

**New Mexico State University**

# **MA in Clinical Mental Health Counseling Program 2026 Assessment Report**

Academic Semesters Covered in this Report: Summer 2025, Fall 2025, and Spring 2026

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## Section I: Key Performance Indicators (KPI's)

### Introduction

The MA-CMHC program faculty developed nine Key Performance Indicators (KPI's; see Appendix A). The KPIs are based on the common core CACREP areas. Students are assessed on each KPI at two separate points during their time in the program via KPI rubrics. On each KPI rubric, students are evaluated on an ordinal scale with the following anchor definitions: 0 = *Competency Not Met*, 1 = *Competency Satisfied*, or 2 = *Competency Exceeded*. The target goal is for 100% of students to score in the *Competency Satisfied* or *Competency Exceeded* range on all KPI rubrics at both assessment points. A remediation plan is implemented for a student who doesn't meet or exceed the competencies on any KPI assessment.

The program director analyzes the data upon receiving each KPI rubric at the end of the semester. Descriptive statistics are computed to reveal the frequencies of students who scored in the 1 = *Competency Not Met*, 2 = *Competency Satisfied*, or 3 = *Competency Exceeded* ranges. The program director inspects the data to (a) make sure that 100% of students earned at least a 1 = *Competency Satisfied* on all KPIs and (b) identify content areas where more than half students scored in the *Competency Satisfied* range to identify areas for programmatic improvement aimed towards increasing scores in the *Competency Exceeded* range in the future. A remediation plan is necessary for a student who doesn't at least meet the competencies for any of the KPI assessments.

The following subsections will include (1) each of the nine KPIs with their corresponding CACREP area. (2) A description of how the KPI is assessed at both assessment points. (3) The results of student's scores on both rubrics for the KPI. (4) An interpretation of the results and areas identified for potential modification.

### **Key Performance Indicator 1**

**Students will demonstrate their ability to select and critique the psychometric properties of reliable, valid, and cross-culturally fair psychological assessments and be able to administer, interpret, and report the synthesized findings of a psychological test battery.**

#### **CORE CACREP AREA: ASSESSMENT AND TESTING**

##### ***Target /Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

##### ***Overview and Results***

Students are assessed on KPI 1 for the first time during CEPY 5220: Testing, Assessment, and Psychometric Theory when they complete a Test Report. The Test Report involves developing a psychological assessment report that includes a biopsychosocial interview

and a mental status examination, including demographic information on their practice client's family background, medical and counseling history, career history, diagnosis, and "other" relevant information. Students also interpret the results of a psychological test battery and report the synthesized findings of the test battery. Lastly, students write treatment goals and recommendations as well as a summary and conclusions section in the test report.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range for KPI assessment 1. More specifically, 36.4% scored in the *Competency Satisfied* range and 63.3% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 1 for the second time during CEPY 5985: Counseling Practicum via a site-supervisor evaluation rubric. Site supervisors complete a comprehensive evaluation of the students' performance, including their ability to administer, interpret, and discuss the results of the Counseling Center Assessment of Psychological Symptoms (CCAPS) instrument (a rigorously validated psychometric screening tool) with their clients. During the academic semesters covered in this Report, 100% of MA-CMHC students scored in *Competency Satisfied* range and 0% scores in the *Competency Exceeded* range.

### ***Interpretation of Results and Areas Identified for Potential Modification***

Collectively, students' scores on both KPI assessments met the program faculty members' target goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where students scored primarily in the *Competency Satisfied* range to identify potential areas for improvement. A review of the data did not reveal any notable areas where the majority of students scored in the *Competency Satisfied* range. To this end, no major program modifications will be made in this area.

A review of the composite report for the second assessment for KPI 1 (CEPY 5985: Counseling Practicum: Site-Supervisor Evaluation Rubric) revealed that 100% of students scored in the *Competency Satisfied* range, however, 0% of students scored in the *Competency Exceeded* range. Zero percent of students scoring in the *Competency Exceeded* range might have been due to a non-core faculty member teaching the course in Fall 2025 and Spring 2026. Next semester, a core-CMHC faculty member will be teaching this course.

## **Key Performance Indicator 2**

**Students will demonstrate their ability to critique the empirical rigor and determine the cross-cultural appropriateness of evidence-based research with diverse clients as well as propose future research to inform their practice of counseling.**

