CATAWBA COLLEGE CMHC PROGRAM ANNUAL REPORT
ACADEMIC YEAR 2024-2025

Program Mission

The mission of the MHS in Clinical Mental Health Counseling degree program is:

- to provide a curriculum that allows students to acquire competencies, skills, and techniques in clinical mental health counseling;
- to develop a rich culture of research and scholarship to promote the application of evidence-based practices;
- to equip students with the ability to utilize critical thinking and decision making to address clinical needs;
- and to prepare students to demonstrate knowledge, skills, and dispositions needed to interact with a diverse, multicultural, and global society.

Program Learning Outcomes

The Program Learning Outcomes within the CMHC program at Catawba College include:

1. Students will identify and experience opportunities while participating in the program that instill the four core tenets of Catawba, including scholarship, character, culture, and service.
2. Students will acquire the knowledge, skills, and competencies necessary for client assessment, diagnosis, case conceptualization, and treatment planning for diverse client populations.
3. Students will develop an eclectic range of therapeutic skills and techniques to implement with a diverse client population
4. Students will acquire the knowledge and understanding to practice counseling ethically.

Learning Outcome #1 - Students will identify and experience opportunities while participating in the program that instill the four core tenets of Catawba, including scholarship, character, culture, and service.

Learning Outcome #1 Targets – a) 80% or higher average score on Research Methodology assignment within CMHC 6100, b) 80% or higher average score on Ethical Case Analyses assignments within CMHC 5600, c) 80% or higher average score on Cultural Self-Analysis assignment in CMHC 5500, and d) 80% or higher (2.4/3.0) average acceptable rate on Fieldwork Supervision Evaluations in both CMHC 6500 and CMHC 6900.

Learning Outcome #1 Responsible Personnel - Chair of CMHC Program, Fieldwork Coordinator, and Program Faculty

Learning Outcome #1 Outcomes – a) the average score on the Research Methodology assignment was 91.8%, b) the average score on the four Ethical Case Analyses assignments was 92.7%, c) the average score on the Cultural Self-Analysis was 93.1%, and d) the average

acceptance rates on the Fieldwork Supervision Evaluations for both CMHC 6500 and CMHC 6900 were 2.5 and 2.4, respectively, which both exceed acceptable performance.

Learning Outcome #1 Recommendations – All of the four targets were successfully met within this Learning Outcome. The first two targets are relatively the same as last year, suggesting consistency within the program's learning environment. The Research Proposals, however, rose by nearly 6%. All three measures are significantly above the 80% threshold for acceptance, which continues to reinforce our curricular efforts within the program. Our NCE data, as well as our internal comprehensive exam data, also demonstrates proficiency in these domains, suggesting successful academic preparation. The fieldwork data remained fairly consistent (Internship actually declined one tenth), which is expected as our fieldwork process is very standardized and the clinical skills courses yielded very similar results in terms of competencies. We intend to watch these values as the cohort increases in the coming year and as we expand into new sites, especially with shifting in our footprint as an online program.

Learning Outcome #2 - Students will acquire the knowledge, skills, and competencies necessary for client assessment, diagnosis, case conceptualization, and treatment planning for diverse client populations.

Learning Outcome #2 Targets – a) 80% or higher average scores on Clinical Diagnostics assignments in CMHC 5700, and b) 80% or higher average scores on Case Conceptualizations assignments in CMHC 6300.

Learning Outcome #2 Responsible Personnel – Chair of CMHC Program and Program Faculty.

Learning Outcome #2 Outcomes – a) the average score on the five Clinical Diagnostics assignments was 89.3%%, and b) the average score on the two Case Conceptualizations assignments was 94.9%.

Learning Outcome #2 Recommendations – Both of the targets were successfully met within this Learning Outcome. There was a noticeable decrease in overall performance withing the clinical diagnostic assignments within the Diagnosis and Treatment course. The immediate explanation for this is a larger n, as this cohort was larger than the previous year and room for more variation in the diagnostic abilities of the students. We continue to work specifically on dual diagnosis, as students apparently still struggle with recognizing the potential of the secondary diagnosis upon identifying the predominant diagnosis and associated symptoms/complaints. Regarding the case conceptualization assignments, there was a 1.6% increase in performance, which although positive is still negligible.

Learning Outcome #3 - Students will develop an eclectic range of therapeutic skills and techniques to implement with a diverse client population.

Learning Outcome #3 Target – 80% or higher on Clinical Exercises assignments in both CMHC 5300 and CMHC 5400.

Learning Outcome #3 Responsible Personnel – Chair of CMHC Program and Program Faculty.

Learning Outcome #3 Outcomes – The average score on the ten Clinical Exercises assignments was 91.7%.

