



WILMINGTON UNIVERSITY

Clinical Mental Health Counseling Program

Annual Report

May 2024 to May 2025



Report Prepared by Elizabeth (Lisa) Adair, Ph.D., CMHC Chair with data collection and analysis assistance from Dawn Dresden, Assistant to the Dean



Table of Contents

I. Introduction	Page
1) Wilmington University Mission, Vision, and Institutional Values	3
2) Wilmington University Strategic Initiatives	4
3) CMHC Program Mission, Vision, and Objectives	5-6
4) CMHC Program Profile	7
5) CMHC Program of Study	8-9
II. CMHC Faculty and Staff	10-11
III. CMHC 2024-2025 Evaluation of the Program	12
1. Program Evaluation Model	13-14
2. Program Evaluation Model According to Year and Semester	15-16
3. CMHC Systemic Evaluation Plan	17-18
4. CMHC Program Vital Statistics	19
• Graduates and Completion Rates	20-24
• NCE Scores	25-26
5. Admissions Report 2025	27-30
6. Practicum and Internship Summary Report 2024-2025	31-32
7. CMHC Data Collection and Full Program Outcomes	33
8. CPCE Exam Scores	33
9. Eight Core Content Areas:	35
a. Professional Counseling Orientation and Ethical Practice	36-43
b. Social and Cultural Diversity	44-50
c. Human Growth and Development	51-53
d. Career and Lifestyle Development	54-57
e. Helping Relationships	58-63
f. Group Counseling	64-66
g. Assessment and Testing	67-69
h. Research and Program Evaluation	70-73
	74-81
IV. Clinical Mental Health Counseling (CMHC) – Year in Review 2024-2025 and Goals 2025-2026	81



Wilmington University Mission, Vision & Values

Mission

Wilmington University is committed to excellence in teaching, relevancy of its programs and offerings, and individual attention to students. As an institution with inclusive admission policies, it offers affordable and accessible higher education to students of varying ages, interests, and aspirations through both face-to-face and various online formats.

The University provides a range of exemplary career-oriented undergraduate and graduate degree programs and certificates, or customized offerings based upon market needs, for a growing and diverse student population. A highly qualified, full-time faculty works closely with part-time faculty drawn from the workplace to ensure that the university's programs prepare students to begin or continue their career, improve their competitiveness in the job market, and engage in lifelong learning.

Vision

Wilmington University will distinguish itself as an open-access university by building innovative academic courses and programs responsive to student, community, and market needs. Created to enable professional competence, these academic offerings will be available in face-to-face and/or varied online formats so that distance, time and cost will not be barriers to learning or student-centered service. We will foster an inclusive environment where diversity is valued and understanding and respect for others is the norm.

Values

We are committed to being a university where **UNDERSTANDING** and **RESPECT** for each other is paramount, **INTEGRITY** guides all of our choices, providing educational **OPPORTUNITY** is our primary purpose, and **RESPONSIVENESS** to diverse community needs is key.

In designing academic offerings and student services, we support **INNOVATION** and actively seek faculty with **EXPERIENCE** in their fields who can provide students with an **EDUCATION** focused on application.

We are especially committed to **CARING** for our students as customers and partners.



Strategic Initiatives and University Priorities

- Focusing on Our Students
- Expanding Opportunity
- Enhancing Academic Excellence
- Strengthening Our Organization
- Investing in Our Future



Clinical Mental Health Counseling Mission Statement

The CMHC program is committed to providing a quality counselor education to students in preparation for a professional counseling practice that serves the mental health needs of an ever-changing multicultural world.

The program is dedicated to establishing a professional formative process in the context of cultural diversity and the challenges of the 21st century. The formative process highlights the humanistic perspective, utilizing the tenets of mindfulness to cultivate compassion, self-care, resilience, empathy, and awareness of self and others.

Program Vision

- Establishing the values and curriculum which are consistent with a counselor identity.
- Creating an inclusive learning environment that provides for and expects optimal personal growth and professional development.
- Utilizing the tenets of mindfulness to cultivate introspection, self-reflection and a willingness to address personal growing edges.
- Teaching a scholarly based curriculum in current mental health counseling, techniques, theories, clinical skills and research that has a foundation in the humanistic theory and approach to counseling.
- Subscribing to the highest standards of ethical and social justice practices in a multicultural and pluralistic society.
- Utilization of innovative technologies that enhance student educational experience and preparation as counselors.