### **CORE CACREP AREA: RESEARCH AND PROGRAM EVALUATION**

#### ***Target /Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

#### ***Overview and Results***

Students are assessed on KPI 2 for the first time during CEPY 5210 Research Methods when they complete a written research proposal. Specifically, students complete an APA style written research proposal on a counseling-related topic of their choice (pending instructor approval). The proposal consists of three major elements, including (1) A review of the extant literature pertaining to the selected topic that includes a synthesized overview of the existing findings as well as highlighting a gap in the knowledge base. (2) Purpose statement and research question(s), in which students will articulate how their proposed study has potential to enhance the practice of counseling as well as posing at least one research question that is quantitative, qualitative, or mixed-methods in nature. (3) Methodology, in which students will specify their major research methodology, design, procedures, participants, measures, data analytic techniques, and potential limitations of their proposed study.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 33.3% scored in the *Competency Satisfied* range and 66.7% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 2 for the second time during CEPY 5985 Counseling Practicum when they facilitate a roundtable discussion. Students find a research article regarding their chosen theoretical framework on a subject relating to one of their clients. They then read the article, summarize the pertinent information, and then distribute the article along with their summary to their classmates and instructor. All students are required to read each classmate's articles ahead of time and be prepared to participate in class round table discussion regarding implications for practice.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 20% scored in the *Competency Satisfied* range and 80% of students scored in the *Competency Exceeded* range.

### ***Interpretation of Results and Areas Identified for Potential Modification***

Taken together, students' scores on both KPI assessments met the program faculty members' target goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. Accordingly, no major programmatic modifications will be made. However, the MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement. A review of the composite report for the first KPI 2 assessment (CEPY 5210 Research Methods: Written Research Proposal) revealed no outstanding areas. Accordingly, no major curricular changes will be made.

A review of the composite report for the second assessment for KPI 2 (CEPY 5985: Counseling Practicum: Roundtable) revealed that 20% scored in the *Competency Satisfied* range and 80% of students scored in the *Competency Exceeded* range. Accordingly, no major curricular changes will be made in this area.

### **Key Performance Indicator 3**

**Students will be able to identify factors that impact human development, functioning, and behavior.**

**CORE CACREP AREA: HUMAN GROWTH AND DEVELOPMENT**

**Target /Benchmark**

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

**Overview and Results**

Students are assessed on KPI 3 for the first time during CEPY 5120: Human Development when they write a Human Development Paper. Specifically, students write a paper in which they identify factors that impact human development, functioning, and behavior.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 22.2% scored in the *Competency Satisfied* range and 77.8% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 3 for the second time during CEPY 5998: Counseling Internship via the KPI Rubric for the Human Development Portion of Comprehensive Examination. This portion of the comprehensive exam tasks students with (a) demonstrating an understanding of factors that impact human development, (b) demonstrating an understanding of factors that impact human functioning, and (c) demonstrating an understanding of factors that impact human behavior.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range on KPI 3 assessment 2. More specifically, 100% scored in the *Competency Satisfied* range and 0% of students scored in the *Competency Exceeded* range.

**Interpretation of Results and Areas Identified for Potential Modification**

Collectively, students' scores on both KPI assessments met the program faculty members' goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement. A review of the composite report for the first KPI 3 assessment (CEPY 5120: Human Development: Human Development Paper) revealed that there were zero areas on the Human Development Paper in which more than half students scored in the *Competency Satisfied* range. Accordingly, no major programmatic or curricular changes will be made in relation to KPI 3 assessment 1.

A review of the composite report for the second assessment for KPI 3 (CEPY 5120: Human Development: Human Development Portion of Comprehensive Examination) revealed that while 100% of students scored in the Competency Met range, 05 scored in the competency exceeded range. Accordingly, the MA-CMHC Program faculty will review and discuss course curriculum and identify potential areas for improvement during their program retreat in Summer 2026.

**Key Performance Indicator 4**

**Students will be able to assess factors that contribute to career development, including culturally relevant influences.**

**CORE CACREP AREA: CAREER DEVELOPMENT*****Target/Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

***Overview and Results***

Students are assessed on KPI 4 for the first time during CEPY 5320: Career/Life Planning and Vocational Assessment via the Final Assignment KPI Rubric. For the Final Assignment, students choose a topic related to career counseling, career development, vocational testing and assessment, or sociocultural influences on career behavior and provide an analysis of a question of their choice using themes and topics from class as well as outside readings. The majority of these readings must be empirical (i.e., peer-reviewed research articles).

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 0% scored in the *Competency Satisfied* range and 100% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 4 for the second time during CEPY 5220: Testing, Assessment, & Psychometric Theory via the Test Report KPI Rubric. The Test Report involves developing a psychological assessment report that includes a biopsychosocial interview and a mental status examination, including demographic information on their practice client's family background, medical and counseling history, career history, diagnosis, and "other" relevant information. Students also interpret the results of a psychological test battery and report the synthesized findings of the test battery. Lastly, students write treatment goals and recommendations as well as a summary and conclusions section in the test report.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 36.4% scored in the *Competency Satisfied* range and 63.3% of students scored in the *Competency Exceeded* range.

***Interpretation of Results and Areas Identified for Potential Modification***

Collectively, students' scores on both KPI assessments met the program faculty members' goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement.

