

Clinical Mental Health Counseling Assessment Data Report 2023

SITE SUPERVISOR SURVEY RESULTS 2022 & 2023

Beyond the student evaluations that are collected each semester, Site supervisors for the CMHC Practicum and Internship are surveyed every other year for information on Mount Mary University's students' counseling knowledge and skills. Results show that site supervisors find all student meet expectations, with more than half exceeding expectations in delivery of individual and group counseling and using counseling assessment, as well as in knowledge of most CMHC content areas.

| | | | | |
|----------------------------------|-----------------------|--------------------------------|----------|------------------------|
| Improvement Definitely Needed | A Focus for Growth | Developmentally Appropriate | Advanced | Not Enough Information |
| 1 | 2 | 3 | 4 | NEI |

| INTERN'S ABILITY TO DELIVER THE FOLLOWING SERVICES | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|---|---|-----|------------|----------------|
| Individual Counseling | | 1 | 6 | 6 | | 3.39 | 13 |
| Group Counseling | | 1 | 9 | 2 | 1 | 3.08 | 13 |
| Administering Assessments & Screening Instruments | | | 9 | 4 | | 3.31 | 13 |
| Intake Interviewing/Psychosocial History | | | 6 | 7 | | 3.54 | 13 |
| Crisis Counseling | | 2 | 8 | 1 | 2 | 2.90 | 13 |
| Addiction & Co-occurring Disorder Interventions | | 2 | 8 | 1 | 2 | 2.90 | 13 |
| Vocational Counseling | | 2 | 7 | | 4 | 2.78 | 13 |

| INTERN'S KNOWLEDGE IN THE FOLLOWING AREAS | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|----|---|-----|------------|----------------|
| Assessment & Evaluation | | | 9 | 4 | | 3.31 | 13 |
| Career Development | | 1 | 8 | 1 | 3 | 3.00 | 13 |
| Client Advocacy | | 1 | 4 | 8 | | 3.54 | 13 |
| Counseling Theories | | | 7 | 6 | | 3.46 | 13 |
| Developmental needs of clients across the lifespan | | | 7 | 5 | 1 | 3.42 | 13 |
| Diversity Issues | | | 7 | 6 | | 3.46 | 13 |
| Ethical & Legal Standards | | | 8 | 5 | | 3.38 | 13 |
| Group Work | | 1 | 8 | 4 | | 3.23 | 13 |
| Prevention & Intervention Services | | 1 | 9 | 2 | 1 | 3.08 | 13 |
| Professional Role & Identity | | | 8 | 5 | | 3.38 | 13 |
| Research & Program Development | | | 10 | 1 | 2 | 3.09 | 13 |
| Resource & Referral Process | | 3 | 9 | | 1 | 2.75 | 13 |
| Suicide Risk Assessment | | 1 | 5 | 6 | 1 | 3.42 | 13 |
| Social Justice | | | 6 | 5 | 2 | 3.45 | 13 |
| Wellness | | | 6 | 6 | 1 | 3.5 | 13 |

| INTERN'S SKILL IN THE FOLLOWING AREAS | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|---|---|-----|------------|----------------|
| Implementing the roles and functions of a counselor | | 1 | 4 | 7 | | 3.50 | 12 |
| Displaying acceptance and awareness of diverse populations | | | 4 | 8 | | 3.67 | 12 |
| Displaying the ability to establish rapport with diverse populations | | | 3 | 9 | | 3.46 | 12 |
| Displaying the appropriate use of self-disclosure | | | 6 | 6 | | 3.23 | 12 |
| Displaying the appropriate level of warmth & sensitivity | | | 3 | 9 | | 3.46 | 12 |
| Being open and responsive to clinical feedback from supervisor | | | 4 | 8 | | 3.67 | 12 |
| Effectively implementing a variety of therapeutic interventions | | 2 | 7 | 3 | | 2.69 | 12 |
| Developing appropriate case conceptualizations | | | 8 | 4 | | 3.07 | 12 |
| Working collaboratively with colleagues | | | 4 | 8 | | 3.67 | 12 |
| Applying research findings to clinical practice | | | 7 | 2 | 3 | 3.22 | 12 |
| Abiding by ethical/legal standards | | | 7 | 5 | | 3.15 | 12 |
| Collaborating with client's support systems | | | 8 | 4 | | 3.07 | 12 |
| The use of assessments/evaluations | | | 9 | 3 | | 3.00 | 12 |
| Treatment planning/goal setting | | | 7 | 5 | | 3.15 | 12 |
| Writing progress/case notes | | | 8 | 4 | | 3.07 | 12 |
| Working within client's belief systems | | | 4 | 8 | | 3.67 | 12 |

