

MHC Program Key Performance Indicators

The following objectives have been selected as Key Performance Indicators (KPI's), measured multiple ways, over multiple points in time, to assess student learning in relation to knowledge and skills.

Key Performance Indicators (Benchmark = 2.0 or higher on designated assessments)	Assessment Methods
Core Knowledge Objectives	
<p>1. Professional Counseling Orientation and Ethical Practice- Demonstrates foundational knowledge of professional counseling orientation and ethical practice, including the following:</p> <p>History and philosophy of the counseling profession and its specialty areas (CACREP 2.F.1.a)</p> <p>The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b)</p> <p>Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2.F.1.c)</p> <p>The role and process of the professional counselor advocating on behalf of the profession (CACREP 2.F.1.d)</p> <p>Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e)</p> <p>Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f)</p> <p>Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2.F.1.g)</p> <p>Current labor market information relevant to opportunities for practice within the counseling profession (CACREP 2.F.1.h)</p> <p>Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i)</p> <p>Technology's impact on the counseling profession (CACREP 2.F.1.j)</p> <p>Strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)</p>	<p>CMH5325 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>

<p>Self-care strategies appropriate to the counselor role (CACREP 2.F.1.l)</p> <p>The role of counseling supervision in the profession (CACREP 2.F.1.m)</p>	
<p>2. Social and Cultural Diversity- Demonstrates foundational knowledge of social and cultural diversity, including the following:</p> <p>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a)</p> <p>Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (CACREP 2.F.2.b)</p> <p>Multicultural counseling competencies (CACREP 2.F.2.c)</p> <p>The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d)</p> <p>The effects of power and privilege for counselors and clients (CACREP 2.F.2.e)</p> <p>Help-seeking behaviors of diverse clients (CACREP 2.F.2.f)</p> <p>The impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2.g)</p> <p>Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)</p>	<p>CMH5308 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>
<p>3. Human Growth and Development- Demonstrates foundational knowledge of human growth and development, including the following:</p> <p>Theories of individual and family development across the lifespan (CACREP 2.F.3.a)</p> <p>Theories of learning (CACREP 2.F.3.b)</p> <p>Theories of normal and abnormal personality development (CACREP 2.F.3.c)</p> <p>Theories and etiology of addictions and addictive behaviors (CACREP 2.F.3.d)</p> <p>Biological, neurological, and physiological factors that affect human development, functioning, and behavior (CACREP 2.F.3.e)</p> <p>Systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.f)</p> <p>Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2.F.3.g)</p> <p>A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP 2.F.3.h)</p>	<p>CMH5305 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>

<p>Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i)</p>	
<p>4. Career Development- Demonstrates foundational knowledge of career development, including the following:</p> <p>Theories and models of career development, counseling, and decision making (CACREP 2.F.4.a)</p> <p>Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4.b)</p> <p>Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (CACREP 2.F.4.c)</p> <p>Approaches for assessing the conditions of the work environment on clients' life experiences (CACREP 2.F.4.d)</p> <p>Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CACREP 2.F.4.e)</p> <p>Strategies for career development program planning, organization, implementation, administration, and evaluation (CACREP 2.F.4.f)</p> <p>Strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (CACREP 2.F.4.g)</p> <p>Strategies for facilitating client skill development for career, educational, and life-work planning and management (CACREP 2.F.4.h)</p> <p>Methods of identifying and using assessment tools and techniques relevant to career planning and decision making (CACREP 2.F.4.i)</p> <p>Ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4.j)</p>	<p>CMH5306 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>
<p>5. Counseling and Helping Relationships- Demonstrates foundational knowledge of counseling and helping relationships, including the following:</p> <p>Theories and models of counseling (CACREP 2.F.5.a)</p> <p>A systems approach to conceptualizing clients (CACREP 2.F.5.b)</p> <p>Theories, models, and strategies for understanding and practicing consultation (CACREP 2.F.5.c)</p> <p>Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2.F.5.d)</p>	<p>CMH5303 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p>

