

**Arkansas State University
Clinical Mental Health Counseling Program
Key Performance Indicators Annual Report Draft
2025**

Assessment Coordinator: Dr. Blake Sandusky
Graduate Assistant: Kayla Morris

Introduction

In accordance with the standards mandated by the Council for Accreditation of Counseling and Related Educational Programs (2016) the Clinical Mental Health Counseling faculty has developed the following plan, which outlines the process for data collection, analysis, and how this information will be used to make programmatic changes. All assessment data are connected to the Key Performance Indicators (KPI) and Program Objectives developed by CMHC faculty. The KPIs have been created to reflect the eight core areas of the CACREP standards and the one Clinical Mental Health Counseling specialty area. The KPIs are as follows:

1. PROFESSIONAL COUNSELING ORIENTATION— Knowledge Outcome: Students will demonstrate an understanding of professional counselor identity.
2. ETHICAL PRACTICE—Knowledge Outcome: Students will demonstrate an understanding of professional counseling ethical practice.
3. SOCIAL AND CULTURAL DIVERSITY – Knowledge Outcome: Students will demonstrate knowledge of multicultural counseling competencies and identity development.
4. HUMAN GROWTH AND DEVELOPMENT - Skills Outcome: Students will be able to identify phases of human growth and development and how they conceptualize the client.
5. CAREER DEVELOPMENT - Knowledge Outcome: Students will demonstrate an understanding of career development and related life factors.

6. COUNSELING AND HELPING RELATIONSHIPS - Knowledge Outcome: Students will demonstrate knowledge of theoretical frameworks, case conceptualization skills, and strategies for incorporating evidence-based practice into counseling.
7. GROUP COUNSELING AND GROUP WORK - Knowledge Outcome: Students will demonstrate knowledge about the theoretical frameworks, development and facilitation of group work.
8. ASSESSMENT AND TESTING - Knowledge Outcome: Students will demonstrate an understanding of individual and group approaches to assessment and evaluation.
9. RESEARCH AND PROGRAM EVALUATION - Skills Outcome: Students will be able to identify and critique counseling research.
10. CLINICAL MENTAL HEALTH COUNSELING Specialty Area - Knowledge Outcome: Students will demonstrate the knowledge necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

Data Collection Procedures

Aggregate Student Assessment Data

Key Performance Indicators. The KPIs listed above will be used to assess student progress towards obtaining knowledge, skills and professional dispositions. Various gauges will be used to measure advancement towards program goals. A primary tool that faculty will use is class projects and key assignments that require students to demonstrate specific knowledge and skill (B.1). Please see the KPI Assessment Table at the end of this document.

What data will be collected. Scores from key assignments, along with midterm and final exams, will be collected by the faculty member responsible for teaching the course associated with said KPIs. Comprehensive exam scores will be collected by the Comprehensive Exam Coordinator. The comprehensive exam consists of two parts: (a) the CPCE, which closely aligns with the National Counselor Exam, and (b) the case application essay response portion.

How data will be collected. Grades from key assignments, midterm exams and final exams will be collected and recorded by the faculty responsible for teaching the courses where those assignments are housed. The Comprehensive Exam Coordinator will collect the CPCE data directly from the Center for Credentialing and Education electronically. The Comprehensive Exam Coordinator will also electronically gather the scores for the case study essay response portion.

Timeframe for data aggregation, analysis and review. Grades from key assignments, midterm exams and final exams will be collected, recorded and aggregated by the faculty on an annual basis. The Comprehensive Exam Coordinator will collect the CPCE data directly from the Center for Credentialing and Education electronically during the spring semester. The coordinator will also aggregate student data during this time. The Comprehensive Exam Coordinator will electronically gather the scores for the case study essay response portion. Each faculty member will submit the results for the essay responses that he or she graded to the coordinator, who will then aggregate this data. All data will be analyzed and reviewed during the spring semester.

Evaluation of areas for program and curriculum improvement. The data described above will be evaluated for areas of improvement in program curriculum, policies and procedures, course assignments and evaluation measures. This process will occur on an annual basis during the faculty retreat typically held during the summer semesters.