Learning Outcome #3 Recommendations – The target was successfully met within this Learning Outcome. Skills I and II are now more fully aligned, and the implementation of intervention skills (SI, abuse, mandatory reporting, etc.) has strengthened this aspect of clinical skills. The exercises are also now developmentally sequenced to better assess continuity in the skills and techniques. Clinical exercise time requirements have also been broadened to not only allow more time to capture and assess skills delivery, but prepare students for the reality of therapy time. All of these updates were made last year and will be conducted for the next year to provide a three-year data window for further assessment and necessary changes.

Learning Outcome #4 - Students will acquire the knowledge and understanding to implement counseling services within an ethical scope of practice.

Learning Outcome #4 Target – 80% or higher average score on Ethical Case Analyses assignments within CMHC 5600.

Learning Outcome #4 Responsible Personnel – Chair of CMHC Program and Program Faculty.

Learning Outcome #4 Outcomes – The average score on the four Ethical Case Analyses assignments was 92.7%.

Learning Outcome #4 Recommendations – The target was successfully met within this Learning Outcome. The implementation of two new ethical cases (including context related to counseling and AI) and additional time and energy applied to reviewing the ACA Code of Ethics produced better outcomes from the prior offerings of the course. The data suggests that more time within the Code, in conjunction with the lecture content produces higher scores on the analyses. New cases will be presented next year focusing on the inclusion of AI, as this is an ever-growing topic in the field of counseling and emerging scenarios are presenting within the profession. Overall, this measure is well within our target for success.

Key Performance Indicators (KPIs)

The following table outlines the CMHC Program's Key Performance Indicators (KPIs), which are directly related to the Section 2 and Section 5 Standards per CACREP:

KEY PERFORMANCE INDICATORS FOR CMHC PROGRAM			
KPI	**DATA**	**DATA COLLECTION**	**DATA ANALYSIS AND UTILIZATION**
KPI #1: Students will demonstrate competency in ethical and legal practices in the counseling relationship.	KPI #1A: In CMHC 5600, students complete four Ethical Case Analyses addressing prominent counseling legal cases. Students utilize the ACA Code of Ethics to provide a current (including historical cases) perspective of the case with the current Code. Data = Total points scored on rubric for each and average of all four scores.	The instructor of CMHC 5600 reports results to the CMHC Program Director and results are reviewed with students and course instructor for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #1B: During the Practicum, faculty and site supervisors complete respective evaluations, which assess students on a number of criteria, including the ethical and professional manner within their counseling practice. Data = Total points scored on ethics and professionalism within faculty and site supervisor evaluations, and average of both scores.	The Fieldwork Coordinator reports results to the CMHC Program Director and results are reviewed with students and Fieldwork Coordinator for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

KPI #2: Students will demonstrate self-awareness of personal values and multicultural counseling competency in regards to working with diverse clients.	KPI #2A: In CMHC 5500, students complete a Cultural Self-Analysis report that allows students to determine ways they can operate more intentionally to increase the inclusivity of practices as a future counselor. Data = Total points scored on the rubric.	The instructor of CMHC 5500 reports results to the CMHC Program Director and results are reviewed with students and course instructor for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #2B: In the Practicum, students' performance as counselors are assessed by their clients via a Client Evaluation Form. Data = Total points scored on the client evaluation form.	The Fieldwork Coordinator reports results to the CMHC Program Director and results are reviewed with students and Fieldwork Coordinator for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
KPI #3: Students will demonstrate competency in human growth theoretical orientation and assessment within counseling.	KPI #3A: In CMHC 5800, students complete two assessments: an autobiography allowing them to reflect on their own development from a theoretical orientation, and an integration statement demonstrating their approach of integrating human development theory into their counseling practice.	The instructor of CMHC 5800 reports results to the CMHC Program Director and results are reviewed with students and course instructor for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress

	Both are evaluated using a rubric. Data = Total of the number of points scored on both assessments.		at future faculty meetings.
	KPI #3B: In CMHC 6400, students complete a Genogram as an assessment, allowing them to connect both hereditary and social/environmental factors to a family system. Data = Total points scored on the Genogram.	The instructor of CMHC 6400 reports results to the CMHC Program Director and results are reviewed with students and course instructor for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

KPI #4: Students will demonstrate competency in career development theory and techniques within counseling.	KPI #4A: In CMHC 5000, students complete a Professional Orientation Report outlining their prospective pathway towards becoming a professional counselor as a result of their experience in the Introduction course. Data = Total points scored on the rubric.	The instructor of CMHC 5000 reports results to the CMHC Program Director and results are reviewed with students and course instructor for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #4B: In CMHC 5900, students complete a Career Self-Study, allowing them to reflect on their career development across their lifespan, including their future development as a professional counselor. Data = Total points scored on the rubric.	The instructor of CMHC 5900 reports results to the CMHC Program Director and results are reviewed with students and course instructor for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