| INTERN'S DISPOSITION IN THE FOLLOWING AREAS | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|---|----|-----|------------|----------------|
| Acts in an appropriately professional manner | | | 3 | 9 | | 3.46 | 12 |
| Treats others (e.g., colleagues, clients, professors) respectfully | | | 3 | 9 | | 3.46 | 12 |
| Exhibits high ethical standards | | | 4 | 8 | | 3.67 | 12 |
| Openness to supervision and feedback | | | 2 | 10 | | 3.54 | 12 |
| Possesses appropriate level of self-awareness in regard to clinical issues | | | 7 | 5 | | 3.15 | 12 |
| Recognizes the importance of client advocacy & serving as a change agent | | | 7 | 5 | | 3.15 | 12 |
| Committed to professional growth and development | | | 4 | 8 | | 3.67 | 12 |
| Values engaging client's support system | | | 5 | 7 | | 3.31 | 12 |
| Conveys appreciation of individual differences | | | 5 | 7 | | 3.31 | 12 |
| Values the integration of culture, race, sexual orientation, gender, abilities/disabilities, SES, and spirituality into counseling | | | 4 | 8 | | 3.67 | 12 |

EMPLOYER RESULTS

Employers of our CMHC alum are surveyed every other year. For 2022 & 2023 graduates, five agencies completed surveyed information regarding MMU Counseling Department alumnae that are currently engaged as employees. These agencies tended to employ multiple program graduates. Data indicates that the agencies find that all alumnae employees meet expectations, with more than half of the alumnae employees exceeding expectations in all content areas.

| EMPLOYEE'S ABILITY TO DELIVER THE FOLLOWING SERVICES | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|---|---|-----|------------|----------------|
| Individual Counseling | | | 2 | 3 | | 3.6 | 5 |
| Group Counseling | | | 2 | 3 | | 3.6 | 5 |
| Administering Assessments & Screening Instruments | | | 2 | 3 | | 3.6 | 5 |
| Intake Interviewing/Psychosocial History | | | 2 | 3 | | 3.6 | 5 |
| Crisis Counseling | | | 3 | 2 | | 3.4 | 5 |
| Addiction & Co-occurring Disorder Interventions | | | 4 | 1 | | 3.2 | 5 |
| Vocational Counseling | | 1 | 3 | 1 | | 3.0 | 5 |

| EMPLOYEE'S KNOWLEDGE IN THE FOLLOWING AREAS | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|---|---|-----|------------|----------------|
| Assessment & Evaluation | | | 2 | 4 | | 3.67 | 6 |
| Career Development | | 1 | 4 | 1 | | 3.00 | 6 |
| Client Advocacy | | | 3 | 3 | | 3.50 | 6 |
| Counseling Theories | | | 3 | 3 | | 3.50 | 6 |
| Developmental needs of clients across the lifespan | | | 3 | 3 | | 3.50 | 6 |
| Diversity Issues | | | 3 | 3 | | 3.50 | 6 |
| Ethical & Legal Standards | | | 2 | 4 | | 3.67 | 6 |
| Group Work | | | 3 | 3 | | 3.50 | 6 |
| Prevention & Intervention Services | | | 4 | 2 | | 3.33 | 6 |
| Professional Role & Identity | | 1 | 3 | 2 | | 3.17 | 6 |
| Research & Program Development | | | 5 | 1 | | 3.17 | 6 |
| Resource & Referral Process | | | 4 | 2 | | 3.33 | 6 |
| Suicide Risk Assessment | | 1 | 2 | 3 | | 3.33 | 6 |
| Social Justice | | | 3 | 3 | | 3.50 | 6 |
| Wellness | | | 4 | 2 | | 3.33 | 6 |