Key Professional Dispositions. Key professional dispositions will be assessed through data collected from the Student Disposition Evaluation form. The purpose of this form is to measure student and program progress across academic, clinical, ethical and personal areas. Students must earn an overall score resulting in the designation of the student being “In Progress Towards Goals” or higher (i.e., Meets Expectations or Exceeds Expectations). If students earn a score that results in the designation either of the two lower designations (i.e., Needs Improvement or Does Not Meet Expectations), then faculty will devise a remediation plan in an effort to help the student succeed passed his/her/zir issues. This process is done in an attempt to retain students who have otherwise demonstrated that they are a good fit for the profession. Should said student not meet the conditions of the remediation plan, faculty have the option to (a) extend the remediation plan, (b) revise the remediation plan, or (c) be dismissed from the program. Should a student be dismissed from the program, it is done so as a gatekeeping function. These are the ways in which faculty uses data from this measure for retention, remediation and dismissal. (B.1)

What data will be collected. The CMHC faculty utilizes the Academic Performance and Professional Development—Clinical sections of the Student Disposition Form as one of the tools to assess knowledge and skills. The Academic Performance portion evaluates students’ progress through variables such as grade point average, successful completion of academic course work and readiness to discover knowledge and ideas. The Clinical portion of the Professional Development section is used to help evaluate to what degree students meet clinical requirements appropriate for their developmental level. This helps to provide insight for the student regarding their progress towards good clinical skills. The Professional Behavior and Dispositions portion of the Professional Development section assesses constructs such as ethical decision-making and behavior, initiative, boundaries and one’s ability to receive and implement feedback. The Personal Development portion of this instrument consists of three different sections: (a) Intrinsic Dispositions focuses on issues such as maturity, integrity and flexibility. (b) Self-reflective abilities focus on awareness, reflection and

perception of self and others. Finally, (c) the Skills in Managing Personal Wellness and Life Difficulties section evaluates factors such as stress management, conflict resolution and the ability to recognize and minimize personal impairment.

How and when data will be collected. This data will be collected annually and during the spring semester. Faculty members will meet to discuss and complete the form for each student.

Timeframe for data aggregation, analysis and review. This data will be aggregated, analyzed and reviewed during the Summer semester of every year.

Evaluation of areas for improvement. Based on the data, faculty will identify areas for improvement, defined by low scores. Faculty will also discuss strategies for providing more support for students in these areas.

Demographic Characteristics. The faculty collects demographic variables (race and gender) on all applicants, admitted students, and graduates in order to keep a record of diversity. This data is provided by A-State through the application process. Any additional information is volunteered by applicants, students and/or faculty at their discretion. This also helps faculty to assess, in part, Program Objective B (to create a culturally inclusive learning environment that promotes multicultural competencies in developing counselors). (B.2)

What data will be collected. Ethnic identity and gender are automatically collected when applicants submit their admissions materials to the university for consideration. Other pieces of data (e.g., sexual orientation, socioeconomic status, marital/partnership status, etc.) are not collected by the institution, nor are faculty allowed to gather this information.

How and when data will be collected. Applicants submit this information electronically when they apply to the program. Faculty then have access to this information through a software called Web Extender.

Timeframe for data aggregation, analysis and review. This data will be aggregated, analyzed and reviewed during the annual faculty retreat meeting.

Evaluation of areas for improvement. Our continual goal is to increase our student diversity. This data will also be used to determine if there are additional strategies that faculty can implement to support students—especially, minority students.

Survey of graduates. The Pre and Post-Graduation Academic Preparedness Survey is completed by our graduates immediately prior to and six months following graduation. A score of 4 (Quite Well) or 5 (Extremely Well) is one of the indicators

that faculty uses to assess in this survey how well our program is meeting these objectives. A score of 3 (Average), 2 (Not Very Well), or 1 (Poorly) would indicate that we are not meeting our program objectives. (B.3)

Purpose of survey data. Data from this survey is used to identify potential areas where curriculum and training-related changes may need to occur.

How and when surveys will be disseminated. Surveys will be disseminated to students during their last semester in the program and again six months post-graduation via email and social media outlets (e.g., Facebook, Twitter, etc.).