<p>The impact of technology on the counseling process (CACREP 2.F.5.e)</p> <p>Counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f)</p> <p>Essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)</p> <p>Developmentally relevant counseling treatment or intervention plans (CACREP 2.F.5.h)</p> <p>Development of measurable outcomes for clients (CACREP 2.F.5.i)</p> <p>Evidence-based counseling strategies and techniques for prevention and intervention (CACREP 2.F.5.j)</p> <p>Strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k)</p> <p>Suicide prevention models and strategies (CACREP 2.F.5.l)</p> <p>Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2.F.5.m)</p> <p>Processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.n)</p>	<p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>
<p>6. Group Counseling and Group Work- Demonstrates foundational knowledge of group counseling and group work, including the following:</p> <p>Theoretical foundations of group counseling and group work (CACREP 2.F.6.a)</p> <p>Dynamics associated with group process and development (CACREP 2.F.6.b)</p> <p>Therapeutic factors and how they contribute to group effectiveness (CACREP 2.F.6.c)</p> <p>Characteristics and functions of effective group leaders (CACREP 2.F.6.d)</p> <p>Approaches to group formation, including recruiting, screening, and selecting members (CACREP 2.F.6.e)</p> <p>Types of groups and other considerations that affect conducting groups in varied settings (CACREP 2.F.6.f)</p> <p>Ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6.g)</p> <p>Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course</p>	<p>CMH5304</p> <p>Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>

of one academic term (CACREP 2.F.6.h)	
<p>7. Assessment and Testing- Demonstrates foundational knowledge of assessment and testing, including the following:</p> <p>Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a)</p> <p>Methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.b)</p> <p>Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c)</p> <p>Procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d)</p> <p>Use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e)</p> <p>Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 2.F.7.f)</p> <p>Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g)</p> <p>Reliability and validity in the use of assessments (CACREP 2.F.7.h)</p> <p>Use of assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i)</p> <p>Use of environmental assessments and systematic behavioral observations (CACREP 2.F.7.j)</p> <p>Use of symptom checklists, and personality and psychological testing (CACREP 2.F.7.k)</p> <p>Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 2.F.7.l)</p> <p>Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m)</p>	<p>CMH5302 Key Learning Objectives Assessment</p> <p>CPCE Exam Scores</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>
<p>8. Research and Program Evaluation- Demonstrates foundational knowledge of research and program evaluation, including the following:</p> <p>The importance of research in advancing the counseling profession, including how to</p>	<p>CMH5307 Key Learning Objectives Assessment</p>

critique research to inform counseling practice (CACREP 2.F.8.a)	CPCE Exam Scores Final Internship II Supervisor Evaluation Form Capstone Paper Alumni Survey Stakeholder Survey
Identification of evidence-based counseling practices (CACREP 2.F.8.b)	
Needs assessments (CACREP 2.F.8.c)	
Development of outcome measures for counseling programs (CACREP 2.F.8.d)	
Evaluation of counseling interventions and programs (CACREP 2.F.8.e)	
Qualitative, quantitative, and mixed research methods (CACREP 2.F.8.f)	
Designs used in research and program evaluation (CACREP 2.F.8.g)	
Statistical methods used in conducting research and program evaluation (CACREP 2.F.8.h)	
Analysis and use of data in counseling (CACREP 2.F.8.i)	
Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP 2.F.8.j)	
MHC Specialty Area Knowledge Objectives	Assessment Schedule
Clinical Mental Health Counseling Foundations- Demonstrates foundational knowledge of clinical mental health counseling, including the following:	CMH5325 Key Learning Objectives Assessment CMH5322 Key Learning Objectives Assessment Capstone Paper Alumni Survey Stakeholder Survey
History and development of clinical mental health counseling (CACREP 5.C.1.a)	
Theories and models related to clinical mental health counseling (CACREP 5.C.1.b)	
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c)	
Neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CACREP 5.C.1.d)	
Psychological tests and assessments specific to clinical mental health counseling (CACREP 5.C.1.e)	