KPI #5: Students will demonstrate competency in clinical counseling skills and techniques.	KPI #5A: In CMHC 5300 and 5400, students complete clinical exercises allowing them to conduct counseling role plays addressing clinical counseling skills. Data: Average of the total points for all the clinical exercises scored on the rubric.	The instructors of CMHC 5300 and 5400 report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #5B: During the Internship, faculty and site supervisors complete respective evaluations, which assess students on a number of criteria, including clinical counseling effectiveness, within their counseling practice. Data = Total points scored on clinical counseling effectiveness within faculty and site supervisor evaluations, and average of both scores.	The Fieldwork Coordinator reports results to the CMHC Program Director and results are reviewed with students and Fieldwork Coordinator for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

KPI #5: Students will demonstrate competency in clinical counseling skills and techniques.	KPI #5A: In CMHC 5300 and 5400, students complete Clinical Exercises allowing them to conduct counseling role plays addressing clinical counseling skills. Data: Average of the total points for all the clinical exercises scored on the rubric.	The instructors of CMHC 5300 and 5400 report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #5B: During the Internship, faculty and site supervisors complete respective evaluations, which assess students on a number of criteria, including clinical counseling effectiveness, within their counseling practice. Data = Total points scored on clinical counseling effectiveness within faculty and site supervisor evaluations, and average of both scores.	The Fieldwork Coordinator reports results to the CMHC Program Director and results are reviewed with students and Fieldwork Coordinator for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

KPI #6: Students will demonstrate competency in counseling group formation and facilitation.	KPI #6A: In CMHC 6000, students complete a Group Formation Project, allowing them to demonstrate the capacity to plan a counseling group. Data: Total points on the rubric.	The instructor of CMHC 6000 will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #6B: During the Internship, students will lead or co-lead a group per CACREP standards. This experience will be evaluated by the site supervisor within the site supervisor evaluation. Data = Total points scored on group leadership within the site supervisor evaluation.	The Fieldwork Coordinator reports results to the CMHC Program Director and results are reviewed with students and Fieldwork Coordinator for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
KPI #7: Students will demonstrate competency in counseling assessment selection and administration.	KPI #7A: In CMHC 6200, students complete an Instrument Critique Report, allowing them to identify and critique via peer-review literature the psychometrics of a given instrument and its applicability for a select population for counseling purposes. Data: Total points on the rubric.	The instructor of CMHC 6200 will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

	KPI #6B: In CMHC 5900, students will conduct a Vocational Instrument Administration, including an interpretative report, to demonstrate competency in instrument administration. Data = Total points on the rubric.	The instructor of CMHC 6200 will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
KPI #8: Students will demonstrate counseling literature critique and counseling research methodology.	KPI #8A: In CMHC 5100, students complete a Theory Critique Report, allowing them to identify and critique via peer-review literature the effectiveness of a select counseling theory within a given counseling population. Data: Total points on the rubric.	The instructor of CMHC 5100 will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #8B: In CMHC 6100, students will develop a research methodology proposal for a counseling research question, including sampling, design, measurement, and statistical analysis considerations. Data = Total points on the rubric.	The instructor of CMHC 6100 will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

KPI #9 (CMHC): Students will demonstrate competency in counseling case conceptualization.	KPI #9A: In CMHC 6300, students complete two case conceptualizations based on mock client data to demonstrate clinical competency. Data: Average score of the total points on the rubric.	The instructor of CMHC 6300 will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
	KPI #9B: In Internship, students will complete and present four case studies derived from their caseload. The faculty supervisor will assess the case conceptualization depicted within the case study. Data = Total points on case conceptualization within the rubric.	The faculty supervisor will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.
KPI #10 (CMHC): Students will demonstrate competency in clinical diagnosis and treatment planning.	KPI #10A: In CMHC 5700, students complete five clinical diagnostics based on mock client data to demonstrate clinical competency in both DSM-5 utilization, as well as initial treatment plan development. Data: Average score of the total points on the rubric.	The instructor of CMHC 5700 will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

	KPI #10B: In Internship, students will complete and present four case studies derived from their caseload. The faculty supervisor will assess the clinical diagnosis and initial treatment planning skills depicted within the case study. Data = Total points on both clinical diagnosis and initial treatment planning within the rubric.	The faculty supervisor will report results to the CMHC Program Director and results are reviewed with students and course instructors for KPI evaluation.	Data is shared with faculty at an annual program meeting and discussion focuses on whether changes are needed or whether learning outcomes are being maximized. The CMHC Program Director is responsible for implementing recommended changes and reports on progress at future faculty meetings.