| EMPLOYEE'S SKILL IN THE FOLLOWING AREAS | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|---|---|-----|------------|----------------|
| Implementing the roles and functions of a counselor | | | 2 | 3 | | 3.6 | 5 |
| Displaying acceptance and awareness of diverse populations | | | 2 | 3 | | 3.6 | 5 |
| Displaying the ability to establish rapport with diverse populations | | | 1 | 4 | | 3.8 | 5 |
| Displaying the appropriate use of self-disclosure | | | 2 | 3 | | 3.6 | 5 |
| Displaying the appropriate level of warmth & sensitivity | | | 2 | 3 | | 3.6 | 5 |
| Being open and responsive to clinical feedback from supervisor | | | 2 | 3 | | 3.6 | 5 |
| Effectively implementing a variety of therapeutic interventions | | | 2 | 3 | | 3.6 | 5 |
| Developing appropriate case conceptualizations | | | 2 | 3 | | 3.6 | 5 |
| Working collaboratively with colleagues | | | 2 | 3 | | 3.6 | 5 |
| Applying research findings to clinical practice | | | 4 | 1 | | 3.2 | 5 |
| Abiding by ethical/legal standards | | | 3 | 2 | | 3.4 | 5 |
| Collaborating with client's support systems | | | 1 | 4 | | 3.8 | 5 |
| The use of assessments/evaluations | | | 3 | 2 | | 3.4 | 5 |
| Treatment planning/goal setting | | | 3 | 2 | | 3.4 | 5 |
| Writing progress/case notes | | | 3 | 2 | | 3.4 | 5 |
| Working within client's belief systems | | | 3 | 2 | | 3.4 | 5 |

| EMPLOYEE'S DISPOSITION IN THE FOLLOWING AREAS | 1 | 2 | 3 | 4 | NEI | AVG RATING | RESPONSE COUNT |
|--|---|---|---|---|-----|------------|----------------|
| Acts in an appropriately professional manner | | | 3 | 2 | | 3.4 | 5 |
| Treats others (e.g., colleagues, clients, professors) respectfully | | | 3 | 2 | | 3.4 | 5 |
| Exhibits high ethical standards | | | 3 | 2 | | 3.4 | 5 |
| Openness to supervision and feedback | | | 1 | 4 | | 3.8 | 5 |
| Possesses appropriate level of self-awareness in regard to clinical issues | | | 2 | 3 | | 3.6 | 5 |
| Recognizes the importance of client advocacy & serving as a change agent | | | 2 | 3 | | 3.6 | 5 |
| Committed to professional growth and development | | | 2 | 3 | | 3.6 | 5 |
| Values engaging client's support system | | | 2 | 3 | | 3.6 | 5 |
| Conveys appreciation of individual differences | | | 2 | 3 | | 3.6 | 5 |
| Values the integration of culture, race, sexual orientation, gender, abilities/disabilities, SES, and spirituality into counseling | | | 2 | 3 | | 3.6 | 5 |

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION (CPCE) RESULTS – 5-YEAR TRENDS

The CPCE was first offered to interns graduating from the program and seeking licensure in fall 2013. **First-attempt** pass rates are shown below. Second attempts are allowed resulting in 100% of students passing the CPCE to fulfill program and university requirements for graduation. The program disaggregates data from the exam to inform curriculum, and teaching and learning as part of its comprehensive assessment plan. The goal is to have 90% of students scoring in each area at or above the mean.

| Academic Year | Attempted | Passed 1 st Attempt |
|---------------|-----------|--------------------------------|
| 2018-2019 | 39 | 37 (95%) |
| 2019-2020* | 38 | 32 (84%)* |
| 2020-2021* | 32 | 27 (84%)* |
| 2021-2022 | 27 | 26 (96%) |
| 2022-2023 | 37 | 36 (97%) |

| CACREP Common Knowledge & Skills - Scores at or above the mean. | 2018-2019 | 2019-2020* | 2020-2021* | 2021-2022 | 2022-2023 |
|--|-----------|------------|------------|-----------|-----------|
| | n=39 | n=38 | n=32 | n=27 | n=37 |
| G.1. Professional Orientation and Practice | 74% | 66% | 56% | 66% | 70% |
| G.2. Social and Cultural Diversity | 72% | 58% | 59% | 44% | 70% |
| G.3. Human Growth and Development | 74% | 58% | 62% | 59% | 76% |
| G.4. Career Development | 72% | 66% | 59% | 59% | 73% |
| G. 5. Helping Relationships | 79% | 47% | 50% | 85% | 68% |
| G.6. Group Work | 62% | 55% | 59% | 70% | 84% |
| G.7. Assessment | 69% | 50% | 72% | 70% | 89% |
| G.8. Research and Program Evaluations | 67% | 63% | 59% | 70% | 86% |
| Total Score | | | | | 86% |

*A global public health emergency in spring 2020, summer 2020, fall 2020 and spring 2021 required marked changes to university operations (e.g., online learning, quarantine, etc.) that may have significantly affected student enrollment, engagement, learning, assessment and grading.

