

Academic Year 2017-2018

Program Data Type 2 - Admission, Enrollment, & Retention

Counseling program admissions, enrollment, and retention includes data includes information such as the number of applications started, completed, withdrawn, denied, and number resulting in the applicant being admitted. This data also includes information including student enrollment, retention, and graduation numbers, as well as attrition and course completion rates.

Admission, enrollment, and retention data is collected by the Seminary of the Southwest's Registrar and Director of Assessment annually. This information is not used at the individual student level but rather at the program level to determine if the institution and program are meeting its goal of recruiting and sustaining a diverse and dynamic learning community. This data is reviewed annually by MHC Program faculty and staff, and every three years by the interdisciplinary Counselor Education Program Assessment Committee and recommendations are then forwarded to appropriate department.

Admissions, Enrollment, & Retention Annual Data Report

Institutional Effectiveness Area	Benchmark	Direct Data		
		2015-2016	2016-2017	2017-2018
Applications Started		17	25	17
Applications Completed		15	19	17
Applications Denied		4	0	1
Applications Accepted		10	19	16
Students Admitted	Benchmark: 15-20 Admissions Annually	Goal - 10 Actual - 10 Outcome - 100%	Goal - 15 Actual - 19 Outcome - 126%	Goal - 20 Actual - 15 Outcome - 75%
Enrollment	% of goal met for new counseling students enrolled for the academic year	Goal - 10 Actual - 10 Outcome - 100%	Goal - 15 Actual - 19 Outcome - 126%	Goal -20 Actual -15 Outcome -100 %
Retention	Benchmark is at or above 75%	91%	95%	98%
Course Completion Rates	Benchmark is at or above 75%	94%	95%	75%

In academic year 2017-2018 admission rates met benchmarks at 100%. Retention rate was improved from 95% to 98%. Average course completion rates dropped to 75%, however that was to be expected because several of our students slowed their rate of course completion during the time we were applying for CACREP because they wanted to graduate from a CACREP-accredited program.