The following table provides KPI results within this given academic year:

KEY PERFORMANCE INDICATORS RESULTS (2024-2025)		
KPI	**DATA**	**RESULTS AND ACTION**
KPI #1: Students will demonstrate competency in ethical and legal practices in the counseling relationship.	KPI #1A: In CMHC 5600, students complete four Ethical Case Analyses addressing prominent counseling legal cases. Students utilize the ACA Code of Ethics to provide a current (including historical cases) perspective of the case with the current Code. Data = Total points scored on rubric for each and average of all four scores.	Ethical Case Analysis #1 Average: 93.3% Ethical Case Analysis #2 Average: 95.7% Ethical Case Analysis #3 Average: 95.8.0% Ethical Case Analysis #4 Average: 94.7% Total Average: 94.9% ACTION: Upon review of the data, the program faculty decided to keep the a new case implemented this year, as scores overall increased. This data will be monitored

		next year for consideration of any new revisions.
	KPI #1B: During the Practicum, faculty and site supervisors complete respective evaluations, which assess students on a number of criteria, including the ethical and professional manner within their counseling practice. Data = Total points scored on ethics and professionalism within faculty and site supervisor evaluations, and average of both scores.	Ethical Practice Site Midway Mean: 2.5 Ethical Practice Site Final Mean: 2.6 Ethical Practice Faculty Midway Mean: 2.1 Ethical Practice Faculty Final Mean: 2.5 Average Final Mean: 2.4 ACTION: Upon review of the data, the program faculty decided no action is needed regarding this KPI at this time. This score represents above satisfactory performance and was noted in both the site and faculty supervisor scoring. This data will be compared to the following cohort's to assess if changes are necessary at that time.

KPI #2: Students will demonstrate self-awareness of personal values and multicultural counseling competency in regards to working with diverse clients.	KPI #2A: In CMHC 5500, students complete a Cultural Self-Analysis report that allows students to determine ways they can operate more intentionally to increase the inclusivity of practices as a future counselor. Data = Total points scored on the rubric.	Total Average: 93.1% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time.
	KPI #2B: In the Practicum, students' performance as counselors are assessed for multicultural competency by their Site Supervisors via an Evaluation Form. Data = Total points scored on the client evaluation form.	Multicultural Competency Site Midway Mean: 2.5 Multicultural Competency Site Final Mean: 2.3 Multicultural Competency Faculty Midway Mean: 2.3 Multicultural Competency Faculty Final Mean: 2.3 Average Final Mean: 2.4 ACTION: Upon review of the data, the program faculty decided no action is needed regarding this KPI at this time. This score represents above satisfactory performance and was noted in both the site and faculty supervisor scoring. This data will be compared to the following cohort's to assess if changes are necessary at that time.

KPI #3: Students will demonstrate competency in human growth theoretical orientation and assessment within counseling.	KPI #3A: In CMHC 5800, students complete two assessments: an autobiography allowing them to reflect on their own development from a theoretical orientation, and theoretical integration statement. Data = Average of the number of points scored.	Autobiographies = 98.3% Integration Statement = 97.7% ACTION: Upon review of the data, the program faculty decided no significant action is needed as the 80% threshold was exceeded. The integration statement increased by almost 5%.
	KPI #3B: In CMHC 6400, students complete a genogram as an assessment, allowing them to connect both hereditary and social/environmental factors to a family system. Data = Average of the numbers of points scored.	Genograms = 87.5% ACTION: Upon review of the data, the program faculty decided no significant action is needed as the 80% threshold was exceeded. The average did drop from the previous year, however it related to a single case. Continued monitoring of the performance with this assignment will be conducted.

KPI #4: Students will demonstrate competency in career development theory and techniques within counseling.	KPI #4A: In CMHC 5000, students complete a Professional Orientation Report outlining their prospective pathway towards becoming a professional counselor as a result of their experience in the Introduction course. Data = Total points scored on the rubric.	Total Average: 96.3% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time as the overall scores remain well above the 80% threshold.
	KPI #4B: In CMHC 5900, students complete a Career Self-Study, allowing them to reflect on their career development across their lifespan, including their future development as a professional counselor. Data = Total points scored on the rubric.	Career Self-Study = 88.4% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time as the 80%. It is noted that the average decreased by almost 7%, however this was due to two students misconstruing the assignment and basically

		talking themselves into completing the assignment incorrectly. They completed an addendum to accurately complete the assessment, however their initial grades were included in this analysis.
KPI #5: Students will demonstrate competency in clinical counseling skills and techniques.	KPI #5A: In CMHC 5300 and 5400, students complete five clinical exercises in each course, allowing them to conduct counseling role plays addressing clinical counseling skills. Data: Average of the total points for all the clinical exercises scored on the rubric.	5300 Clinical Exercise #1 Average: 94.6% 5300 Clinical Exercise #2 Average: 96.6% 5300 Clinical Exercise #3 Average: 93.1% 5300 Clinical Exercise #4 Average: 98.9% 5300 Clinical Exercise #5 Average: 98.7% 5400 Clinical Exercise #1 Average: 85.9% 5400 Clinical Exercise #2 Average: 84.2% 5400 Clinical Exercise #3 Average: 83.7%