A review of the composite report for the first assessment for KPI 4 (CEPY 5320: Career/Life Planning and Vocational Assessment: Final Project) revealed that 100% scored in the *Competency Exceeded* range. Accordingly, no major programmatic changes will be made in this area.

A review of the composite report for the first KPI 1 assessment (CEPY 5220: Testing, Assessment, & Psychometric Theory: Test Report) revealed that 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range and the majority of students (63.3%) scored in the *Competency Exceeded* range. As a result, no major programmatic modifications will be made to this area.

## **Key Performance Indicator 5**

**Students will be able to identify the fundamental tenants of major counseling theories and demonstrate fundamental counseling skills.**

### **CORE CACREP AREA: COUNSELING AND HELPING RELATIONSHIPS**

#### ***Target /Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

#### ***Overview and Results***

Students are assessed on KPI 5 for the first time during CEPY 5230: Counseling Theory and Technique via the Overall Skills Demonstrations KPI Rubric. Specifically, students take turns roleplaying a client and counselor and submit two separate, transcribed practice sessions to the instructor. Students are required to transcribe and reflect on at least 20 minutes of each practice session, however, they must submit the video of the entire practice counseling sessions to the instructor. Students must include at least one example of each requirement/skill that's listed on the grading rubric, an alternative response, and self-reflection section. Students select both effective examples of each skill, as well as instances where the use of a skill seemed ineffective, and reflect on how they can grow and learn.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 0% scored in the *Competency Satisfied* range and 100% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 5 for the second time during CEPY 5985: Counseling Practicum via the Tape Script KPI Rubric. The Tape Scripts task students with completing a minimum of two video transcription assignments in which they are required to demonstrate their ability to use and recognize their use of fundamental counseling skills.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 0% scored in the *Competency Satisfied* range and 1007% of students scored in the *Competency Exceeded* range.

#### ***Interpretation of Results and Areas Identified for Potential Modification***

Collectively, students' scores on both KPI assessments met the program faculty members' goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement.

A review of the composite report for the first assessment for KPI 5 (CEPY 5230: Counseling Theory and Technique: Overall Skills), revealed that 100% of students scored in the *Competency Exceeded* range. Accordingly, no programmatic changes will be made in this area.

A review of the composite report for the second assessment for KPI 5 (CEPY 5985: Counseling Practicum: Tape Script KPI Rubric) demonstrated that 100% scored in the *Competency Exceeded* range. Accordingly, no programmatic changes will be made in this area.



## **Key Performance Indicator 6**

**Students will be able to identify, demonstrate, and experience dynamics associated with group process and development with an emphasis on culturally relevant practice.**

### **CORE CACREP AREA: GROUP COUNSELING AND GROUP WORK**

#### ***Target /Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

#### ***Overview and Results***

Students are assessed on KPI 6 for the first time during CEPY 5260: Group Work Theory and Technique via the Final Project KPI Rubric. The final project involves working with 6 - 7 other students on a group project and presentation. During these final project presentations, every work-group member will be expected to speak and take a portion of responsibility for the overall presentation. The presentation will focus on a specific type of group with a specific type of population in a specific setting.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 0% scored in the *Competency Satisfied* range and 100% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 6 for the second time during CEPY 5998: Counseling Internship via the Group Counseling Portion of the Site Supervisor Evaluation KPI Rubric. Students' internship site supervisors evaluate their performance on their ability to identify, demonstrate, and experience dynamics associated with group process and development with an emphasis on culturally relevant practice.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 16.7% scored in the *Competency Satisfied* range and 83.3% of students scored in the *Competency Exceeded* range.

#### ***Interpretation of Results and Areas Identified for Potential Modification***

Collectively, students' scores on both KPI assessments met the program faculty members' goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement. A review of the composite reports for the first and second assessments for KPI 6 revealed no distinct patterns and 100% of students scored in the *Competency Exceeded* range for assessment 1 and 83.3% scored in the *Competency Exceeded* range for assessment 2. To this end, no major program modifications will be made in this area, as 100% of students met and the majority exceeded the expectations for both assessments for KPI 6.

## **Key Performance Indicator 7**

**Students will understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.**

### **CORE CACREP AREA: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

#### ***Target /Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

#### ***Overview and Results***

Students are assessed on KPI 7 for the first time during CEPY 5170: Professional Issues in Mental Health Counseling via the Final Exam KPI Rubric. This is a 50-question final exam on the ACA code of ethics. Concepts also include ethical decision-making models, as well as other issues regarding ethical practice and professional development.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 20% scored in the *Competency Satisfied* range and 80% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 7 for the second time during CEPY 5998: Counseling Internship via the Ethics Portion of the Comprehensive Examination KPI Rubric. On the ethics portion of the comprehensive exam, students are required to demonstrate an understanding of ethical considerations specifically related to the practice of clinical mental health counseling. Students must also demonstrate an understanding of legal considerations specifically related to the practice of clinical mental health counseling.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 20% scored in the *Competency Satisfied* range and 80% of students scored in the *Competency Exceeded* range.