NATIONAL COUNSELOR EXAM (NCE) RESULTS- 5 YEAR TREND

The program offers the NCE to students in the final semester twice a year, in April and October. The program uses disaggregating data from the exam to inform curriculum, and teaching and learning as part of its comprehensive assessment plan. For the past five (5) years, mean program scores on all sections of the exam have been consistently higher than national mean scores. The five-year trend of **first-attempt** pass rates are shown below.

| Academic Year | Attempted | Passed 1st Attempt |
|----------------------|------------------|--------------------------------------|
| 2018-2019 | 34 | 31 (91%) |
| 2019-2020* | 34 | 34 (100%) |
| 2020-2021* | 31 | 29 (94%) |
| 2021-2022 | 33 | 32 (97%) |
| 2022-2023 | 28 | 28 (100%) |

***A global public health emergency in spring 2020, fall 2020 and spring 2021 required marked changes to university operations (eg., online learning, quarantine, etc.) that may have significantly affected student enrollment, engagement, learning, assessment and grading.**

**SUMMARY OF ALUM EXIT SURVEY DATA:
Professional Knowledge, Skill & Disposition**

The Exit Survey provides the M.S. in Counseling Program an opportunity to receive feedback from graduates regarding their experiences during their time in the program and to gauge their perceived level of competency in specific knowledge, skill and dispositional areas.

1. How satisfied are you with your ability to deliver the following services:

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|------------------------|----------------|-----------|---------|--------------------------|--------------------------|
| Individual Counseling | 24 | 13 | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Group Counseling | 10 | 22 | 5 | 1 | <input type="checkbox"/> |
| Psychoeducation Groups | 18 | 15 | 5 | <input type="checkbox"/> | <input type="checkbox"/> |
| Crisis Counseling | 10 | 14 | 13 | 1 | <input type="checkbox"/> |

2. How satisfied are you with your **KNOWLEDGE** in the following areas:

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied | Not Answered |
|--|----------------|-----------|--------------------------|--------------------------|--------------------------|--------------|
| Counseling Theories | 13 | 21 | 3 | 1 | <input type="checkbox"/> | |
| Assessment & Evaluation | 12 | 19 | 9 | <input type="checkbox"/> | <input type="checkbox"/> | 1 |
| Ethical & Legal Standards | 17 | 15 | 6 | <input type="checkbox"/> | <input type="checkbox"/> | |
| Diversity Issues | 21 | 17 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Client Advocacy | 20 | 16 | 1 | 1 | <input type="checkbox"/> | |
| Professional Development | 17 | 16 | 4 | 1 | <input type="checkbox"/> | |
| Social Justice | 17 | 20 | 1 | <input type="checkbox"/> | <input type="checkbox"/> | |
| Professional Role & Identity | 19 | 14 | 5 | <input type="checkbox"/> | <input type="checkbox"/> | |
| Developmental needs of clients across the lifespan | 7 | 18 | 8 | 4 | <input type="checkbox"/> | 1 |
| Career development | 7 | 17 | 12 | 2 | <input type="checkbox"/> | |

3. How satisfied are you with your **SKILL** in the following areas:

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|---|----------------|-----------|--------------------------|--------------------------|--------------------------|
| Use of assessments/evaluations | 12 | 16 | 7 | 2 | <input type="checkbox"/> |
| Applying counseling interventions | 12 | 22 | 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| Case Conceptualization | 18 | 18 | 2 | <input type="checkbox"/> | <input type="checkbox"/> |
| Treatment planning/goal setting | 10 | 23 | 4 | 1 | <input type="checkbox"/> |
| Writing progress/case notes | 23 | 15 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborating with colleagues | 26 | 10 | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborating with client's support systems | 14 | 18 | 4 | 2 | <input type="checkbox"/> |
| Seeking assistance from supervisors | 24 | 13 | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Receiving feedback from supervisor | 21 | 15 | 1 | <input type="checkbox"/> | <input type="checkbox"/> |
| Using evidence-based practices | 14 | 20 | 4 | <input type="checkbox"/> | <input type="checkbox"/> |
| Working within client's belief systems | 20 | 17 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Abiding by ethical /legal standards | 24 | 14 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