Timeframe for data aggregation, analysis and review. The data will be aggregated, analyzed and reviewed during our annual faculty retreat meeting.

Progress towards program objectives. Based on the data aggregated from this survey, faculty will evaluate what program changes need to be made.

Survey of Site Supervisors/Employers. Survey items for this instrument focus on two areas: (a) an overall evaluation of the program and (b) assessment of A-State faculty's role in providing support. A score of 3 (Good) or 4 (Excellent) is one of the indicators that faculty uses to assess in this survey how well our program is meeting program objectives. A score of 2 (Fair), 1 (Poor), would indicate that we are not meeting our program objectives. (B.3)

Purpose of survey data. The CMHC Site Supervisor Program Evaluation was developed to assist faculty in assessing (a) our students' preparedness for practice and (b) the site supervisors' preparedness to supervise and their perceptions of support from Counseling faculty. Because of the rural area in which our program is located, our site supervisors are also often employers of program graduates.

What data will be collected. Survey items address students' preparedness for practice and the site supervisors' preparedness to supervise and their perceptions of support from Counseling faculty.

How and when data will be collected. Data will be collected electronically via Qualtrics software. A link to the survey will be provided for participants so that they can take it at their leisure.

How and when surveys will be disseminated. The link to the surveys will be disseminated via email. This survey will be distributed to site supervisors during the last week of the semester during the Internship I class. Employers will receive this survey six months post-graduation.

Timeframe for data aggregation, analysis and review. The data will be aggregated, analyzed and reviewed during our annual faculty retreat meeting.

Progress towards program objectives. Based on the data aggregated from this survey, faculty will evaluate what program changes need to be made.

KPI Assessment Measures Tables
Calendar Year 2024

KPI – 1: Students will demonstrate an understanding of professional counselor identity.

Common Core Area Addressed: Section 2.F.1. Professional Counseling Orientation and Ethical Practice

Benchmark Measurement(s) Description(s):

- (a) Licensure and Professional Association Exercise: Students will develop a comprehensive plan for obtaining professional licensure in Arkansas, including licensure requirements, exploration of specialty area, and professional counseling association for membership.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 1: Assesses students' perception of the development of their professional identity as a counselor.
- (c) Comprehensive Exam Section 5: Assesses students' knowledge about the principles of professional trends, resources, and associations.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate understanding of professional counselor identity.	(P.O.a.) To instill a strong professional counseling identity within our students. (P.O.e.) To encourage service	Introduction to Clinical Mental Health Counseling, COUN 6023	Licensure and Professional Association Exercise Benchmark- 80% of students will score "B" or better	Y1-Fall Semester 2025	Benchmark Met: 100.00% (17 scores out of 17) earned a grade of 80% or higher	Pre-graduation Counselor Preparedness and Job Placement survey- question 1 of survey: (Develop my professional identity as a counselor.)	Y3-Spring Semester 2025	Benchmark Met: 100.00% (8 scores out of 8) of students believe that they have developed their professional identity as a counselor

	through leadership and advocacy.					Benchmark- 80% of Students will rate themselves as average or better		
						Comprehensive Exam essay response – questions 5 (on professional trends, professional resources, and associations) Benchmark- 80% of students will score 3 out of 5 or higher	Y3-Spring Semester 2025	Benchmark Met: 100.00% <i>(8 scores out of 8)</i> of students scored 3 out of 5 or higher

KPI – 2: Students will demonstrate an understanding of professional counseling ethical practice.
Common Core Area Addressed: Section 2.F.1. Professional Counseling Orientation and Ethical Practice

Benchmark Measurement(s) Description(s):