		5400 Clinical Exercise #4 Average: 89.6% 5400 Clinical Exercise #5 Average: 87.4% Average Score: 91.7% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time. Averages in CMHC 5400 showed a slight increase.
	KPI #5B: During the Internship, faculty and site supervisors complete respective evaluations, which assess students on a number of criteria, including clinical counseling effectiveness, within their counseling practice. Data = Total points scored on clinical counseling effectiveness within faculty and site supervisor evaluations, and average of both scores.	Clinical Effectiveness Site Midway Mean: 2.4 Clinical Effectiveness Site Final Mean: 2.8 Clinical Effectiveness Faculty Midway Mean: 2.0 Clinical Effectiveness Faculty Final Mean: 2.8 Average Final Mean: 2.5 ACTION: Upon review of the data, the program faculty decided no action is needed regarding this KPI at this time. This score represents above satisfactory performance and was noted in both the site and faculty supervisor scoring. This data will be compared to the following cohort's to assess if changes are necessary at that time.

KPI #6: Students will demonstrate competency in counseling group dynamics.	KPI #6A: In CMHC 6000, students complete ten hours of group experience per CACREP Standard 2.6.H. Data: Successful completion of ten hours in group experience.	100% of the students successfully completed ten hours of group experience. ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time as the 100% threshold was exceeded.
	KPI #6B: During the Practicum or Internship, students will lead or co-lead a group per CACREP standards. This experience will be evaluated by the site supervisor within the site supervisor evaluation. Data = Total points scored on group leadership within the site supervisor evaluation.	All students in fieldwork led or co-led a group. The average group leadership score was 2.5. ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time.
KPI #7: Students will demonstrate competency in counseling assessment selection and administration.	KPI #7A: In CMHC 6200, students complete an Instrument Critique Report, allowing them to identify and critique via peer-review literature the psychometrics of a given instrument and its applicability for a select population for counseling purposes. Data: Total points on the rubric.	Total Average: 95.9% ACTION: Upon review of the data, the program faculty decided no action is needed regarding this KPI at this time. This data will be compared to the following cohort's to assess if changes are necessary at that time.

	KPI #6B: In CMHC 5900, students will conduct a Vocational Instrument Administration, including an interpretative report, to demonstrate competency in instrument administration. Data = Total points on the rubric.	Vocational Instrument Administration = 90.6% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time, as the 80% threshold was exceeded.
KPI #8: Students will demonstrate counseling literature critique and counseling research methodology.	KPI #8A: In CMHC 5100, students complete a Theory Critique Report, allowing them to identify and critique via peer-review literature the effectiveness of a select counseling theory within a given counseling population. Data: Total points on the rubric.	Total Average: 88.4% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time.
	KPI #8B: In CMHC 6100, students will develop a research methodology proposal for a counseling research question, including sampling, design, measurement, and statistical analysis considerations. Data = Total points on the rubric.	Total Average: 91.8% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time.

KPI #9 (CMHC): Students will demonstrate competency in counseling case conceptualization.	KPI #9A: In CMHC 6300, students complete two case conceptualizations based on mock client data to demonstrate clinical competency. Data: Average score of the total points on the rubric.	Case Conceptualization #1 Average: 96.9% Case Conceptualization #2 Average: 94.7% Total Average: 94.9% ACTION: Upon review of the data, the program faculty decided no action is needed regarding this KPI at this time. Both scores exceed the 80% threshold, which collectively affords an average above the standard as well. We will monitor scores to determine if changes are needed.
	KPI #9B: In Internship, students will complete and present four case studies derived from their caseload. The faculty supervisor will assess the case conceptualization depicted within the case studies. Data = Total points on case conceptualization within the midway and final evaluations.	Case Conceptualization Site Midway Mean: 2.1 Case Conceptualization Site Final Mean: 2.6 Case Conceptualization Faculty Midway Mean: 2.2 Case Conceptualization Faculty Final Mean: 2.6 Average Final Mean: 2.4 ACTION: Upon review of the data, the program faculty decided no action is needed regarding this KPI at this time. This score represents above satisfactory performance and was noted in both the site and faculty supervisor scoring. This data

