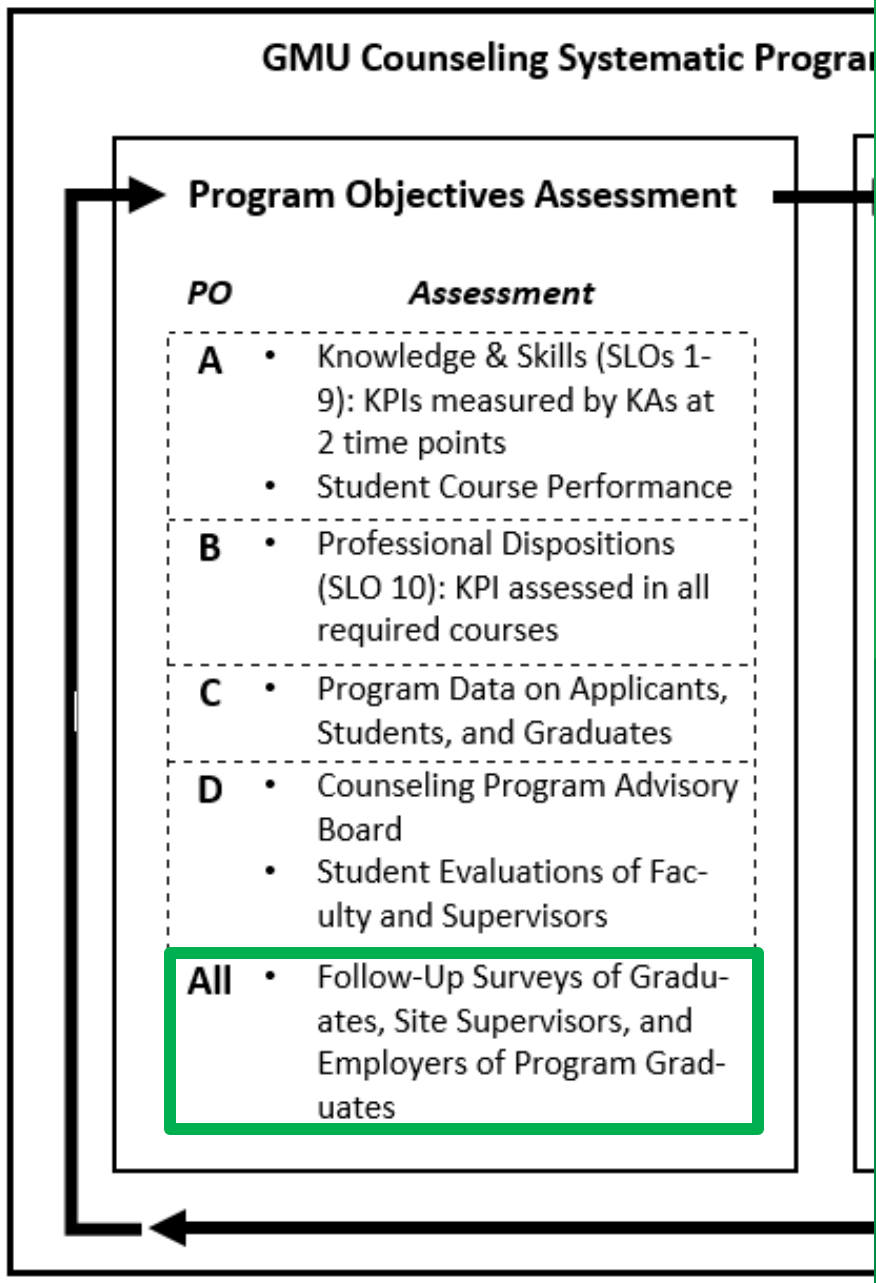
N = 159	Site Supervisor	University Supervisor
Strongly agree (5)	79%	81%
Agree (4)	16%	14%
Neutral (3)	1%	4%
Disagree (2)	1%	1%
Strongly disagree (1)	1%	0%

All Program Objectives:

- Program Objective A: To equip students with the knowledge and skills to become ethical and effective counselors in a complex society with diverse populations, with a concentration on practicing either as a clinical mental health counselor or a school counselor.
- Program Objective B: To prepare students with appropriate dispositions to engage in ethical, social justice focused counseling with an intersectional praxis, and to attend to growth, self-awareness, interpersonal relationships, and collaboration.
- Program Objective C: To recruit, support, and retain counseling students from diverse backgrounds.
- Program Objective D: To provide counseling training that is grounded in the latest knowledge in the field and is responsive to current and changing needs of the communities we serve, including attending to the intersecting identities of our clients/students within a social justice framework.