- (a) Movie Review Paper: Students will complete a movie review by identifying and discussing appropriate ethical behaviors demonstrated by the mental health professionals illustrated in a film. Students are expected to use their professional code of ethics and incorporate the codes in the discussion of the identified ethical concerns/behaviors.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 3: Assesses students' perception of understandings of legal and ethical standards of the profession.
- (c) Comprehensive Exam Section 4: Assesses students' decision-making process for the ethical dilemma in a presented case.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate understanding of professional counselor identity.	(P.O.a.) To instill a strong professional counseling identity within our students.	Ethical, Legal, and Professional Issues in Counseling, COUN 6053	Movie Review Paper Benchmark- 80% of students will score B or better	Y1-Spring Semester 2025	Benchmark Met: 100.00% (18 scores out of 18) earned a grade of 80% or higher	Pre-graduation Counselor Preparedness and Job Placement survey- question 3 of survey (Understand and follow the legal and ethical standards of the profession.) Benchmark- 80% of Students will rate	Y3-Spring Semester 2025	Benchmark Met: 100.00% (8 scores out of 8) of students believe that they understand and follow the legal and ethical standards of the profession.

						themselves as average or better		
						Comprehensive Exam essay response question 4 (on decision making process for case study ethical dilemma) Benchmark- 80% of students will score 3 out of 5 or better	Y3-Spring Semester 2025	Benchmark Met: 100.00% <i>(8 scores out of 8)</i> of students scored 3 out of 5 or higher.

KPI – 3: Students will demonstrate knowledge of multicultural counseling competencies and identity development.

Common Core Area Addressed: Section II.F.2.a-h: Social and Cultural Diversity

Benchmark Measurement(s) Description(s):

- (a) Multicultural PowerPoint Presentation: Students will make a presentation of selected culture that helps to dispel stereotypes about the chosen population and addresses the issues/problems unique to the population. Students are expected to be able to identify the multicultural concepts, counseling/mental health techniques, and community resources appropriate for the population.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 5: Assesses students' perception of awareness and multicultural competencies that could impact client wellness and/or mental health.
- (c) Comprehensive Exam Section 3: Assesses students' skills to identify cultural dynamics that impact diagnosis and counseling relationships.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate knowledge of multicultural counseling competencies and identity development.	(P.O.b) To create a culturally inclusive learning environment that promotes multicultural competencies in developing counselors.	Social and Cultural Foundations of Counseling, COUN 6033	Multicultural PowerPoint Presentation Benchmark- 80% of students will score B or better	Y2- Spring Semester 2025	Benchmark Met: 100.00% <i>(14 scores out of 14)</i> earned a grade of 80% or higher	Pre-graduation Counselor Preparedness and Job Placement survey- question 5 of survey (Develop awareness and multicultural competencies that impact client wellness and/or mental health.)	Y3-Spring Semester 2025	Benchmark Met: 100.00% (14 scores out of 14) of students believe that they developed awareness and multicultural competencies that impact

						Benchmark- 80% of Students will rate themselves as average or better		client wellness and/or mental health.
						Comprehensive Exam essay response question 3 (on cultural dynamics that impact diagnosis and counseling relationship) Benchmark- 80% of students will score 3 out of 5 or better	Y3-Spring Semester 2025	Benchmark Not Met: 75.00% (6 scores out of 8) of students scored 3 out of 5 or higher.

KPI - 4: Students will be able to identify phases of human growth and development and how they conceptualize the client.
Common Core Area Addressed: Section II.F.3: Human Growth and Development

Benchmark Measurement(s) Description(s):

- (a) Developmental History Paper: Students will write their own developmental history with the integration of developmental theories and concepts presented in the course. Students are expected to be able to identify the major changes that occur over the course of development and to apply knowledge of human development to one's own experiences.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 6: Assesses students' perception of understandings of how human growth and development factors affect client functioning.
- (c) Comprehensive Exam Section 1: Assesses students' skills to identify information for case conceptualization and relevant diagnosis.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will be able to identify phases of human growth and development and how they conceptualize the client.	(P.O.c) To prepare students to conduct ethical and evidence-based practice to meet the needs of clients across the lifespan.	Psychosocial Aspects of Development- PSY 6543	Developmental History Paper Benchmark- 80% of students will score B or better	Y1-Fall Semester 2025	Benchmark Met: 100.00% (16 scores out of 16) earned a grade of 80% or higher	Pre-graduation Counselor Preparedness and Job Placement survey- question 6 of survey (Understand how human growth and development factors effect client functioning) Benchmark- 80% of Students will	Y3-Spring Semester 2025	Benchmark Met: 93.75% (8 scores out of 8) of students believe that they understand how human growth and development factors effect client functioning.

						rate themselves as average or better		
						Comprehensive Exam essay response question 1 (on identifying information for case conceptualization and relevant diagnosis) Benchmark- 80% of students will score 3 out of 5 or better	Y3-Spring Semester 2025	Benchmark Met: 100.00% (8 scores out of 8) of students scored 3 out of 5 or higher.