CMHC Program Goals, Objectives and Competencies

Wilmington University's CMHC program seeks to prepare students to be effective counselors in a diverse world and profession. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, educational, and career goals. Consistent with the values of the counseling profession, the CMHC program seeks to infuse multicultural awareness, knowledge, and skills throughout the curriculum. The program is structured to ensure that students will develop a professional identity as a mental health counselor and will master the knowledge and counseling skills needed to practice effectively. Students will be trained for careers in community mental health and human service agencies, educational institutions, private practices, as well as government, business and industrial settings. The following Program Goals, Objectives and Competencies demonstrate our mission and vision and are aligned with the American Counseling Association (ACA) and CACREP standards for professional practice (for further details on CACREP standards see Section Six of the CMHC handbook and Section III of this report).

CMHC Program Objectives for Goal #1:

- Students who graduate from the CMHC Program will demonstrate foundational knowledge and skills in Core Counseling Subject Areas:
- (1) Professional Counseling Orientation and Ethical Practice



- (2) Social and Cultural Diversity
- (3) Human Growth and Development
- (4) Career Development
- (5) Counseling and Helping Relationships
- (6) Group Counseling and Group Work
- (7) Assessment and Testing
- (8) Research and Program Evaluation
- (9) Professional Practice – Application of professional knowledge and clinical skills through practicum and internship
- (10) Professional Counselor Conduct and Dispositions

Competencies Expected for these Objectives:

- Proficient knowledge base in each subject area
- Proficiency in the application of subject area knowledge
- Proficiency in oral and written communication related to subject area knowledge

Objectives for Goal #2:

- Demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and clinical supervision
- Develop and demonstrate skills in mental health counseling, prevention, and intervention
- Develop and demonstrate skills in addressing issues of diversity and providing advocacy
- Develop and demonstrate skills in assessment and clinical evaluation
- Develop and demonstrate skills in research and evaluation of counseling programs and outcomes
- Develop and demonstrate skills in clinical diagnosis

Competencies Expected for these Objectives:

- Proficiency in developing counseling relationships, performing culturally competent counseling interventions, and advocating
- Proficiency in performing intake interviews, assessing clinical information, and writing professional clinical case notes and reports
- Proficiency in conceptualizing cases, developing treatment plans, and evaluating treatment outcomes
- Proficiency in applying evidenced based practices in counseling



CMHC Program Profile

The MSCC Program was established in 1994 to train counselors who would qualify for professional licensure in Delaware. The MSCC Program was a 48-credit program consisting of 33 credits (i.e., 11 classes) of non-clinical coursework covering the eight Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core areas and 15 credits (i.e., 5 classes) of supervised clinical fieldwork. The MSCC Program was accredited by the Council for Accreditation of Counseling and Related Educational Programs in 1998 as a Community Counseling program.

The 2009 CACREP accreditation standards combined the Community Counseling program standards and the Mental Health Counseling program standards into a single set of standards designated, Clinical Mental Health Counseling. Thus, changes were made to put the program into compliance with the 2009 CACREP standards and the MSCC program was transformed into the CMHC program. Although the MSCC and CMHC programs are very similar, 12 credits of coursework were added so that the CMHC program complies with CACREP's 2009 Clinical Mental Health Counseling Standards. The program has completed their accreditation program review in Fall 2022 and was awarded an eight-year accreditation under the CACREP 2016 standards January 2023.

The CMHC program is designed to be completed in three calendar years from the first term of admission. The program consists of a two-year academic course sequence followed by a one-year practicum/internship field placement. The academic coursework and field placement are structured to fulfill the standards of CACREP. Upon completion of the CMHC program, students will be prepared to sit for the National Counselor Examination (NCE) administered by the National Board of Certified Counselors and may subsequently begin to work toward becoming a Licensed Professional Counselor of Mental Health (LPCMH) in their state's Division of Professional Regulation.

Administratively, the CMHC program is under the leadership of the College of Social and Behavioral Sciences, with program leadership by the CMHC Program Chair.



Master of Science in Clinical Mental Health Counseling Program of Study New as of Spring 2023

Program Credits Hours: 60 (48 Credits for Core Courses and 12 Credits for Practicum and Internship)

CURRICULUM REQUIREMENTS

Students are provided with an academic advisor.