Data to be reviewed:

- Follow-Up Surveys of Graduates, Site Supervisors, and Employers



All POs

Follow Up Surveys of Graduates: Counseling Exit Survey

- Dec. 2024 and May 2025 graduates responded as follows (n = 60):

Evaluation Prompt:	Average
The Practicum and Internship Handbook helped me understand P&I	4.25
Expectations for the P&I process were clearly communicated.	4.28
Prior GMU Counseling Program coursework prepared me for P&I.	4.17
The practicum orientation meeting was helpful and covered necessary P&I elements	4.33
Program Objective A (knowledge & skills)	4.53
Program Objective B (dispositions)	4.53
Program Objective C (recruit & retain)	4.57
Program Objective D (current knowledge)	4.37

Findings. Program goal: at least 3.0 out of 5.0; **program goal met.**

- Additional data: 78.33% are members of a counseling professional organization; 50% attended a program-sponsored professional/personal development activity

All POs

Follow Up Surveys of Graduates: **Alumni Placement Update Survey (8-13 mos. out)**

Note: No program objective assessment on this survey

- Dec. 2024 and May 2025 graduates surveyed. Total respondents = 22
  - SC = 10; CMHC/CAC = 12
- Job placement: 100% (n=22) employed in counseling field
- Credentialing: 100% who took a credentialing exam reported passing the exam (n=12)*
- Comments:
  - The counseling program provided me with tools and skills I use in my current role... I still have relationships with a few professors who continue to encourage my growth as a growing professional.
  - I very much enjoyed my experience at GMU. It was helpful to me to seek out other supervision opportunities as I felt I needed to for my personal growth.
  - I feel the GMU program has set me up for success with supporting my student's various mental health needs...I feel that both the substance abuse and family counseling would've been helpful for high school counselors as well as Neurodiverse counseling elective. I would like to eventually come back and take those 3 classes as a post master's certificate.
  - I do think a clearer understanding of state licensure requirements for VA, MD, and DC would have helped me during the program.

* Of the 12 alumni who reporting passing a credentialing exam: 9 students passed the NCMHCE, two students passed the NCE, and one student passed the NYSTCE School Counselor Content Specialty Test (CST).

All POs

Follow Up Surveys of Graduates: **Alumni Satisfaction Survey (2-3 years out)**

- Dec. 2022 and May 2023 graduates responded as follows (n = 35):
  - SC master's = 15; CMHC/CAC master's = 19; certificate = 1
  - Job placement: 34 out of 35 are employed in counseling field (97%)
  - Credentialing exams: 100% of those who took an exam reported passing (18 /out of 18)
    - NCMHCE = 13 NCE = 3 Other = 2
  - 14 respondents (58%) had received promotions, awards, or recognitions since graduating *(Note: 14 out of 24; 3 reported 'N/A' and 4 left the item blank)*
  - 18 respondents (56%) have been involved in leadership, advocacy, or social justice professionally or personally since graduating *(Note: 18 out of 32; 3 reported 'N/A' and 4 left the item blank)*

PO A Average (knowledge & skills)	PO B Average (prof. disp.)	PO C Average (recruit & retain)	PO D Average (current knowledge)
4.5	4.73	4.73	4.46

- Findings. Program goal: at least 3.0 out of 5.0; program goal met.