#### ***Interpretation of Results and Areas Identified for Potential Modification***

Collectively, students' scores on both KPI assessments met the program faculty members' goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement.

A review of the composite report for the first assessment for KPI 7 (CEPY 5170: Professional Issues in Mental Health Counseling: Final Exam KPI Rubric), revealed that 20% scored in the *Competency Satisfied* range and 80% of students scored in the *Competency Exceeded* range. Accordingly, no programmatic changes will be made in this area.

A review of the composite report for the second assessment for KPI 7 (CEPY 5998: Counseling Internship via the Ethics Portion of Comprehensive Examination KPI Rubric), revealed that 20% scored in the *Competency Satisfied* range and 80% of students scored in the *Competency Exceeded* range. Accordingly, no programmatic changes will be made in this area.

## **Key Performance Indicator 8**

**Students will demonstrate awareness, knowledge, skills, attitudes, and beliefs and their impacts on diverse client populations.**

### **CORE CACREP AREA: SOCIAL AND CULTURAL DIVERSITY**

#### ***Target /Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

#### ***Overview and Results***

Students are assessed on KPI 8 for the first time during CEPY 5130: Multicultural Counseling via the Self-Reflection Paper KPI Rubric. This written assignment is an exploration into the nature of students own personal values, cultural identity, family history, and current lifestyle. It is to be a cultural autobiography focusing on the constructs that are most salient to students' self-definition/identity and worldview (e.g. ethnicity, race, culture, spirituality, class, gender identity, sexual orientation, ability, etc.). Lastly, students are required to articulate their understanding of how these identities may possibly impact counseling relationships with clients.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 16.7% scored in the *Competency Satisfied* range and 83.3% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 8 for the second time during CEPY 5998: Counseling Internship via the Site Supervisor Evaluation KPI Rubric. This KPI rubric focuses on the site supervisor evaluation questions related to students' social and cultural diversity competencies. Specifically, site supervisors evaluate students' competencies related to awareness, knowledge, skills, attitudes, and beliefs and their impacts on diverse client populations.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 0% scored in the *Competency Satisfied* range and 100% of students scored in the *Competency Exceeded* range.

#### ***Interpretation of Results and Areas Identified for Potential Modification***

Collectively, students' scores on both KPI assessments met the program faculty members' goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement.

A review of the composite report for the first assessment for KPI 8 (CEPY 5130: Multicultural Counseling: Self-Reflection Paper KPI Rubric), revealed that 16.7% scored in the *Competency Satisfied* range and 83.3% of students scored in the *Competency Exceeded* range. Thus, no major programmatic changes will be made in this area.

A review of the composite reports for the second assessment for KPI 8 revealed that 100% of students scored in the *Competency Exceeded* range. To this end, no major program

modifications will be made in this area, as 100% of students exceeded the expectations for KPI 8, assessment 2.

### **Key Performance Indicator 9**

**Students will demonstrate their ability to provide culturally sensitive counseling services to diverse clients in a variety of settings.**

#### **CORE CACREP AREA: CLINICAL MENTAL HEALTH COUNSELING**

##### ***Target /Benchmark***

100% of students will score in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments.

##### ***Overview and Results***

Students are assessed on KPI 9 for the first time during CEPY 5985: Counseling Practicum via the Faculty Supervisor Evaluation KPI Rubric. This KPI rubric focuses on the faculty supervisor evaluation questions related to students' clinical mental health counseling competencies. Specifically, faculty supervisors evaluate students' competencies related to culturally sensitive counseling services and their ability to work effectively with diverse clients.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range. More specifically, 0% of students scored in the *Competency Satisfied* range and 100% of students scored in the *Competency Exceeded* range.

Students are assessed on KPI 9 for the second time during CEPY 5998: Counseling Internship via the Site Supervisor Evaluation KPI Rubric. This KPI rubric focuses on the site supervisor evaluation questions related to students' clinical mental health counseling competencies. Specifically, site supervisors evaluate students' competencies related to culturally sensitive counseling services and their ability to work effectively with diverse clients.

During the academic semesters covered in this Report, 100% of MA-CMHC students scored in either the *Competency Satisfied* range or *Competency Exceeded* range for KPI 9, assessment 2. More specifically, 0% scored in the *Competency Satisfied* range and 100% of students scored in the *Competency Exceeded* range on KPI 9, assessment 2.

##### ***Interpretation of Results and Areas Identified for Potential Modification***

Collectively, students' scores on both KPI assessments met the program faculty members' goal of 100% of students scoring in the *Competency Satisfied* or *Competency Exceeded* range on both KPI assessments. The MA-CMHC program director reviewed the KPI data for any themes or content areas where more than half students scored in the *Competency Satisfied* range to identify potential areas for improvement.