<p>Clinical Mental Health Counseling Contextual Dimensions- Demonstrates foundational knowledge of the contextual dimensions of clinical mental health counseling, including the following:</p> <p>Roles and settings of clinical mental health counselors (CACREP 5.C.2.a)</p> <p>Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP 5.C.2.b)</p> <p>Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CACREP 5.C.2.c)</p> <p>Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (CACREP 5.C.2.d)</p> <p>Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 5.C.2.e)</p> <p>Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 5.C.2.f)</p> <p>Impact of biological and neurological mechanisms on mental health (CACREP 5.C.2.g)</p> <p>Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CACREP 5.C.2.h)</p> <p>Legislation and government policy relevant to clinical mental health counseling (CACREP 5.C.2.i)</p> <p>Cultural factors relevant to clinical mental health counseling (CACREP 5.C.2.j)</p> <p>Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP 5.C.2.k)</p> <p>Legal and ethical considerations specific to clinical mental health counseling (CACREP 5.C.2.l)</p> <p>Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CACREP 5.C.2.m)</p>	<p>CMH5315 Key Learning Objectives Assessment (5.C.2.a-h)</p> <p>CMH5325 Key Learning Objectives Assessment (5.C.2.i-m)</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Capstone Paper</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>
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Core and MHC Specialty Area Practice and Skills Objectives	Assessment Schedule
<p>Clinical Mental Health Counseling Practice Skills:</p> <p>Displays ability to conduct an intake interview including mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP 5.C.3.a)</p> <p>Displays ability to apply techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.3.b)</p> <p>Displays ability to apply strategies for interfacing with the legal system regarding court-referred clients (CACREP 5.C.3.c)</p> <p>Displays ability to apply strategies for interfacing with integrated behavioral health care professionals (CACREP 5.C.3.d)</p> <p>Displays ability to apply strategies to advocate for persons with mental health issues (CACREP 5.C.3.e)</p>	<p>CMH5303 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>
<p>1. Professional Orientation and Ethical Practice Skills:</p> <p>Displays ability to apply ethical standards and legal considerations in professional counseling. (CACREP 2.F.1)</p> <p>Displays ability to use strategies for personal and professional self-evaluation with implications for practice. (CACREP 2.F.1)</p>	<p>CMH5325 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>2. Social and Cultural Diversity Skills:</p> <p>Displays ability to self-reflect on the impact of one's own heritage, attitudes, beliefs, understandings, and acculturation experiences on one's view of others (CACREP 2.F.2)</p> <p>Displays ability to assess the impact of spiritual beliefs on clients' and counselors' worldviews (CACREP 2.F.2)</p>	<p>CMH5308 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>3. Human Growth and Development Skills:</p>	<p>CMH5305</p>

<p>Displays ability to assess for the effects of crises, disasters and trauma on individuals across the lifespan (CACREP 2.F.3)</p> <p>Displays ability to apply ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3)</p>	<p>Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>4. Career Development Skills:</p> <p>Displays ability to conceptualize the interrelationships among work, mental well-being, relationships, and other life roles and factors (CACREP 2.F.4)</p> <p>Displays ability to apply ethical and culturally relevant strategies for addressing career development (CACREP 2.F.4)</p>	<p>CMH5306 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>5. Counseling and Helping Relationships Skills:</p> <p>Displays skill in using a systems approach to conceptualizing clients (CACREP 2.F.5)</p> <p>Displays counselor characteristics and behaviors that positively influence the counseling process (CACREP 2.F.5)</p>	<p>CMH5303 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>6. Group Counseling and Group Work Skills:</p> <p>Displays the characteristics and functions of an effective group leader (CACREP 2.F.6)</p> <p>Displays ability to apply ethical and culturally relevant strategies for designing and facilitating groups (CACREP 2.F.6)</p>	<p>CMH5304 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>