KPI - 5: Students will demonstrate an understanding of career development and related life factors.

Common Core Area Addressed: Section II.F.4: Career Development

Benchmark Measurement(s) Description(s):

- (a) Career Assessment Project: Students will administer a career test(s) to a “client”, interpret the results, and write up a career plan for the client. Students are expected to include factors related to the client’s career development, such as job history, skills, education/training, interests, and limitations.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 7: Assesses students’ perception of their developed skills to identify strategies and resources to facilitate clients’ career development.
- (c) CPE Section C5 Career Development: Assesses students’ knowledge about the principles of career development.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate an understanding of career development and related life factors.	(P.O. c) To prepare students to conduct ethical and evidence-based practice to meet the needs of clients across the lifespan.	Career Development and Services, COUN 6043	Career Assessment Project Benchmark- 80% of students will score B or better	Y2- Summer Semester 2025	Benchmark Met: 100.00% (19 scores out of 19) earned a grade of 80% or higher.	Pre-graduation Counselor Preparedness and Job Placement survey- question 7 of survey (Identify strategies and resources to facilitate clients’ career development) Benchmark- 80% of Students will rate themselves	Y3-Spring Semester 2025	Benchmark Met: 100.00% (8 scores out of 8) of students believe that they identify strategies and resources to facilitate clients’ career development.

						as average or better		
						CPCE Benchmark- 80% of students have to score within or above 1 SD of the national mean on career section	Y3-Spring Semester 2025	Benchmark Met: 87.50% (7 scores out of 8) of students scored within or above 1 SD of the national mean on Career section.

KPI - 6: Students will demonstrate knowledge of theoretical frameworks, case conceptualization skills, and strategies for incorporating evidence-based practice into counseling.

Common Core Area Addressed: 2.F.5.a-n: Counseling and Helping Relationships

Benchmark Measurement(s) Description(s):

- (a) Midterm Exam Essay Section (Theories and Techniques in Counseling): Students will demonstrate their knowledge of theoretical frameworks, case conceptualization skills, and strategies for a presented case. Students are expected to be able to integrate their knowledge of each theoretical framework into their case conceptualization.
- (b) Final Exam Essay Section (Theories and Techniques in Counseling): Students will demonstrate their knowledge of theoretical frameworks, case conceptualization skills, and strategies for a presented case. Students are expected to be able to integrate their knowledge of each theoretical framework into their case conceptualization.
- (c) Pre-graduation Counselor Preparedness and Job Placement survey- question 9: Assesses students' perception of their developed skills to identify and implement their counseling practices from a theoretical orientation.
- (d) CPCE Section C3 Counseling and Helping Relationships: Assesses students' knowledge about the principles of different theoretical frameworks.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate knowledge of theoretical frameworks, case conceptualization skills, and strategies for	(P.O.a) To instill a strong professional counseling identity within our students. (P.O.d) To prepare	Theories and Techniques in Counseling, COUN 6113	Midterm Exam- Essay Section Benchmark- 80% of students have to score 16 out of 20 or better	Y1-Fall Semester 2025	Benchmark Met: 100.00% <i>(18 Scores out of 18)</i> earned a grade of 80% or higher	Pre-graduation Counselor Preparedness and Job Placement survey- question 9 of survey (Identify and implement my counseling	Y3-Spring Semester 2025	Benchmark Met: 100.00% <i>(8 scores out of 8)</i> of students believe that they identify and implement my counseling

incorporating evidence-based practice into counseling.	students to conduct individual and group work in a variety of settings.					practices from a theoretical orientation) Benchmark- 80% of Students will rate themselves as average or better		practices from a theoretical orientation.
			Final Exams- Essay Section Benchmark 80% of students have to score 16 out of 20 or better		Benchmark Met: 100.00% <i>(18 scores out of 18)</i> earned a grade of 80% or higher	CPCE Benchmark- 80% of students have to score within or above 1 SD of the national mean on Helping Relationships section	Y3- Spring Semester 2025	Benchmark Met: 100.00% (8 scores out of 8) of students scored within or above 1 SD of the national mean on Helping Relationships section.