A review of the composite report for the first assessment for KPI 9 (CEPY 5985: Counseling Practicum via the Faculty Supervisor Evaluation KPI Rubric), revealed that 100% of students scored in the *Competency Exceeded* range. Accordingly, no programmatic changes will be made in this area.

A review of the composite report for the second assessment for KPI 9 revealed that 100% scored in the *Competency Exceeded* range. Accordingly, no major program modifications will be made in this area, as 100% of students exceeded the expectations for KPI 9, assessment 2.

## Section II: Professional Dispositions

### Introduction

MA-CMHC Students are required to maintain professional dispositions throughout their entire time in the program. Any core or non-core faculty member can bring a professionalism concern about a student in the form of a fitness-to-practice review at any time in the program. Students are quantitatively assessed (aggregate data) across the professional dispositions listed in the student handbook. Students are rated on each competency based on the following scale: 0 = *competency unmet*, 1 = *competency met*, or 2 = *competency exceeded*. Aggregate scores are computed at each of the three different points in the program at the end of each course in the clinical sequence: Counseling Theory and Technique, Counseling Practicum, and Counseling Internship. An aggregate score < 12 is considered “*unacceptable*” (and requires a remediation plan), an aggregate score between 12 and 18 is considered “*meets expectations*,” and an aggregate score > 18 is considered “*exceptional*.”

### 2022 Professional Dispositions: Results and Interpretation

#### **Target /Benchmark**

100% of students will earn aggregate scores > 12 on all three professional disposition assessments.

#### **Results, Interpretation, and Areas Identified for Potential Modification**

During the academic semesters covered in this Report, 100% of MA-CMHC students' aggregate scores were in the *meets expectations* or *exceeds expectations* range. In addition, students are required to score in the *meets expectations* (> 2) range on all individual professionalism competencies. Aggregate scores ranged from 17 to 24 ( $M = 23.11$ ;  $SD = 1.93$ ). Interval level scores were coded into ordinal variables with the two following levels:  $\leq 18 =$  *meets expectations* and  $> 18 =$  *exceeds expectations*. Overall, 7.1% of students scored in the *meets expectations* range and 92.9% of students' scores were in the *exceeds expectations* range. 100% of CMHC students scored in the *meets expectations* range or higher on all of the individual professionalism competencies.

MA-CMHC students' individual and aggregate scores met and exceeded the program faculty's goal of 100% of students earning aggregate scores > 12 on all three professional disposition assessments. In addition, 100% of students earned > 2 on each competency. Accordingly, no major program modifications will be made in this area. The CMHC program faculty will continue to monitor students' progress across the professional disposition assessments in accordance with CACREP Standards.

## Section III: Written Comprehensive Examination

### Introduction

MA-CMHC students take a written comprehensive examination in the middle of their final semester in CEPY 5998: Counseling Internship. This comprehensive written exam consists of multiple-choice questions. The exam is designed to assess students' acquired knowledge in each of the eight common core curricular areas and the Student Learning Outcomes for Clinical Mental Health Counseling identified by CACREP and additional coursework that comprises students' curricular program of study. A candidate failing to obtain a passing score is required to repeat the exam and obtain a passing score before proceeding on to the oral portion of the final examination process. A passing score of a minimum of 70% is required for all CMHC students. The written exam is offered during fall and spring semesters. It is not offered during the summer. Unless otherwise in conflict with Graduate School policy, the written portion of the final examination may be taken as many times as it takes a student to obtain a passing score. Program faculty will schedule a retake of the exam at the earliest possible date that will allow reasonable time for a student to prepare for a successful retake.

### **2026 Written Comprehensive Examination: Results and Interpretation**

#### ***Target/Benchmark***

100% of students will score in 70% or higher on the written comprehensive examination.

#### ***Results***

In the semesters covered in this report, 100% of MA-CMHC students successfully passed their oral comprehensive examination on the first attempt. On the exit survey (see section IV in this report), students rated the value of the written comprehensive examination on the following scale 1 = *poor quality*, 2 = *average quality*, 3 = *high quality*. The mean composite score exceeded the average quality 2.60, *SD* = 0.55.

#### ***Interpretation of Results and Areas Identified for Potential Modification***

As a result of 100% of MA-CMHC students passing their written comprehensive examination on the first attempt, no major programmatic modifications will be made in this area. However, the program faculty will continue to revise and update the exam questions to be consistent with the CACREP standards in each course.

## Section IV: Oral Comprehensive Examination

### Introduction

Following successful completion of the written examination, students are assigned a time and date for their oral exam. The purpose of the oral comprehensive examination is to assess each student's ability to demonstrate their application of knowledge and skills in each of the eight common core curricular areas identified by CACREP, and additional coursework that comprises students' curricular program of study. Students' overall performance on the Oral Comprehensive Exam is used as an indicator of the effectiveness of the program curriculum in addressing the professional identity standards of CACREP and meeting the program goals.