	Course	Credits	Term	Year	Grade
	MHC 6505 Ethics & Practices of Clinical Mental Health Counseling	3	1 Summer		
	MHC 6402 Human Development	3	1 Summer		
	MCC 8063 Mindfulness Based Counseling (Optional)	2	Summer in any year		
	MHC 7605 Counseling Diverse Populations	3	1 Fall		
	MHC 6501 Strategies of Counseling I	3	1 Fall		
	MHC 6401 Theories of Counseling	3	1 Spring		
	MHC 7203 Counseling for Career Development	3	1 Spring		
	MHC 6502 Strategies of Counseling II	3	1 Spring		
	MHC 8094 Psychopharmacology for Counselors	1	2 Summer		
	MHC 6901 Diagnosis & Treatment of Psychopathology	3	2 Summer		
	MHC 7501 Family Counseling	3	2 Summer		
	MHC 8064 Adv. Sem.: Motivational Interviewing (Optional)	2	2/3 Spring		
	MHC 8020 Addictions Counseling	3	2 Fall		
	MHC 7202 Group Counseling	3	2 Fall		
	MHC 8011 Adv. Sem.: Counseling Children & Adolescents (Optional)	2	2/3 Fall		
	MHC 8062 Adv. Sem.: Cognitive Behavioral Counseling (Optional)	2	2/3 Fall		
	MHC 7805 Appraisal Techniques	3	2 Spring		
	MHC 7806 Methods of Research & Program Evaluation	3	2 Spring		
	MHC 8012 Adv. Sem.: Evidence Based Family Treatment (Optional)	2	2/3 Fall or Spring		
	MHC 8092 Sem.: Consultation for Counselors	3	3 Summer		



		2	3 Fall		
	MHC 8093 Sem.: Supervision for Counselors	2	3 Spring		
	Advanced Seminar Electives see list below	2	2/3 Fall/Summer/Spring Semester		
	<ul style="list-style-type: none"> • MHC8011: Advanced Seminar: Counseling Children and Adolescents • MHC8012: Advanced Seminar: Evidence-Based Family Treatment • MHC8064: Advanced Seminar: Motivational Interviewing • MHC8062: Cognitive-Behavioral Counseling • MHC 8065 Mindfulness Based Counseling • MHC 8063 Spirituality and Counseling* • MHC 8030 Human Sexuality* • MHC 8066 Neurodevelopment and Counseling: Advanced Seminar* 				
	*New Electives as of Summer 2024				

Only 2 Electives are required to complete the 60-credit program

CLINICAL FIELD EXPERIENCE

Students are placed in clinical site and attend group supervision, triadic faculty supervision, and weekly site supervision through each semester of their clinical year. The faculty supervisor acts as the student's advisor.

	Course	Credits	Term	Year	Grade
	MHC 7905 Practicum	4	3 Summer		
	MHC 9001 Internship I	4	3 Fall		
	MHC 9002 Internship II	4	3 Spring		



CMHC Faculty and Staff Academic Year May 2024-April 2025

Core Faculty 2024-2025

The CMHC program had four full-time faculty who taught in the program through the academic year with the addition of a fifth in July 2024. All faculty also served in administrative functions to support the students and accreditation compliance of the program.

- ❑ Dr. Elizabeth Adair was the Chair from May 2024 to January 2025 then promoted from Chair to Director of the CMHC program in Spring 2025. She assisted with the *Clinical Coordination* Summer 2024 and took on the role fully beginning January 2025. Also served as the CACREP liaison and reviewed the program's initiatives to remain in CACREP compliance and also taught in the program.
- ❑ Dr. Melissa Lemons served as a full-time faculty member and as an assistant professor. Her roles include both *Diversity Equity and Inclusion Coordinator* and *Research and Scholarly Coordinator*. She assisted with curriculum development and implementation as well as reviewed program compliance for CACREP standards pertaining to her roles.
- ❑ Dr. Lori Vien served as a full-time faculty member and as an assistant professor. She led as the *Chi Sigma Iota Chapter Faculty Advisor* and *Clinical Coordinator* until December 2024. January 2024, she continued as an adjunct faculty member.
- ❑ Dr. Matthew Bukowski served as a full-time faculty member and as an assistant professor. He supported the program as lead *Student Advisor* and assisted as *Chi Sigma Iota Chapter Faculty Advisor*.
- ❑ Dr. James Wilson joined the team July 2024 as the fifth full-time faculty member. He served as *Student Advisor* and assisted with *Retention and Review* initiatives.

Program Assistant Adjunct Faculty

There are two part-time program faculty, Dr. Lois Grande and Dr. Jessie Howard (received her PhD summer 2024).