4. How would you rate your **DISPOSITION** in the following areas:

| | Always | Often | Sometimes | Rarely | Never | Not Answered |
|--|--------|-------|--------------------------|--------------------------|--------------------------|--------------|
| I appreciate individual differences | 30 | 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Recognize the importance of client advocacy & serving as a change agent | 29 | 8 | 1 | <input type="checkbox"/> | <input type="checkbox"/> | |
| Use supervision effectively | 25 | 11 | 2 | <input type="checkbox"/> | <input type="checkbox"/> | |
| Committed to professional growth and development | 30 | 6 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Values engaging client's support systems | 23 | 12 | 3 | <input type="checkbox"/> | <input type="checkbox"/> | |
| Recognizes the importance of supervision and case consultation | 33 | 5 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Appreciates learning and cultural differences | 30 | 8 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Recognizes the importance of self-awareness/reflection | 34 | 3 | 1 | <input type="checkbox"/> | <input type="checkbox"/> | |
| Values the integration of culture, race, sexual orientation, gender, abilities/disabilities, SES, and spirituality into counseling | 34 | 3 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1 |

REPORT OF KEY PERFORMANCE INDICATORS (KPI) OF COUNSELING SKILL

At the end of each course, faculty members use the Professor Evaluation of Students (PES) to assess each student using the PES form; this form includes course specific key performance indicators (KPIs) of knowledge and skill development, as well as qualities of disposition (see Table of Average Score on Key Performance Indicators by Course from Fall 2020-Summer 2023). Faculty use this data to evaluate how program objectives are being met, as well as any necessary curriculum changes or academic supports that need to be put into place in order to better meet the objectives. Curricular changes are documented in the Counseling Department Annual Report and reviewed by the school dean as part of MMU's assessment process. Students not meeting developmental expectations are placed on a Student Improvement Plan to outline what needs to occur for the student to demonstrate competency in all areas. The scale used to rate student learning for each KPI is:

- 4 = Advanced - Beyond expectation; functioning at a level of a new counseling professional
- 3 = Developmentally Appropriate - Meets expectation; consistently shows mastery in this area/concept
- 2 = Focus for Growth - Needs support or assistance to grow in this area; department review recommended
- 1 = Improvement Definitely Needed - Significant concern to be addressed by faculty advisor/department

| Table | | | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|------|--------------------------------|---|
| Average scores on Key Performance Indicators (KPIs) by course from FA20 through SU23. | | | | | | | | | | | | |
| Course | KPI | FA 20 | SP 21 | SU 21 | FA 21 | SP 22 | SU 22 | FA 22 | SP 23 | SU23 | Average score across semesters | Percentage that met/exceeded expectations |
| 600 | Demonstrates knowledge of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CORE 1i) | 3.06 | 3.21 | 3.18 | 3.55 | NR | NR | 3.04 | 3.00 | 3.00 | 3.15 | 95.65% |
| | Demonstrates knowledge of the role of counseling supervision in the profession. (CORE 1m) | 2.94 | 3.14 | 2.91 | 3.00 | NR | NR | 3.09 | 3.00 | 3.00 | 3.01 | 97.83% |
| | Demonstrates knowledge of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CMHC 2k) | 3.06 | 3.07 | 3.00 | 3.00 | NR | NR | 3.09 | 3.00 | 3.00 | 3.03 | 97.83% |
| 610 | Demonstrates counselor characteristics and behaviors that influence the counseling process (CORE 5f) | 3.00 | 3.00 | 3.00 | 3.00 | 3.09 | NO | 3.00 | 3.00 | NO | 3.01 | 100.00% |
| | Demonstrates knowledge of theories and models related to clinical mental health counseling (CMHC 1b) | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 3.00 | 100.00% |
| | Demonstrates knowledge of theories and models related to rehabilitation counseling (CRC 1b) | 3.00 | NR | 3.00 | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 3.00 | 100.00% |
| 611 | Demonstrates understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (CORE 4e) | 3.07 | NO | 3.00 | 3.06 | NO | 3.00 | 3.00 | NO | 3.00 | 3.02 | 98.61% |