		will be compared to the following cohort's to assess if changes are necessary at that time.
KPI #10 (CMHC): Students will demonstrate competency in clinical diagnosis and treatment planning.	KPI #10A: In CMHC 5700, students complete five clinical diagnostics based on mock client data to demonstrate clinical competency in both DSM-5 utilization, as well as initial treatment plan development. Data: Average score of the total points on the rubric.	Clinical Diagnostic #1: 100.0% Clinical Diagnostic #2: 90.7% Clinical Diagnostic #3: 84.9% Clinical Diagnostic #4: 91.3% Clinical Diagnostic #5: 91.7% Average Score: 89.3% ACTION: Upon review of the data, the program faculty decided no significant action is needed regarding this KPI at this time. Additional attention to dual diagnosis will continue to be implemented in the next cycle, and this data will be compared to the following cohort's to assess if additional changes are necessary at that time.

	KPI #10B: In CMHC 6300, students complete two case conceptualizations based on mock client data to demonstrate clinical competency, specifically including treatment planning. Data: Average score of the total points on the rubric.	Case Conceptualization #1 Average: 96.9% Case Conceptualization #2 Average: 94.7% Total Average: 94.9% ACTION: Upon review of the data, the program faculty decided no action is needed regarding this KPI at this time. Both scores exceed the 80% threshold. This data will be compared to the following cohort's to assess if changes are necessary at that time.

KPI Recommendations – At this point in time, all of our KPIs continue to indicate successful skill, knowledge, and competency development within the CMHC Program. No KPI requires any significant modification, and no domain requires a new KPI for effective program evaluation given the data reported and outcome measures (CPCE and NCE). Program faculty will continue to monitor specific contributors to each KPI and implement modifications to not only improve KPI performance, but also improve overall course delivery and alignment with the CACREP Standards. All curricular adjustments that have been conducted were done so for these reasons. Curricular development was also completed to fulfill standard deficiencies determined at the time of our accreditation review, which have all been resolved. Faculty supervisor and site supervisor evaluations continue to report proficient and competent new counselors ready for professional practice, and feedback from employers also reflect these findings. This cohort completed the CPCE and state licensure examinations, which also supported the success noted in the KPIs, as 9/10 (90%) of the graduating cohort produced passing scores on the CPCE, and 8/10 (80%) passed the NCE exam on the first attempt. As a newer program, we look forward to future data collection so we can programmatically improve our effectiveness as a CMHC Program and systematically increase our outcome test measure scores.

Program Demographics/Vital Statistics

The following data provide a description of the current student body in the CMHC Program. The current student body consists of 42 students.

Student Gender and Race:

- 35 Females (83.3%)
- 7 Males (16.7%)

- 27 Females Caucasian/White (64.2%)
- 5 Female African American/Black (12.0%)
- 3 Female Hispanic/Latino (7.1%)
- 6 Males Caucasian/White (14.3%)
- 1 Male African American (2.4%)

Faculty Gender and Race:

- 3 Females (75.0%)
- 1 Male (25.0%)

- 2 Females Caucasian/White (50.0%)
- 1 Female Asian (25.0%)
- 1 Male Caucasian/White (25%)

Student Disability Status:

- 4 Students with Documented Disability (9.5%)

Student Age:

- Average age is 26.2 years, range is 21-52 years

Student Undergraduate GPA:

- Average undergraduate GPA is 3.41, range is 2.93-4.00.

Number of Applicants	Number of Admits	Number of Students	Number of Graduates	Completion Rate	CPCE Pass Rate	NCE Pass Rate (First Attempt/Total)	Job Placement Rate
198	21	42 *(10.25:1 Student: Faculty)*	10	83.3%*	90%	80%/100% *90% Program First Attempt*	90%**

*Two students withdrew from the program. One left to pursue professional sports and the other withdrew from the program due to a job change.
**One student has not secured counseling-related employment post-graduation.

Program Demographics/Vital Statistics Recommendations – The current student body represents students who are within our fifth and sixth admitted cohorts. As predicted, our student body continues to reflect diversity, with almost one third (30.9%) of the students self-reporting as a member of a minority/non-dominant population. Undergraduate GPAs are rising with the significant increase in the number of applications we received attributed to acquiring CACREP accreditation. We continue to also have a favorable age range among the students, including those who just completed undergraduate program to second career/non-traditional students, including some who already have graduate degrees in other disciplines. As a program, we are inclusive and accessible for individuals with disabilities. The program faculty also grew with the addition of a fourth faculty member.