### **2026 Oral Comprehensive Examination: Results and Interpretation**

#### ***Target /Benchmark***

100% of students will pass the oral comprehensive examination.

#### ***Overview and Results***

The oral examination procedures include the instructor of Counseling Internship helping students assemble an oral examination committee comprised of two CEP faculty members, including at least one Clinical Mental Health Counseling Program faculty member as chair, a second CEP faculty member, and one faculty member from outside the CEP department who serves as the Dean's representative per university policy. Students are presented with a client case vignette and committee members ask the student a series of application-based questions. In determining a candidate's performance, committee members have three options: pass, adjourn, or fail.

In the semesters covered in this report, 100% of MA-CMHC students successfully passed their oral comprehensive examination on their first attempt. On the exit survey (see section IV), students rated the value of the oral comprehensive examination on the following scale 1 = *poor quality*, 2 = *average quality*, 3 = *high quality*. The mean composite score was in the high-quality range, 3.00,  $SD = .00$ . In other words, 100% of students rated the oral comprehensive exam as high quality.

#### ***Interpretation of Results and Areas Identified for Potential Modification***

As a result of 100% of MA-CMHC students passing their oral comprehensive examination on the first attempt, and 100% of students rating the oral exam as high quality, no major programmatic modifications will be made in this area.



## Section V: Exit Survey

### Introduction

MA-CMHC students are asked to provide feedback about the program via a confidential exit survey, which is administered following their completion of the oral comprehensive examination. Students complete the exit survey via Qualtrics secure electronic survey platform. Students are asked to “please rate the overall quality (i.e., how much you learned) in each of your courses” on the following Likert-type scale 1 = *poor quality*, 2 = *average quality*, 3 = *high quality*. Any class with a mean composite score < 2 is reviewed by the program committee for improvement.

### 2026 Exit Survey: Results and Interpretation

#### **Target/Benchmark**

100% of MA-CMHC classes will receive a mean composite rating  $\geq 2$ .

#### **Overview and Results**

Students are asked to rate the quality as well as how much they learned in each of their classes on the following scale: 1 = *poor quality*, 2 = *average quality*, 3 = *high quality*. Among the students who completed these question on the exit survey ( $N = 5$ ), the following mean ( $m$ ), standard deviations ( $SD$ ), and completion samples ( $n$ ) emerged on the exit survey: Human Development ( $m = 3.00$ ,  $SD = 0.0$ ,  $n = 5$ ), Multicultural Counseling ( $m = 3.00$ ,  $SD = 0.00$ ,  $n = 5$ ), Professional Issues in Mental Health Counseling ( $m = 3.00$ ,  $SD = 0.00$ ,  $n = 5$ ), Research Methods ( $m = 3.00$ ,  $SD = 0.0$ ,  $n = 5$ ), Testing, Assessment, & Psychometric Theory ( $m = 3.00$ ,  $SD = 0.0$ ,  $n = 5$ ), Counseling Theory and Technique ( $m = 3.00$ ,  $SD = 0.0$ ,  $n = 5$ ), Diagnosis and Treatment Planning ( $m = 1.60$ ,  $SD = 0.54$ ,  $n = 5$ ), Career/Life Planning and Vocational Assessment ( $m = 2.40$ ,  $SD = 0.54$ ,  $n = 5$ ), Addictions Counseling ( $m = 2.00$ ,  $SD = 0.82$ ,  $n = 4$ ), Child and Adolescent Counseling ( $m = 1.80$ ,  $SD = 0.83$ ,  $n = 5$ ), Family Theory and Technique ( $m = 2.00$ ,  $SD = 0.71$ ,  $n = 5$ ), Group Work Theory and Technique ( $m = 2.60$ ,  $SD = 0.55$ ,  $n = 5$ ), Counseling Practicum ( $m = 3.00$ ,  $SD = 0.00$ ,  $n = 5$ ), Advanced Counseling Practicum ( $m = 3.00$ ,  $SD = 0.00$ ,  $n = 5$ ), and Counseling Internship ( $m = 3.00$ ,  $SD = 0.00$ ,  $n = 5$ ).

#### **Interpretation of Results and Areas Identified for Potential Modification**

The CMHC program faculty achieved and exceeded their target benchmark goal of 100% of MA-CMHC classes will receive a mean composite rating  $> 2$  for all besides two courses. The classes with a mean composite score lower than 2.0 were Diagnosis and Treatment Planning and Child and Adolescent Counseling. Student feedback from the exit survey revealed that many students reported that the curriculum of the Diagnosis and Treatment Planning course seemed to overemphasize diagnoses with child and adolescent populations and underrepresent diagnostic coverage for conditions that are more common in middle-to-older-adulthood. The program faculty will offer this feedback to the CEP Department head and course instructor. Collaboratively, we will work together to create a more balanced lifespan curriculum in the Diagnosis and Treatment Planning course as well as for the Child and Adolescent Counseling course.