- ❑ Dr. Grande facilitated and assessed practicum and internship site placements for the May 2024 intern cohorts and is also an adjunct professor for Practicum and Internship courses and supervision. Dr. Grande partnered with Dr. Vien for any clinical coordination duties with a focus on supervisor training and student intern placements until December 2024.
- ❑ Dr. Howard worked with Dr. Bukowski as *Student Advisor* for 1st and 2nd year students and assisted in addressing any student concerns and performance improvement plans. She also aided in the spring 2025 candidacy process and the new student Orientation process as her role of student advisor.

Non-Core Faculty and Graduate Teaching Assistants

The program also employs numerous adjunct faculty and graduate teaching assistants. Adjunct faculty teaching in the program are selected in consideration of expertise and clinical experience in the subjects/courses they are teaching and any supervision provided. The adjunct faculty included Dr. Doris Lauckner, Ms. Monica Morrow, and Drs. James Walsh, Julius Mullen, Lois Grande.



Administrative Assistants/Coordinators

The program utilized an administrative assistant and an administrative coordinator to complete the variety of administrative responsibilities in the program; they are Briana Borowski and Dawn Dresden. Ms. Dawn Dresden also compiles and creates the outcome data reports for the program.

CMHC FACULTY



Dr. Lisa Adair
Chair of CMHC
Strategies of Counseling
Addiction Counseling
Group Therapy
Psychopathology
Supervision
Consultation

Dr. Matthew Bukowski
Strategies of Counseling
Ethics and Practices in
Counseling
Human Development
Group Therapy
Supervision
Student Advisor



Dr. Melissa Lemons

Strategies of Counseling
Human Development
Diversity in counseling
Research
Cognitive-Behavioral Counseling
Supervision



Dr. Lori Vien

Practicum and Internship
Appraisal
Advanced Child and Family
Supervision
Clinical Administrator



Dr. Lois Grande

Program Assistant
Practicum and Internship
Instructor/Supervisor
Coordinator

Dr. Jessie Howard
Program Assistant
Advising





Evaluation of the Program Explained 2024-2025

Program Evaluation Overview

The program evaluation that began Summer 2020 continues to be the plan for 2024-2025

with some additions and review to align better with the new CACREP 2024 standards. Dr. Adair implemented the new program evaluation plan with the assistance of Dawn Dresden who assisted in the collection and analysis of outcome data.

The CMHC program assesses the students with aggregate student assessment data that address student knowledge, skills, and professional dispositions. In addition, the program collects and submits vital statistics that include demographic, graduation and retention rates, and professional characteristics of applicants, students, and graduates. Systematic follow-up studies of graduates, site supervisors, and employers of program graduates are reviewed and integrated in the evaluation of the program.

The following report is data collected for the Summer 2024 semester courses through Spring 2025. The students' knowledge, skills, and professional dispositions relate to the eight domains of study listed in Goal #1 of the CMHC program goals, demographic and other characteristics of applicants, students, and graduates; and data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates. See ***Program Evaluation Model*** below.



Wilmington University Clinical Mental Health Counseling Program Evaluation Model for CMHC program effectiveness and student learning

Guiding Doctrines

- CMHC Mission Statement and Vision
- Wilmington University Mission Statement and Vision
- ACA Code of Ethics
- CACREP Standards
- DE Licensing Laws
- Student and Faculty needs



Advisory Guidance

- Core Faculty
- Adjunct Faculty
- Student Feedback
- Alumni Feedback
- Site Supervisor Assessments
- Social Climate and Community Needs
- Advisory Board
- Program Evaluation Outcomes

CMHC Program Goals, Objectives and Competencies

The CMHC Program Goals, Objectives and Competencies are based on the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Goal # 1 Knowledge in Core Counseling Subject Areas

Objectives for Goal #1:

Become knowledgeable about:

- the counseling profession and ethical practice in counseling
- social and cultural diversity
- human growth and development
- career development
- helping relationships, counseling theories and the counseling process from individual and family system perspectives
- group work
- assessment
- research and program evaluation

Competencies Expected for these Objectives: Proficient knowledge base in each subject area, the application of subject area knowledge, and in oral and written communication related to subject area knowledge

Goal #2 Knowledge, Development and Demonstration of Clinical Mental Health Counseling Skills and Practices

Objectives for Goal #2:

Demonstrate foundational knowledge regarding the provision of mental health treatment services including treatment models, agency operations, and clinical supervision

Develop and demonstrate skills in:

- mental health counseling, prevention and intervention
- addressing issues of diversity and providing advocacy
- in assessment and clinical evaluation
- research and evaluation of counseling programs and outcomes
- clinical diagnosis