All POs

Follow Up Surveys of Graduates: **Alumni Satisfaction Survey (2-3 years out - Dec. 2021 and May 2023)**

Anything else you'd like to share? (summary of comments)

- **Strong Professional Preparation & Program Relevance**
  - "Mason's program was relevant and current."
  - "Excellent preparation for my current position. Feel well equipped to work with diverse populations in DC area."
  - "I felt very prepared to start as a Resident in Counseling."
  - "I am now preparing for my LPC credentialing and feel confident… because of its strong focus on multiculturalism, social justice and ethics."
  - "My internship through GMU was… imperative to my professional success as a Resident in Counseling focusing in working with clients with trauma histories."
- **Quality of Teaching, Courses, and Support**
  - "I felt very supported by the staff at GMU and found each course thoughtful and enriching."
  - "The teachers were amazing"
  - "I had a GREAT masters program school counseling experience."
  - "I very much enjoyed my experience at GMU."
- **Professional Growth and Accomplishments**
  - "I have presented at two national conferences, NASPA 2023 and ACPA 2024, and I received a coaching certification from InsideTrack."
  - "I still have relationships with a few professors who continue to encourage my growth as a growing professional"

All POs

Follow Up Survey of Site Supervisors: **Annual Site Supervisor Survey**

- Site supervisor respondents from AY 2024-2025 (Sum/Fall 24, Spr 25); n = 7
  - 4/ 7 respondents (57%) were also employers of GMU counseling grads

PO A Average (knowledge & skills)	PO B Average (prof. disp.)	PO C Average (recruit & retain)	PO D Average (current knowledge)
4.46	4.73	4.73	4.46

- Findings. Program goal: at least 3.0 out of 5.0; goal was met.

All POs

Follow Up Survey of Employers: **Employer Survey**

- Employer respondents of Dec. 23 and May 24 grads; n = 4

PO A Average (knowledge & skills)	PO B Average (prof. disp.)	PO C Average (recruit & retain)	PO D Average (current knowledge)
4.5	4.5	4.75	4.75

- Findings. Program goal: at least 3.0 out of 5.0; goal was met.
- Note: employer response rate was low; added an indicator on the site supervisor survey:
  - 100% of site supervisor respondents (n= 4) were also employers – used this data as indicator of Employer feedback towards POs

Discussion of Program Modifications

- What assessment and/or processes should we revise?
- How do we ensure proposed changes get implemented?
- What changes to our program should we make based on the APRM data review?
- What additional program changes should we make?

CACREP 4.B. The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Use table on following slide to document and ensure we are using all data

Summary of Annual Program Review Findings 2025

Program Objective A: Knowledge and Skills – GOAL MET

- **All KPIs and SLOs met benchmarks:** Time-1 course assessments show near-perfect competency (≈98–100% Met) across domains (ethics, multicultural skills, assessment, group work).
- **KPI A.5.b (Case Conceptualization/Intervention Planning):** Case conceptualization is strong in Internship I (EDCD 792/794 — only 4 students [3 792 & 1 794 out of 287] did not meet expectations); variation at Internship II (EDCD 795) reflects that 6 of 72 SC students (8.33%) need more support with independent intervention planning.
- **KPI A.3.a (Human Development/Systemic Factors):** Shows the highest number of "Not Met" ratings at Time 1 (EDCD 525: 2.94%, n=6 out of 204) compared to other KPIs; continues to show variation at Time 2 (EDCD 619: 4.84%, n=3 out of 62), indicating this is the greatest challenge domain for students.
- **Process/Not Progress Challenges:** Missing data in a limited number of courses will be corrected through improved VIA mapping and course lead follow up and allow for inter-rater reliability to be evaluated across courses.

Program Objective B: Professional Dispositions – GOAL MET

- Students consistently met expectations for professional dispositions across course levels; no performance concerns identified.
- Primary focus is process-related, ensuring all disposition ratings are recorded (reducing missing entries).

Program Objective C: Diversity Recruitment and Retention – GOAL MET

- The program continues to draw a diverse and competitive applicant pool, with strong yield and retention; 100% program completion within 6 years.
- Data indicate potential to increase outreach to underrepresented applicant groups; retention and graduation outcomes remain strong for all students.