| | | | | | | | | | | | | |
|-----|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|
| | Demonstrates ethical and culturally relevant strategies for addressing career development (CORE 4j) | 3.00 | NO | 3.00 | 3.06 | NO | 3.00 | 3.00 | NO | 3.05 | 3.02 | 98.61% |
| | Demonstrates knowledge of career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening (CRC 3b) | 2.86 | NO | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 3.05 | 2.99 | 98.61% |
| 612 | Demonstrates understanding of counselor characteristics and behaviors that influence the counseling process (CORE 5f) | 3.14 | 3.00 | NO | 3.00 | 3.00 | NO | 3.15 | 3.33 | NO | 3.10 | 98.23% |
| | Demonstrates understanding of essential interviewing, counseling, and case conceptualization skills (CORE 5g) | 3.14 | 3.25 | NO | 2.95 | 3.00 | NO | 3.15 | 3.17 | NO | 3.11 | 99.12% |
| 615 | Theories and models related to rehabilitation counseling (CRC 1b) | NO | NO | 3.00 | NO | NO | 3.00 | NO | NO | 3.00 | 3.00 | 100.00% |
| | Rehabilitation service delivery systems, including housing, independent living, case management, Public benefits programs, educational programs, and public/proprietary vocational rehabilitation Programs (CRC 2c) | NO | NO | 3.00 | NO | NO | 3.00 | NO | NO | 3.00 | 3.00 | 100.00% |
| | Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression On clients' life and career development (CRC 2k) | NO | NO | 3.00 | NO | NO | 3.00 | NO | NO | 3.00 | 3.00 | 100.00% |
| | Career and work related assessments including job analysis, work site modification, transferrable skills analysis, job readiness and work hardening (CRC 3b) | NO | NO | 3.00 | NO | NO | 3.00 | NO | NO | 3.00 | 3.00 | 100.00% |
| 622 | Demonstrates knowledge of essential interviewing, counseling, and case conceptualization skills (CORE 5g) | NO | 3.13 | 3.24 | NO | 3.31 | NR | NO | 3.18 | 3.00 | 3.18 | 100.00% |
| | Demonstrates knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 1c) | NO | 3.16 | 3.21 | NO | 3.25 | NR | NO | 3.14 | 3.00 | 3.20 | 100.00% |
| | Demonstrates knowledge of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC 3a) | NO | 3.11 | 3.14 | NO | 3.30 | NR | NO | 3.14 | 3.00 | 3.14 | 100.00% |
| | Demonstrates knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 3b) | NO | 3.09 | 3.14 | NO | 3.17 | NR | NO | 3.07 | 3.00 | 3.09 | 100.00% |
| 630 | Demonstrates understanding of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CORE 7f) | 2.90 | 2.94 | NO | 2.93 | 3.17 | NO | 3.06 | 2.90 | NO | 2.98 | 78.31% |

| | | | | | | | | | | | | |
|-----|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|
| | Demonstrates reliability and validity in the use of assessments (CORE 7h) | 2.93 | 2.94 | NO | 2.98 | 3.17 | NO | 3.06 | 2.90 | NO | 3.00 | 84.34% |
| | Demonstrates knowledge of designs used in research and program evaluation (CORE 8g) | 2.93 | 2.94 | NO | 2.98 | 3.19 | NO | 3.06 | 2.90 | NO | 3.00 | 86.75% |
| | Demonstrates knowledge of statistical methods used in conducting research and program evaluation (CORE 8h) | 2.93 | 2.94 | NO | 2.98 | 3.17 | NO | 3.06 | 2.90 | NO | 3.00 | 84.34% |
| 640 | Demonstrates understanding of neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CRC 1e) | 3.50 | NR | NO | 3.50 | NO | NO | 3.00 | NO | NO | 3.33 | 100.00% |
| | Demonstrates understanding of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations (CRC 3e) | 3.33 | NR | NO | 3.88 | NO | NO | 3.71 | NO | NO | 3.64 | 100.00% |
| 650 | Demonstrates understanding of biological, neurological, and physiological factors that affect human development, functioning, and behavior (CORE 3e) | 3.01 | 3.75 | 4.00 | 3.19 | 3.43 | 3.69 | 3.00 | 3.17 | 3.75 | 3.44 | 95.97% |
| 700 | Demonstrates multicultural counseling competencies (CORE 2c) | 2.91 | 2.95 | 3.19 | 3.21 | 3.00 | 3.00 | 3.00 | 3.04 | 3.00 | 3.03 | 94.21% |
| | Demonstrates knowledge of help-seeking behaviors of diverse clients (CORE 2f) | 2.96 | 2.98 | 3.16 | 3.21 | 3.00 | 3.03 | 3.00 | 3.04 | 3.00 | 3.04 | 95.87% |
| | Demonstrates knowledge of effects of discrimination, such as handicapism, ableism, and power, privilege, (CRC 2k) | 2.96 | 2.98 | 3.19 | 3.21 | 3.00 | 3.03 | 3.00 | 3.04 | 3.00 | 3.04 | 95.87% |
| 712 | Demonstrates understanding of multicultural counseling competencies (CORE 2c) | NO | 3.00 | NO | NO | 3.17 | NO | NO | 3.00 | NO | 3.06 | 100.00% |
| 714 | Demonstrates knowledge of neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CRC 1e) | 3.11 | 3.00 | 3.14 | 2.23 | 3.00 | 3.00 | 2.75 | 3.00 | 2.98 | 2.91 | 87.50% |
| | Demonstrates knowledge of 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 (CMHC 2c) | 3.44 | 3.00 | 3.00 | 2.92 | 3.03 | 3.00 | 2.75 | 3.00 | 2.98 | 3.01 | 93/75% |
| 720 | Demonstrates knowledge of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CORE 7f) | 3.00 | 2.91 | NO | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 3.00 | 97.44% |
| | Demonstrates knowledge of reliability and validity in the use of assessments (CORE 7h) | 2.95 | 2.91 | NO | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 2.98 | 97.44% |
| | Demonstrates knowledge of designs used in research and program evaluation (CORE 8g) | 3.00 | 2.93 | NO | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 2.99 | 98.72% |