Graduate Follow-Up Evaluations: The Graduate Follow-Up evaluations, which were emailed to the graduate of the May 2025 graduate class, reported an overwhelming satisfaction with the CMHC program. The average score for all measures was 1.12 (1 representing strongly agree with the statement and 5 representing strongly disagree with the statement). Our alumni also continue to serve as one of the most significant marketing mechanisms, as they consistently refer individuals to our program for admissions. This is always viewed as positive feedback. The program intends to use this data as a baseline to compare to the next cohort and assess feedback, as this will put us in a "halfway" position for our future CACREP reaccreditation.

Employer Follow-Up Evaluations: The Employer Follow-Up evaluations, which were emailed to the graduates to provide to their employers, yielded similar results to that found in the graduate follow-up evaluations. All employers of the graduates report strong agreement that the CMHC program prepared qualified counselors, and a consensus was noted in their satisfaction with our graduates as current employees. The average score for all measures was 1.21 (1 representing strongly agree with the statement and 5 representing strongly disagree with the statement). As with the graduate follow-up surveys, we will monitor the current survey utility for the next cycle and determine if any modification to the measurement is needed.

Student Fieldwork Evaluations: The following details the cumulative data from both Practicum and Internship during this annual cycle. Note that there is both Site Supervisor and Faculty Supervisor data present:

Professional Skill	**Performance Ratings (Site Supervisor)**	
	Midway Evaluations	**Final Evaluations**
1. Case Conceptualization	Mean Rating: 2.27	Mean Rating: 2.27
2. Counseling Skills and Clinical Activities	Mean Rating: 2.36	Mean Rating: 2.55

3. Ability to Develop Working Alliance with Clients and Coworkers	Mean Rating: 2.64	Mean Rating: 2.70
4. Demeanor and Professionalism	Mean Rating: 2.82	Mean Rating: 2.73
5. Responsiveness to Supervision	Mean Rating: 2.73	Mean Rating: 2.91
6. Record Keeping Activities	Mean Rating: 2.36	Mean Rating: 2.45
7. Diagnosing & Assessment	Mean Rating: 2.00	Mean Rating: 2.27
8. Evidence Based Practices Identification & Integration	Mean Rating: 2.36	Mean Rating: 2.45
9. Ability to Deal with Conflict	Mean Rating: 2.38	Mean Rating: 2.70
10. Willingness and Ability to ExpressFeelings Effectively and Appropriately	Mean Rating: 2.60	Mean Rating: 2.64
11. Multicultural Competence	Mean Rating: 2.45	Mean Rating: 2.27
12. Ethical Knowledge, Skills & Application	Mean Rating: 2.45	Mean Rating: 2.55
13. Group Counseling/Group Work (n=5)	Mean Rating: 2.60	Mean Rating: 2.50
Overall Performance	Midway Mean: 2.46 "Satisfactory or Better"	Final Mean: 2.54 "Satisfactory or Better"

Professional Skill	**Practicum Performance Ratings (Faculty Supervisor)**	
	Midway Evaluations	**Final Evaluations**
1. Case Conceptualization	Mean Rating: 2.06	Mean Rating: 2.28

2. Counseling Skills and Clinical Activities	Mean Rating: 1.83	Mean Rating: 2.22
3. Ability to Develop Working Alliance with Clients and Coworkers	Mean Rating: 2.17	Mean Rating: 2.72
4. Demeanor and Professionalism	Mean Rating: 2.00	Mean Rating: 2.50
5. Responsiveness to Supervision	Mean Rating: 2.33	Mean Rating: 3.00
6. Record Keeping Activities	Mean Rating: 2.00	Mean Rating: 2.33
7. Diagnosing & Assessment	Mean Rating: 1.78	Mean Rating: 2.17
8. Evidence Based Practices Identification & Integration	Mean Rating: 1.44	Mean Rating: 2.11
9. Ability to Deal with Conflict	Mean Rating: 2.00	Mean Rating: 2.11
10. Willingness and Ability to ExpressFeelings Effectively and Appropriately	Mean Rating: 1.94	Mean Rating: 2.83
11. Multicultural Competence	Mean Rating: 2.06	Mean Rating: 2.39
12. Ethical Knowledge, Skills & Application	Mean Rating: 2.06	Mean Rating: 2.33
13. Group Counseling/Group Work (n=1)	Mean Rating: 2.00	Mean Rating: 3.00
Overall Performance	Midway Mean: 1.97 "Needs Improvement"	Final Mean: 2.46 "Satisfactory or Better"

Professional Skill	**Internship Performance Ratings (Site Supervisor)**	
	Midway Evaluations	**Final Evaluations**