KPI - 7: Students will demonstrate knowledge about the theoretical frameworks, development and facilitation of group work.
Common Core Area Addressed: Section II.F.6: Group Counseling and Group Work

Benchmark Measurement(s) Description(s):

- (a) Group Manual: Students develop a comprehensive manual detailing a small group of their choosing. After selecting a theme and age level for their group design, and having examined current research, develop a structured group manual comprised of a literature review, session outlines, and assessment protocols.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 11: Assesses whether students believe they have developed knowledge to facilitate groups effectively.
- (c) CPCE Section C4 Group Counseling and Group Work: Assesses students' knowledge about the principles of group work.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate knowledge about the theoretical frameworks, development and facilitation of group work.	(P.O.d) To prepare students to conduct individual and group work in a variety of settings.	Group Dynamics, COUN 6123	Group Manual Project Benchmark- 80% of students will score B or better	Y3-Spring Semester 2025	Benchmark Met: 100.00% <i>(17 scores out of 17)</i> earned a grade of 80% or higher.	Pre-graduation Counselor Preparedness and Job Placement survey- question 11 of survey Benchmark- 80% of Students will rate themselves as average or better	Y3-Spring Semester 2025	Benchmark Met: 87.50% <i>(7 scores out of 8)</i> of students believe that they have developed knowledge to facilitate groups effectively.

						CPCE Benchmark- 80% of students have to score within or above 1 SD of the national mean on Group Work section	Y3-Spring Semester 2025	Benchmark Not Met: 75.00% (6 scores out of 8) of students scored within or above 1 SD of the national mean on Group Work section.
--	--	--	--	--	--	--	----------------------------	--

KPI - 8: Students will demonstrate an understanding of individual and group approaches to assessment and evaluation.
Common Core Area Addressed: Section II.F.7: Assessment and Testing

Benchmark Measurement(s) Description(s):

- (a) Testing Project: Students will complete three sections of the Global Appraisal of Individual Needs assessment including the mental health section, substance use, and section of choice and write a paper describing the test. Students are expected to include the student's critique of the test, including its reliability and validity and a discussion of the use and/or consequences of the test.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 12: Assesses students' perception of understandings of their responsibilities regarding the ethical and culturally sensitive use of assessment and testing instruments.
- (c) CPCE Section C6 Assessment and Testing: Assesses students' knowledge about the principles of assessment and testing.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate an understanding of individual and group approaches to assessment and evaluation.	(P.O.c) To prepare students to conduct ethical and evidence-based practice to meet the needs of clients across the lifespan.	Psychological Testing, PSY 6573	Testing Project Benchmark- 80% of students will score B or better	Y2- Summer Semester 2025	Benchmark Met: 100.00% <i>(19 scores out of 19)</i> earned a grade of 80% or higher.	Pre-graduation Counselor Preparedness and Job Placement survey- question 12 of survey (Understand my responsibilities regarding the ethical and culturally sensitive use of assessment and	Y3- Spring Semester 2025	Benchmark Met: 85.71% <i>(6 scores out of 7)</i> of students believe that they understand their responsibilities regarding the ethical and culturally sensitive use of assessment

						testing instruments.) Benchmark-80% of Students will rate themselves as average or better		and testing instruments.)
						CPCE Benchmark-80% of students have to score within or above 1 SD of the national mean on Assessment section	Y3-Spring Semester 2025	Benchmark Not Met: 100.00% (8 scores out of 8) of students scored within or above 1 SD of the national mean on Assessment section.

KPI - 9: Students will be able to identify and critique counseling research.