Competencies Expected for these Objectives: Proficiency in

- developing counseling relationships, performing culturally competent counseling interventions, and advocating
- performing intake interviews, assessing clinical information, and writing professional clinical case notes and reports
- conceptualizing cases, developing treatment plans, and evaluating treatment outcomes

Proficiency in applying evidenced based practices in counseling



Program Effectiveness Evaluation Points

- Enrollment/Retention (Demographics, Location preference)
- Graduation Rate
- Pass Rate on the CPCE and NCE
- Alumni Survey
- Site Supervisor Evaluation
- Core and Non-Core Faculty and Student Evaluations/Feedback of Course
- Advisory Board Feedback

Student Learning Evaluation Points

- Rubric and Exam Outcomes in Eight Core Areas of Study
- Rubric and Exam Outcomes for University Competencies
- Candidacy and Clinical Candidacy Review
- Student Evaluation Forms and Final Grade Assessments in Coursework



Program Evaluation Plan and Student Assessment

- Data Collection Points in Admissions to First Year, Second Year, and Third year clinical practice
- Review of Data Collection for each point and comparison of Admission/First year and Second year data to Final Assessments in Third year/alumni
- Analyzing and review of practical considerations from Outcomes data
- Implementation of program changes/improvement in response to findings



Annual Reporting and Discussion

- Emails to Admin, Faculty, and Students
- Written and posted to Website
- Faculty Outcomes Meeting
- CSBS College Meeting



Program Evaluation Model According to Year and Semester

The following guide is a list of data collection items and the points of collection (i.e. Admission, MHC courses) based on the CMHC applicant stage and the students' year and semester.

Admissions Application		
Note the changes in reflect the new data for the Annual may reflect the original program of study as seen in the Annual Report 2021-2022	Demographic Data Collection and Information	this document program of study Report 2022-2023
Year One		
Semester One (Summer)		
MHC 6505 Ethics and Practices of CMHC <ul style="list-style-type: none"> <i>Final Ethical Vignette 5</i> 	MHC 6402 Human Development <ul style="list-style-type: none"> <i>Self-Development Analysis Paper</i> 	
Semester Two (Fall)		
MHC 7605 Counseling Diverse Population <ul style="list-style-type: none"> <i>Investigative Project</i> <i>Community Genogram</i> <i>Final Exam</i> 	MHC 6501 Strategies of Counseling I <ul style="list-style-type: none"> <i>Counseling Role Play Final</i> 	
Semester Three (Spring)		
MHC 6401 Theories of Counseling <ul style="list-style-type: none"> <i>Theory Case Conceptualization</i> 	MHC 7203 Careers in Counseling <ul style="list-style-type: none"> <i>Final Exam</i> 	

Year Two		
Semester One (Summer)		
MHC Family Counseling <ul style="list-style-type: none"> <i>Family Genogram</i> 	MHC 6901 Diagnosis and Treatment of Psychopathology <ul style="list-style-type: none"> <i>Psychopathology Final Paper*</i> <i>*Changes Summer 2025</i>	
Semester Two (Fall)		
MHC 7202 Group Counseling <ul style="list-style-type: none"> <i>Group Design Project</i> <i>Student Evaluation Form</i> 		
Semester Three (Spring)		
MHC 7805 Appraisal Techniques <ul style="list-style-type: none"> <i>Intake Interview and Report</i> 	MHC 7806 Methods of Research and Program Evaluation <ul style="list-style-type: none"> <i>Research Proposal</i> 	



Year Three

Semester One (Summer)

MHC 8092 Consultation for Counselors

- *CPCE Exam**

Semester Two (Fall)

MHC 9001 Internship I

- *Intake Interview Rubric**

Semester Three (Spring)/Post Graduation

MHC 9002 Internship II

- *Alumni Survey**
- *Site Supervisor Evaluation**
- *Counseling Skills Rubric **
- *Written Case Study Review*
- *NCE results*