1. Case Conceptualization	Mean Rating: 2.18	Mean Rating: 2.55
2. Counseling Skills and Clinical Activities	Mean Rating: 2.41	Mean Rating: 2.82
3. Ability to Develop Working Alliance with Clients and Coworkers	Mean Rating: 2.86	Mean Rating: 2.82
4. Demeanor and Professionalism	Mean Rating: 2.59	Mean Rating: 2.82
5. Responsiveness to Supervision	Mean Rating: 2.77	Mean Rating: 2.82
6. Record Keeping Activities	Mean Rating: 2.36	Mean Rating: 2.55
7. Diagnosing & Assessment	Mean Rating: 2.09	Mean Rating: 2.41
8. Evidence Based Practices Identification & Integration	Mean Rating: 2.27	Mean Rating: 2.64
9. Ability to Deal with Conflict	Mean Rating: 2.41	Mean Rating: 2.67
10. Willingness and Ability to ExpressFeelings Effectively and Appropriately	Mean Rating: 2.64	Mean Rating: 2.77
11. Multicultural Competence	Mean Rating: 2.43	Mean Rating: 2.55
12. Ethical Knowledge, Skills & Application	Mean Rating: 2.41	Mean Rating: 2.64
13. Group Counseling/Group Work (n=10; 9)	Mean Rating: 2.20	Mean Rating: 2.78
Overall Performance	Midway Mean: 2.43 "Satisfactory or Better"	Final Mean: 2.68 "Satisfactory or Better"

	Internship Performance Ratings (Faculty Supervisor)

Professional Skill	Midway Evaluations	Final Evaluations
1. Case Conceptualization	Mean Rating: 2.17	Mean Rating: 2.56
2. Counseling Skills and Clinical Activities	Mean Rating: 2.06	Mean Rating: 2.78
3. Ability to Develop Working Alliance with Clients and Coworkers	Mean Rating: 2.39	Mean Rating: 3.00
4. Demeanor and Professionalism	Mean Rating: 2.33	Mean Rating: 2.72
5. Responsiveness to Supervision	Mean Rating: 2.50	Mean Rating: 3.00
6. Record Keeping Activities	Mean Rating: 2.28	Mean Rating: 2.83
7. Diagnosing & Assessment	Mean Rating: 2.06	Mean Rating: 2.61
8. Evidence Based Practices Identification & Integration	Mean Rating: 2.11	Mean Rating: 2.61
9. Ability to Deal with Conflict	Mean Rating: 2.00	Mean Rating: 2.59
10. Willingness and Ability to ExpressFeelings Effectively and Appropriately	Mean Rating: 2.27	Mean Rating: 2.89
11. Multicultural Competence	Mean Rating: 2.08	Mean Rating: 2.72
12. Ethical Knowledge, Skills & Application	Mean Rating: 2.22	Mean Rating: 2.61
13. Group Counseling/Group Work (n=1; 10)	Mean Rating: 2.00	Mean Rating: 2.80
Overall Performance	Midway Mean: 2.19 " Satisfactory or Better"	Final Mean: 2.75 "Satisfactory or Better"

CMHC Comprehensive Examinations: The following data provide scoring for the comprehensive examinations conducted throughout the academic year. These exams serve two primary purposes: 1) to assess continuity in learning and act as preparation/practice for the CPCE and NCE exams, and 2) allow summative evaluation of learning for the overall course content. The following table depicts the comprehensive examination data from this academic year, including three sequential exams assessing content as courses were completed:

	Mean Scores (First Semester Comprehensive Exam)	**Mean Scores (Second Semester Comprehensive Exam)**	**Mean Scores (Third Semester Comprehensive Exam)**
Complete Exam	90.6%	90.9%	89.1%
CMHC 5000 Content	88.6%	91.2%	91.9%
CMHC 5100 Content	87.2%	88.1%	84.7%
CMHC 5200 Content	93.8%	89.7%	93.1%
CMHC 5300 Content	92.9%	92.3%	90.0%
CMHC 5400 Content	----	94.7%	91.7%
CMHC 5500 Content	----	91.7%	92.2%
CMHC 5600 Content	----	86.3%	84.1%
CMHC 5700 Content	----	90.3%	90.3%
CMHC 6100 Content	----	----	83.3%
CMHC 6200 Content	----	----	84.9%
CMHC 6300 Content	----	----	94.3%

The data suggests that both objectives are being successfully met. The program desires to see at least 80% or higher in all content areas to argue continuity in learning and appropriate summative evaluation. The reported scores are also favorable for future CPCE and NCE exam performance, which is also validated by our CPCE and NCE scores of the graduating cohort during this cycle. The CPCE pass percentage was 90% (9/10), and the NCE first-time pass percentage was 80% (8/10).