Common Core Area Addressed: Section II.F.8: Research and Program Evaluation

Benchmark Measurement(s) Description(s):

- (a) Quantitative Research Article Critique: Students will write a critical review of a scholarly, peer-reviewed article that covers a research study utilizing a quantitative research design. Students are expected to be able to identify the benefits and limitations of the design and to include how they can apply their findings in their counseling practices.
- (b) Qualitative Research Article Critique: Students will write a critical review of a scholarly, peer-reviewed article that covers a research study utilizing a qualitative research design. Students are expected to be able to identify the benefits and limitations of the design and to include how they can apply their findings in their counseling practices.
- (c) Pre-graduation Counselor Preparedness and Job Placement survey- question 13: Assesses students' perception of developed skills to utilize research and literature to identify best practices and intervention strategies.
- (d) CPCE Section C7 Research and Program Evaluation: Assesses students' knowledge about the principles of assessment and testing.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will be able to identify and critique counseling research.	(P.O.c) To prepare students to conduct ethical and evidence-based practice to meet the needs of clients across the lifespan.	Statistics and Research Design in Psychology and Counseling, PSY 6213	Quantitative Research Article Critique Benchmark- 80% of students will score B or better	Y1- Summer Semester 2025	Benchmark Met: 100.00% <i>(15 scores out of 15)</i> earned a grade of 80% or higher.	Pre-graduation Counselor Preparedness and Job Placement survey- question 13 of survey (Utilize research and literature to identify best practices and	Y3- Spring Semester 2025	Benchmark Met: 87.50% <i>(7 scores out of 8)</i> of students believe that they have developed knowledge to facilitate groups effectively.

						intervention strategies.) Benchmark- 80% of Students will rate themselves as average or better		intervention strategies.
			Qualitative Research Article Critique Benchmark- 80% of students will score B or better		Benchmark Met: 100.00% <i>(15 scores out of 15)</i> earned a grade of 80% or higher.	CPCE Benchmark- 80% of students have to score within or above 1 SD of the national mean on Research and Program Evaluation section	Y3- Spring Semester 2025	Benchmark Met: 87.50% <i>(7 out of 8)</i> of students scored within or above 1 SD of the national mean on Research and Program Evaluation section.

KPI - 10: Students will demonstrate the knowledge necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

Common Core Area Addressed: Section 5.C. Clinical Mental Health Counseling

Benchmark Measurement(s) Description(s):

- (a) Community-Based Program Proposal: Students will prepare a comprehensive proposal for a new community-based service program. Students are expected to be able to evaluate the availability/accessibility of community services/supports and to explore methods and funding to increase community-based supports/services and/or intervention/prevention programs to promote client wellness.
- (b) Pre-graduation Counselor Preparedness and Job Placement survey- question 15: Assesses students' perception of overall preparedness for the counselor profession.
- (c) Comprehensive Exam Section 2: Assesses students' ability to make a tentative diagnosis and to identify referrals and suggestions for a presented case.

Findings:

Key Performance Indicator(s) (KPI)	Program Objective(s) (P.O.)	Courses	Direct Assessment	Time Frame	Benchmark Data	Indirect Assessment	Time Frame	Benchmark Data
<u>Knowledge Outcome:</u> Students will demonstrate the knowledge necessary to address a wide variety of circumstances within the	(P.O.c) To prepare students to conduct ethical and evidence-based practice to meet the needs of clients across the lifespan.	Introduction to Clinical Mental Health Counseling, COUN 6023	Community-Based Program Proposal Benchmark- 80% of students will score B or better	Y1-Fall Semester 2025	Benchmark Met: 100.00% <i>(17 scores out of 78)</i> earned a grade of 80% or higher	Pre-graduation Counselor Preparedness and Job Placement survey- 15 of survey (Overall prepared me for the counselor profession.) Benchmark- 80% of Students will rate themselves	Y3-Spring Semester 2025	Benchmark Met: 100.00% <i>(8 scores out of 8)</i> of students believe that they are prepared for the counselor profession.

context of clinical mental health counseling.						as average or better		
						Comprehensive Exam essay response – questions 2 (on making a tentative diagnosis and identifying referrals and suggestions for a case study) Benchmark- 80% of students will score 3 out of 5 or better	Y3-Spring Semester 2025	Benchmark Met: 100.00% (<i>8 scores out of 8</i>) of students scored 3 out of 5 or higher.