<p>7. Assessment and Testing Skills:</p> <p>Displays ability to effectively prepare for and conduct initial assessment meetings (CACREP 2.F.7)</p> <p>Displays ability to use assessment results to diagnose developmental, behavioral and mental disorders (CACREP 2.F.7)</p>	<p>CMH5302 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
<p>8. Research and Program Evaluation Skills:</p> <p>Displays ability to use research to advance the counseling profession including how to critique research to inform counseling practice (CACREP 2.F.8)</p> <p>Displays ability to identify evidence-based counseling practices (CACREP 2.F.8)</p>	<p>CMH5307 Key Learning Objectives Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p>
MHC Professional Disposition Objectives	Assessment Schedule
<p>1. Professional Counselor Identity in Relation to Self</p> <p>a. SELF-AWARENESS - Demonstrates self-reflection, explores blind spots, engages in accurate self-evaluation, and takes responsibility for one's part in relational dynamics.</p> <p>b. OPENNESS - Demonstrates ability to learn from and with peers, faculty, staff, supervisors, and/or clients.</p> <p>c. PERSONAL and SPIRITUAL WELLNESS- Demonstrates commitment to personal and spiritual growth (e.g., spiritual practices, self-care, holistic health).</p>	<p>CMH5308 Key Learning Objectives Assessment (1a and 1b)</p> <p>CMH5325 Key Learning Objectives Assessment (1c)</p> <p>Key Professional Dispositions Final Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation</p>

	<p>Form</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>
<p>2. Professional Counselor Identity in Relation to Others</p> <p>a. CHARACTER - Demonstrates honesty, integrity, and commitment to the ethical principles of the profession.</p> <p>b. CULTURAL EMPATHY – Maintains an interpersonal posture of appreciation and respect for the diverse cultural identities and histories of others.</p> <p>c. PROFESSIONALISM – Attends to the impact of one’s behavior on others (e.g., boundaries, appearance, flexibility, communication style, timeliness, follow-through).</p>	<p>CMH5325 Key Learning Objectives Assessment (2a and 2b)</p> <p>CMH5308 Key Learning Objectives Assessment (2c)</p> <p>Key Professional Dispositions Final Assessment</p> <p>CMH5322 Key Learning Objectives Assessment</p> <p>Final Internship II Supervisor Evaluation Form</p> <p>Alumni Survey</p> <p>Stakeholder Survey</p>

Introduction to MHC Program Transition Points and Data Collection Schedule

Key assessment data are collected at key transition points as a student moves through the MHC program, beginning at the time of application and program entry, continuing through course completion, candidacy, final clinical internship, CPCE exam, graduation, post-graduate NCE/NCMHCE exam, and post-graduate job placement.

The following chart depicts these key program transition points for academic year 2023–2024, what type of data are collected at each point during a student’s time in the program, what steps are taken based on the results of that assessment, and how the data are used in a cycle of continuous curriculum and program review/improvement.

Data Collection Schedule – 2023–2024			
Program Transition Points	Data Collection Schedule (What, How and When)	Benchmarks and Individual Level Remediation Steps (if necessary)	Use of Data for Curriculum and Program Review and Improvement
1. Vital Statistics	Annual Institutional Effectiveness Data Collected by Director of Assessment annually	(Program Data)	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to appropriate department
2. Admissions, Enrollment, and Retention	A. Application/Admissions Data 1. Applications Started 2. Applications Completed 3. Applications Withdrawn 4. Applications Denied 5. Applications Admitted B. Enrollment/Retention Data 1. Student Enrollment 2. Student Retention 3. Student Graduation 4. Student Attrition 5. Course Completion Rates Collected by Director of Assessment & MHC Enrollment Manager annually	BENCHMARK = 75% Retention BENCHMARK = 75% Completion Denial of admission or dismissal from the program if necessary	Reviewed annually by MHC program faculty and staff; Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to Recruitment and Enrollment Manager