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|-----|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------|
| | Demonstrates knowledge of statistical methods used in conducting research and program evaluation (CORE 8h) | 3.00 | 2.91 | NO | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 2.99 | 97.44% |
| | Demonstrates knowledge of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC 3a) | 2.90 | 2.91 | NO | 3.00 | 3.00 | NO | 3.00 | 3.00 | NO | 2.97 | 97.44% |
| 740 | Demonstrates knowledge of dynamics associated with group process and development (CORE 6b) | 3.17 | 3.23 | 3.00 | 3.18 | 2.86 | 3.48 | 3.00 | NO | 3.05 | 3.12 | 97.46% |
| | Demonstrates knowledge of ethical and culturally relevant strategies for designing and facilitating groups (CORE 6g) | 3.17 | 3.30 | 3.00 | 3.27 | 2.86 | 3.29 | 3.00 | NO | 3.00 | 3.11 | 99.15% |
| 741 | Demonstrates knowledge of theories of individual and family development and transitions across the lifespan (CORE 3a) | 3.19 | 3.00 | NO | 3.21 | 3.28 | NO | 3.17 | 3.00 | NO | 3.14 | 100.00% |
| | Demonstrates knowledge of intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC 3a) | 3.19 | 3.00 | NO | 3.20 | 3.08 | NO | 3.17 | 3.00 | NO | 3.10 | 100.00% |
| 750 | Demonstrates understanding of theories of individual and family development and transitions across the lifespan (CORE 3a) | NO | NR | 3.13 | NO | NR | NR | NO | 3.14 | 3.43 | 3.23 | 98.08% |
| | Demonstrates knowledge of biological, neurological, and physiological factors that affect human development, functioning, and behavior (CORE 3e) | NO | NR | 3.13 | NO | NR | NR | NO | 3.22 | 3.19 | 3.18 | 100.00% |
| 760 | Demonstrates understanding of rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs (CRC 2c) | NO | 4.00 | NO | NO | NR | NO | NO | NO | NO | 4.00 | 100.00% |
| | Demonstrates knowledge of effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development (CRC 2k) | NO | 4.00 | NO | NO | NR | NO | NO | NO | NO | 4.00 | 100.00% |
| | Demonstrates knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations (CRC 3e) | NO | 4.00 | NO | NO | NR | NO | NO | NO | NO | 4.00 | 100.00% |
| 770 | Demonstrates knowledge of help-seeking behaviors of diverse clients (CORE 2f) | 3.18 | 3.00 | 3.00 | 3.00 | NR | NO | 3.13 | 2.96 | NO | 3.09 | 98.73% |
| | Demonstrates knowledge of principles, models, and documentation formats of biopsychosocial case | 3.18 | 3.00 | 3.00 | 3.00 | NR | NO | 3.04 | 2.96 | NO | 3.03 | 98.73% |