Child and Adolescent Counseling was the second course that received a mean composite rating  $> 2$ . According to students' feedback, the Child and Adolescent Counseling course would benefit from enhanced organization and structure. The program faculty will offer this feedback to the CEP Department head and course instructor. Collaboratively, we will work together to create a more organization and structure in the Child and Adolescent Counseling course.

## Section VI: Alumni Survey

### Introduction

Every two years, CMHC program alumni are surveyed via Qualtrics secure electronic survey platform. Alumni respond to a series of questions about the skills they learned in the program and the quality of curriculum in each course on the following Likert-type scale: 1 = *Inadequate*, 2 = *Adequate* (i.e. room for improvement), 3 = *Good* (i.e. little need for improvement), 4 = *Exceptional*, or N/A = *Not Applicable*. Any composite scores  $< 2$  are reviewed by the program committee for improvement. Specifically, program faculty review the course syllabus, solicit instructor feedback, and discuss how improvements can be made to the course.

### 2026 Alumni Survey: Results and Interpretation

#### ***Target /Benchmark***

100% of MA-CMHC classes will relieve a mean composite rating  $\geq 2$ .

#### ***Overview and Results***

A total of ( $N = 9$ ) alumni completed the alumni survey. The following mean ( $m$ ), standard deviations ( $SD$ ), and completion samples ( $n$ ) emerged on the exit survey: Legal/Ethical Decision Making ( $m = 3.22$ ,  $SD = 0.44$ ,  $n = 9$ ), Professional Role and Function as Mental Health Counselor ( $m = 3.33$ ,  $SD = 0.50$ ,  $n = 9$ ), Assessment and Diagnosis ( $m = 3.22$ ,  $SD = 0.67$ ,  $n = 9$ ), Appraisal (e.g. Use of Psychological tests;  $m = 3.78$ ,  $SD = 0.97$ ,  $n = 9$ ), Research and Evaluation ( $m = 3.67$ ,  $SD = 1.12$ ,  $n = 9$ ), Application of Theory ( $m = 3.33$ ,  $SD = 0.71$ ,  $n = 9$ ), Individual Counseling ( $m = 3.56$ ,  $SD = 0.53$ ,  $n = 9$ ), Child/Adolescent Counseling ( $m = 3.00$ ,  $SD = 0.50$ ,  $n = 9$ ), Consultation ( $m = 3.44$ ,  $SD = 0.53$ ,  $n = 9$ ), Family Counseling ( $m = 3.11$ ,  $SD = 0.78$ ,  $n = 9$ ), Group Counseling ( $m = 2.78$ ,  $SD = 0.67$ ,  $n = 9$ ), Career Counseling ( $m = 3.00$ ,  $SD = 1.00$ ,  $n = 9$ ), Addictions Counseling ( $m = 3.00$ ,  $SD = 1.00$ ,  $n = 9$ ), Crisis Intervention ( $m = 3.11$ ,  $SD = 0.78$ ,  $n = 9$ ), and Case Management ( $m = 3.11$ ,  $SD = 0.78$ ,  $n = 9$ ).

#### ***Interpretation of Results and Areas Identified for Potential Modification***

The CMHC program faculty achieved their goal of alumni's composite ratings  $\geq 2$  for the content connected all CMHC courses. Accordingly, no programmatic changes will be made based on this data.

## Section VII: Employer Survey

### Introduction

Every two years, MA-CMHC program alumni's employers are surveyed via Qualtrics secure electronic survey platform. Employers respond to a series of questions about our alumni's counseling skills across the major CACREP areas on the following Likert-type scale: 0 = *NA or unable to rate*, 1 = *Inadequate*, 2 = *Satisfactory*, or 3 = *Exceptional*. Any composite scores < 2 are reviewed by the program committee for improvement. Specifically, program faculty review the course syllabus, solicit instructor feedback, and discuss how improvements can be made to the course.

### 2026 Employer Survey: Results and Interpretation

#### ***Target /Benchmark***

100% of MA-CMHC classes will receive a mean composite rating  $\geq 2$ .

#### ***Overview and Results***

The following mean and standard deviation values emerged among the employers who completed the survey ( $N = 12$ ): Legal/Ethical Decision Making ( $m = 2.67$ ,  $SD = 0.49$ ), Professional Role and Function as Mental Health Counselor ( $m = 3.00$ ,  $SD = 0.00$ ), Assessment and Diagnosis ( $m = 2.83$ ,  $SD = 0.39$ ), Appraisal (e.g. Use of Psychological tests ( $m = 2.38$ ,  $SD = 0.51$ ), Research and Evaluation ( $m = 2.29$ ,  $SD = 0.49$ ), Application of Theory ( $m = 2.58$ ,  $SD = 0.52$ ), Individual Counseling ( $m = 2.83$ ,  $SD = 0.39$ ), Child/Adolescent Counseling ( $m = 2.22$ ,  $SD = 0.44$ ), Family Counseling ( $m = 2.25$ ,  $SD = 0.46$ ), Group Counseling ( $m = 2.57$ ,  $SD = 0.54$ ), Career Counseling ( $m = 2.33$ ,  $SD = 0.52$ ), Addictions Counseling ( $m = 2.33$ ,  $SD = 0.52$ ), Crisis Intervention ( $m = 2.67$ ,  $SD = 0.49$ ), and Case Management ( $m = 2.44$ ,  $SD = 0.53$ ).