<p>3. Student Remediation Plans</p>	<p>Number of Student Remediation Plans and Pre-Remediation Plans Implemented by Advisors</p> <p>Percentage of Enrolled Students Needing Remediation/Pre-Remediation</p> <p>Collected from Advisors by Academic Unit Leader annually</p>	<p>Students may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from program</p>	<p>Reviewed at End-of-Semester by MHC program faculty;</p> <p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
<p>4. Key Learning Objectives Assessments</p>	<p>Aggregate KLO Assessments Scores for each of following:</p> <ol style="list-style-type: none"> 1. Core Knowledge Domains 2. Clinical Mental Health Counseling Specialty Area Knowledge Domains 3. Core and CMHC Practice Skills Domains 4. Key Professional Dispositions <p>Completed by:</p> <p>Instructors after designated course completion</p> <p>Instructors of Internship II courses based on final clinical supervisor evaluation</p> <p>Collected from:</p> <p>Instructors by Academic Unit Leader at the end of every semester</p> <p>Supervisors by Center Practicum/ Internship Coordinator</p>	<p>BENCHMARK = 2.0 “Meets Requirements”</p> <p>Students may be required to repeat a class, attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from program</p>	<p>Reviewed at End-of-Semester by MHC program faculty;</p> <p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>

<p>5. Key Professional Disposition Assessments</p>	<p>Aggregate KPD Assessments Scores for each of following:</p> <ol style="list-style-type: none"> 1. Professional Identity in Relation to Self 2. Professional Identity in Relation to Others <p>Completed by:</p> <p>Advisors at Program Entry, Candidacy, and as needed for Remediation</p> <p>Additional data generated by Course Instructors following designated courses and supervisors after Internship II completion</p> <p>Collected from:</p> <p>Instructors and Advisors by Academic Unit Leader annually</p> <p>Supervisors by Center Practicum/Internship Coordinator</p>	<p>BENCHMARK = 2.0 “Meets Requirements”</p> <p>Students may be required to attend additional counseling, have candidacy and/or internship postponed or denied, or possibly be dismissed from program</p>	<p>Reviewed at End-of-Semester by MHC program faculty;</p> <p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
<p>6. Candidacy Endorsements</p>	<p>Candidacy Applications</p> <ol style="list-style-type: none"> 1. Applications Completed 2. Applications Denied 3. Applications Endorsed <p>Completed by Advisors upon Application by Advisee</p> <p>Collected from Advisors by Academic Unit Leader annually</p>	<p>Students may be required to complete further remediation, and have internship postponed or denied</p>	<p>Reviewed at End-of-Semester by MHC program faculty;</p> <p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
<p>7. Final Clinical Internship Evaluations</p>	<p>Aggregate ratings on Practicum/Internship Supervisor Evaluation Forms</p>		<p>Reviewed at End-of-Semester by MHC program faculty;</p>

	<p>(End of Internship II) for each of following:</p> <ol style="list-style-type: none"> 1. Professional Knowledge 2. Professional Skills 3. Use of Supervision and Consultation 4. Key Professional Dispositions <p>Completed by Supervisors at End of Internship II</p> <p>Collected by Center Practicum/Internship Coordinator</p>	<p>BENCHMARK = 2.0 “Meets Requirements”</p> <p>Students may be required to repeat a class, attend additional counseling, have graduation postponed or denied, or possibly be dismissed from program</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
<p>8. Student Site Evaluations</p>	<p>Student Site Evaluation Forms</p> <ol style="list-style-type: none"> 1. Total Sites Assessed 2. Sites Meeting/Exceeding Standard 3. Sites Needing Improvement/Remediation 4. Sites Requiring Intervention <p>Completed by Students at End of Practicum/Internship Courses</p> <p>Collected by Center Practicum/Internship Coordinator</p>	<p>Sites may be required to amend their contract/agreements, or possibly be removed from approved site lists</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to Clinical Practicum and Internship Instructor and Center Practicum/Internship Coordinator</p> <p>Interventions conducted as determined</p>
<p>9. Counselor Preparation Comprehensive Exams (CPCE)</p>	<p>Scores on CPCE Exams for each of following:</p> <ol style="list-style-type: none"> 1. Professional Knowledge (8 Core Domains) 2. Total Score 3. National Statistics and Cut-Off Scores <p>Aggregate MHC Program data:</p> <ol style="list-style-type: none"> 1. Exams Taken - Total 2. Exams Taken - Retakes 3. Exams Passed 	<p>BENCHMARK = Within 1.0 Standard Deviation of National Exit Exam Mean Score</p> <p>Students may be required to retake the exam, have graduation postponed or denied</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>