Program Objective D: Responsive, Social Justice-Oriented Training – GOAL MET

- Teaching and supervision evaluations well exceeded all targets (scored ≥3.0 out of 5.0); students report strong satisfaction with instruction, supervisor support, and training relevance

KPI Results – Strengths

High Performance Across Time 1 & Time 2

KPI Domain	What the KPI Measures	Direct Measure (Time 1 → Time 2)	Result Summary
A.1.a — Ethics & Ethical Decision-Making	Apply ethical standards in counseling	612 Ethical Case Study → 750/751 Site Supervisor Eval	100% Met → Students consistently demonstrate ethical practice in coursework and in fieldwork.
A.2.a — Multicultural Awareness	Articulate multicultural & pluralistic characteristics	660 Cultural Autobiography → 750/751 Site Supervisor Eval	~99–100% Met → Early coursework strongly builds self-awareness and multicultural responsiveness.
A.2.b — Social Justice / Advocacy	Identify and challenge oppression; advocate	612 Social Justice Mini Paper → 628 Advocacy Project	100% Met → Advocacy skills generalize well from classroom to project application.
A.6.a — Group Work & Group Leadership	Analyze group process and lead groups effectively	608 Group Facilitation → 793/795 Final Evaluation	100% Met → Students demonstrate confidence and effectiveness in leading groups.
A.8.a — Research / Program Evaluation	Interpret and apply research methods	601 Research Methods Paper → 793 Case Conceptualization	100% Met [Time 2 only] → Strong understanding of evidence-based practice at Time 2. Also a growth area → no data at Time 1 (VIA rubric not linked).

KPI Results – Growth Areas

KPI Domain	What the KPI Measures	Direct Measure (Time 1 → Time 2)	Growth Need
A.3.a — Human Development / Systemic & Environmental Factors	Apply development + systemic factors to cases	525 Research Paper → 619 Traumatic Experience Article Review	Slight dip at Time 2 (advanced integration), driven by one student (small-n effect).
A.5.b — Case Conceptualization + Intervention Planning	Interviewing, conceptualization, and intervention planning skills	792/794 Case Conceptualization → 793 Case Conceptualization / 795 Targeted Intervention Project	Variation appears only in Intervention Planning (795) — SC students may need more scaffolding when planning interventions independently.
A.4.a / A.7.a — Career & Assessment	Recommend and apply assessment tools	604 Career Assessment → 610 Career Dev. & Assess. Paper	No Time-2 data this cycle due to course rotation; will be captured next AY.

Summary Applicants, Students, and Graduate Findings

Strong diversity across the pipeline: Across multiple years, 45–60% of graduates identify as students of color, with consistent representation of African American, Asian American, and Hispanic/Latino/a students.

Applicants: AY24-25 Applicant and enrollment trends show equity strengths and growth areas:

- **High enrollment yield among Black/African American applicants:** Following admission; enroll at higher rates than other demographic groups.
- **Opportunity for growth in outreach:** Hispanic/Latino/a applicants appear less likely to apply or enroll, suggesting a recruitment opportunity.
- **Enrollment yields:** Full-time and younger applicants have the highest enrollment yields. Slightly higher deferral/withdrawal among applicants age 41+ and part-time applicants.

Students (Current Enrollment)

- **Program flexibility supports diverse learners:** Nearly equal distribution of full-time (≈50–51%) and part-time (≈45–50%) students supports working professionals, caregivers, and career changers.
- **Enrollment distribution has shifted over time:** Earlier cohorts enrolled a higher percentage of School Counseling students (57% SC in 2018), but over time the distribution has shifted toward higher enrollment in CMHC (52% CMHC in 2019 → 61% in 2021). In Fall 2024, enrollment was 68% CMHC (n = 145) and 32% SC (n = 67).

Graduates

- **Graduate diversity continues to increase:** 47% (2022) → 55% (2023) → 60% (2024) of graduates identified as students of color.
- **Gender distribution remains consistent with national counseling demographics:** 92% female (2022), 89% (2023), 82% (2024).
- **Strong local workforce impact:** Across all three years, approximately **94% of graduates remain in Virginia** for employment or licensure

Advisory Board Recommendations/Suggestions

- **Increase faculty mentorship opportunities** for students
- **Expand practice opportunities** to strengthen clinical skill development
- **Explore additional full-time faculty support**, to support continued program growth and increase professional counseling workforce needs in school and community settings
- **Provide more training in Tier 1 classroom-management strategies** for School Counseling and CMHC students
- **Highlight broader career pathways** beyond LPC and School Counseling
- **Develop a strategic giving-day campaign** dedicated to supporting Counseling Program initiatives

Prior Annual Reports

- 2023-2024 Annual Report
- 2022-2023 Annual Report
- 2021-2022 Annual Report
- 2020-2021 Annual Report
- 2019-2020 Annual Report