#### ***Interpretation of Results and Areas Identified for Potential Modification***

The CMHC program faculty achieved and exceeded their target benchmark goal of 100% of MA-CMHC classes will receive a mean composite rating  $\geq 2$ . Taken together, the results of the exit survey indicate that the MA-employers who participated in the survey rated all of their employees' classes in the above satisfactory-to-exceptional quality range. To this end, no major curricular changes will be made based on this data.

## Appendix A: Key Performance Indicators (KPI's)

| KPI                                                                                                                                                                                                                                                                              | Core CACREP Area                       | Courses                                                                                                                | Corresponding Assessments 1 & 2                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. Students will demonstrate their ability to select and critique the psychometric properties of reliable, valid, and cross-culturally fair psychological assessments and be able to administer, interpret, and report the synthesized findings of a psychological test battery. | <b>Assessment and Testing</b>          | CEP 5220: Testing, Assessment, and Psychometric Theory<br><br>CEP 5985: Counseling Practicum                           | KPI Rubric: Test Report<br><br>KPI Rubric: Site Supervisor Evaluation                                         |
| 2. Students will demonstrate their ability to critique the empirical rigor and determine the cross-cultural appropriateness of evidence-based research with diverse clients as well as propose future research to inform their practice of counseling.                           | <b>Research and Program Evaluation</b> | CEP 5210: Research Methods<br><br>CEP 5985: Counseling Practicum                                                       | KPI Rubric: Research Proposal<br><br>KPI Rubric: Roundtable                                                   |
| 3. Students will be able to identify factors that impact human development, functioning, and behavior.                                                                                                                                                                           | <b>Human Growth and Development</b>    | CEP 5120: Human Development<br><br>CEP 5998: Counseling Internship                                                     | KPI Rubric: Human Development Paper<br><br>KPI Rubric: Human Development Portion of Comprehensive Examination |
| 4. Students will be able to assess factors that contribute to career development, including culturally relevant influences.                                                                                                                                                      | <b>Career Development</b>              | CEP 5320: Career/Life Planning and Vocational Assessment<br><br>CEP 5220: Testing, Assessment, and Psychometric Theory | KPI Rubric: Final Assignment<br><br>KPI Rubric: Test Report                                                   |

|                                                                                                                                                                            |                                                                 |                                                                                                  |                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 5. Students will be able to identify the fundamental tenants of major counseling theories and demonstrate fundamental counseling skills.                                   | <b>Counseling and Helping Relationships</b>                     | CEP 5230: Counseling Theory and Technique<br><br>CEP 5985- Counseling Practicum                  | KPI Rubric: Basic Listening Role Play<br><br>KPI Rubric: Tape Script                    |
| 6. Students will be able to identify, demonstrate, and experience dynamics associated with group process and development with an emphasis on culturally relevant practice. | <b>Group Counseling and Group Work</b>                          | CEP 5260: Group Work Theory and Technique<br><br>CEP 5998: Counseling Internship                 | KPI Rubric: Group Facilitator Experience<br><br>KPI Rubric: Site Supervisor Evaluation  |
| 7. Students will understand ethical and legal considerations specifically related to the practice of clinical mental health counseling.                                    | <b>Professional Counseling Orientation and Ethical Practice</b> | CEP 5170: Professional Issues in Mental Health Counseling<br><br>CEP 5998: Counseling Internship | KPI Rubric: Final Exam<br><br>KPI Rubric: Ethics Portion of Comprehensive Examination   |
| 8. Students will demonstrate awareness, knowledge, skills, attitudes, and beliefs and their impacts on diverse client populations.                                         | <b>Social and Cultural Diversity</b>                            | CEP 5130: Multicultural Counseling<br><br>CEP 5998: Counseling Internship                        | KPI Rubric: Self-Reflection Paper<br><br>KPI Rubric: Site Supervisor Evaluation         |
| 9. Students will demonstrate their ability to provide culturally sensitive counseling services to diverse clients in a variety of settings.                                | <b>Clinical Mental Health Counseling</b>                        | CEP 5985: Counseling Practicum<br><br>CEP 5998: Counseling Internship                            | KPI Rubric: Faculty Supervisor Evaluation<br><br>KPI Rubric: Site Supervisor Evaluation |