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|-----|---|------|------|------|------|------|------|------|------|------|------|---------|
| | conceptualization and treatment planning (CMHC 1c) | | | | | | | | | | | |
| 775 | Performs intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CMHC 3a) | NO | NR | 3.38 | NO | 3.40 | 3.39 | NO | 3.38 | 3.17 | 3.34 | 96.34% |
| | Demonstrates knowledge of multicultural counseling competencies (CORE 2c) | NO | 3.00 | 3.65 | NO | 3.20 | 3.41 | NO | 3.38 | 3.17 | 3.24 | 100.00% |
| 785 | Demonstrates knowledge of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CORE 1i) | NO | 3.05 | 3.00 | NO | 3.12 | 3.25 | 3.00 | 3.15 | NO | 3.10 | 100.00% |
| | Demonstrates knowledge of the role of counseling supervision in the profession (CORE 1m) | NO | 3.10 | 3.00 | NO | 3.04 | 3.25 | 3.00 | 3.07 | NO | 3.08 | 100.00% |
| | Demonstrates knowledge of the theories and models related to clinical mental health counseling (CMH 1b) | NO | 3.05 | 3.00 | NO | 3.12 | 2.88 | 3.00 | 3.26 | NO | 3.05 | 100.00% |
| | Demonstrates knowledge of 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 (CMH 2c) | NO | 3.05 | 3.00 | NO | 3.02 | 2.88 | 3.00 | 3.37 | NO | 3.05 | 98.92% |
| | Demonstrates knowledge of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMH 2k) | NO | 3.05 | 3.00 | NO | 3.04 | 3.25 | 3.00 | 3.26 | NO | 3.10 | 100.00% |
| 796 | Demonstrates knowledge of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CORE 1i) | 3.06 | NO | NO | 3.07 | NO | NO | 3.14 | 3.50 | NO | 3.19 | 100.00% |
| | Demonstrates knowledge of dynamics associated with group process and development (CORE 6b) | 3.03 | NO | NO | 2.98 | NO | NO | 3.11 | 3.33 | NO | 3.11 | 99.00% |
| | Demonstrates knowledge of ethical and culturally relevant strategies for designing and facilitating groups (CORE 6g) | 3.02 | NO | NO | 3.06 | NO | NO | 3.13 | 3.33 | NO | 3.14 | 100.00% |
| | Demonstrates knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 1c) | 3.13 | NO | NO | 3.03 | NO | NO | 3.15 | 3.33 | NO | 3.16 | 98.00% |
| | Demonstrates knowledge of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC 2k) | 3.06 | NO | NO | 3.06 | NO | NO | 3.32 | 3.33 | NO | 3.19 | 99.00% |

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|---|---|-------------|-------------|-------------|-------------|------|-------------|-------------|-------------|-------------|-------------|---------|
| | Demonstrates knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 3b) | 3.10 | NO | NO | 3.11 | NO | NO | 3.17 | 3.17 | NO | 3.14 | 99.00% |
| 797 | Demonstrates knowledge of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CORE 1i) | NO | 3.46 | NO | NO | NR | NO | NO | 3.63 | NO | 3.55 | 100.00% |
| | Demonstrates knowledge of dynamics associated with group process and development (CORE 6b) | NO | 3.21 | NO | NO | NR | NO | NO | 3.51 | NO | 3.36 | 100.00% |
| | Demonstrates knowledge of ethical and culturally relevant strategies for designing and facilitating groups (CORE 6g) | NO | 3.16 | NO | NO | NR | NO | NO | 3.60 | NO | 3.38 | 100.00% |
| | Demonstrates knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 1c) | NO | 3.47 | NO | NO | NR | NO | NO | 3.72 | NO | 3.60 | 100.00% |
| | Demonstrates knowledge of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC 2k) | NO | 3.36 | NO | NO | NR | NO | NO | 3.60 | NO | 3.48 | 100.00% |
| | Demonstrates knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC 3b) | NO | 3.27 | NO | NO | NR | NO | NO | 3.73 | NO | 3.5 | 100.00% |
| Average score across KPIs | | 3.06 | 3.14 | 3.11 | 3.08 | 2.93 | 3.13 | 3.06 | 3.17 | 3.07 | 3.17 | |
| <i>Note:</i> NR = No Record, NRC = Scores not reported due to COVID, NO = course not offered, 3.00 = Meets Expectations. Averages of 3.00 and above are bolded. | | | | | | | | | | | | |