	<p>4. Exams Failed 5. Exams Eligible for Retake</p> <p>Completed by Students before Graduation</p> <p>Collected by Center Program Administrator</p>		
10. Capstone Paper Assessments	<p>Scores on Capstone Paper Assessments reflective of Key Performance Indicators</p> <p>Aggregate MHC Program data:</p> <p>1. Papers Assessed 2. Papers Meeting Benchmark</p> <p>Completed by Students before Graduation (during Internship II)</p> <p>Collected by Internship II Instructor</p> <p>Assessed by Internship II Instructor</p>	<p>BENCHMARK = 2.0 “Meets Requirements”</p> <p>Students may be required to redo Capstone Paper</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
11. National Counselor Qualifying Exam Data (NCE & NCMHCE)	<p>NCE/ NCMHCE Exam scores</p> <p>1. Exams Taken 2. Exams Failed 3. Exams Passed 4. MHC Program Graduates Pass Rate</p> <p>Completed by Students Pre or Post-Graduation (by Choice)</p> <p>Collected by Center Program Administrator</p>	<p>(Program Data)</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
12. Alumni Feedback	<p>Cumulative Alumni Survey ratings for each of following:</p> <p>1. Mission 2. Goals and Objectives - Being</p>	<p>BENCHMARK = 2.0 “Meets Requirements”</p> <p>(Program Data)</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p>

	<p>3. Goals and Objectives – Knowing 4. Goals and Objectives - Doing</p> <p>Completed by Students Post-Graduation if They Choose and by Students Pre-Graduation within the Graduate Student Questionnaire (GSQ)</p> <p>Collected by the Academic Unit Leader</p>		<p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
13. Stakeholder/ Constituent Feedback	<p>Cumulative Stakeholder/Constituent Survey ratings for each of following:</p> <ol style="list-style-type: none"> 1. Mission 2. Goals and Objectives - Being 3. Goals and Objectives – Knowing 4. Goals and Objectives - Doing <p>Completed by Stakeholders/Constituents with Knowledge of our-Students/Graduates if They Choose</p> <p>Collected by the Academic Unit Leader</p>	<p>BENCHMARK = 2.0 “Meets Requirements”</p> <p>None (Program Data)</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to MHC faculty, advisors, and administrators</p>
14. Student to Faculty Ratios	<p>The Ratio of Counseling Students to Faculty</p> <p>Collected by the Academic Unit Leader</p>	<p>BENCHMARK = 10:1 FTE Student to Faculty Ratio</p> <p>(Program Data)</p>	<p>Reviewed annually by MHC program faculty and staff;</p> <p>Reviewed every three years by MHC Assessment Committee;</p> <p>Recommendations forwarded to appropriate department</p>
15. Faculty Utilization	<p>Course Capacity Percentages; Percentage of Courses Taught Core MHC Faculty</p>	<p>BENCHMARK = 75% Capacity and</p>	<p>Reviewed annually by MHC program faculty and staff;</p>

	Collected by the Academic Unit Leader	75% Taught by Core Full-Time Faculty (Program Data)	Reviewed every three years by MHC Assessment Committee; Recommendations forwarded to MHC faculty and administrators
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