Collected at the End of Each Semester

Assessed in Candidacy Review

- *Student Evaluation Forms*
- *Final Grades/Transcripts*

Student Review of Professors/Course

- *Course and Teaching Surveys (CAT)**

**Comparison will be made to each respective Key Performance Indicators (KPI)*



CMHC Systemic Evaluation Plan

Revised 2023

Purpose of data: (and connection to Program Objectives)	Assessment point and data to be collected:	How data will be collected:	How data will be reviewed or analyzed and when	How data will be used for curriculum and program improvement
<p>CACREP Standard 4.B.1 Student Knowledge, Skills, and Professional Dispositions</p> <p>To evaluate student Knowledge acquisition.</p> <p>To evaluate student clinical skill Development.</p> <p>To evaluate student personal and professional conduct and dispositions.</p> <p>To evaluate attainment of the CMHC Program Goals and Objectives</p> <p>To evaluate fulfillment of the CMHC Mission Statement.</p>	<p>Data Collection Points outlined in Table 4B1</p> <p>Candidacy and Clinical Final Reports from Student Evaluation Forms and Course Assessments</p> <p>Faculty Supervisor and Site Supervisor Assessments</p>	<p>Data will be collected via CANVAS, Wufoo Forms and Supervision Assist. An excel spreadsheet is created/generated for the various scoring of the OA assignment and/or each criteria section of the rubric.</p> <p>A Word doc OA report is prepared. The Word OA report, excel spreadsheet of scores, rubric, and syllabus are then uploaded to our Canvas Outcome file folder.</p>	<p>Mean scores and Standard Deviation Scores will be obtained for each rubric criteria and exam outcome, along with mean scores by site. Each question section on the Also, score frequency distribution by rubric criteria and the percentage of students that met the benchmark in each criteria are determined.</p> <p>Review of student progress will be determined and discussed in Candidacy Meetings</p> <p>Data is collected in each respective semester at the end of the courses according to the program evaluation guidelines and Table 4B1.</p>	<p>Findings are evaluated by faculty and used to complete the following.</p> <p>Revise program-of-study design.</p> <p>Review teaching methods and resources.</p> <p>Initiate curriculum changes and improved methods of admission and retention as needed</p> <p>Revise program documents as needed in CMHC <i>Student Handbook/Practicum and Internship Handbooks/Site Supervisor Handbook and Advising Forms/Evaluation Forms and Alumni Survey</i></p> <p>Construct annual <i>Vital Statistics</i></p> <p>Construct CMHC <i>Annual Report</i>.</p>
<p>4.B.2. Demographic data for applicants and students</p> <p>To evaluate fulfillment of the CMHC Mission Statement.</p> <p>To construct <i>Annual Statistical Report</i>.</p> <p>To determine marketing trends, statistical reports and Cognos</p>	<p>Evidence of Assessment:</p> <p><i>Alumni Survey Report</i></p> <p><i>CMHC Annual Report</i></p> <p><i>And College Annual Statistical Statement</i></p>	<p>Program Evaluation Coordinator collects and maintains data from applicants and matriculated students in the Wilmington Ellucian® Banner administrative software system.</p>	<p>CMHC Ellucian® Banner system statistical reports and Cognos survey reports are generated and reviewed by faculty as needed to identify trends and fulfillment of program objectives.</p> <p>Demographic data is analyzed to determine application and admissions trends; enrollment trends; retention of students, particularly from underrepresented groups; and graduation rates.</p> <p>Review of the Alumni Surveys for demographic information.</p> <p>Data is collected at the point of application for admissions and updated as students are admitted and continue through the program, including changes in program of study.</p> <p>Student Files are kept in the CMHC Faculty Canvas Course.</p> <p>Alumni are surveyed report includes demographic data and employment information extracted from surveys</p>	<p>Findings are evaluated by faculty and used to complete the following.</p> <p>Write <i>Annual Statistical Statement</i>.</p> <p>Write CMHC <i>Annual Report</i>.</p>



			through the University Alumni Association	
<p>CACREP Standard 4.B.3. Follow-up studies of constituents</p> <p>To assess effectiveness of the CMHC Mission Statement and Program Objectives from the perspective of alumni, employers of graduates, and clinical field site supervisors.</p>	<p>Evidence of Assessment:</p> <p><i>Alumni Survey Report</i></p> <p><i>Site Supervisor Evaluation</i></p>	<p>Staff initiate surveys by calling for faculty review and revision of assessment instruments. Surveys are completed in Supervision Assist by Site Supervisors and results are collected by the Outcome Coordinator</p>	<p>Findings are evaluated by faculty and used to complete the following.</p> <p>The results are discussed as related to programmatic functioning and outcomes.</p> <p>Faculty review summary reports of each survey at the next faculty Outcome meeting or retreat.</p>	<p>Inform program design. Initiate curricular changes. Revise program and materials regarding employment trends.</p>
<p>CACREP Standard 4.C. Use of evaluation data to inform program modification</p> <p>To verify continual program evaluation processes.</p> <p>To document relationship between evaluation information and program modifications in relation to CMHC Mission Statement and Program Objectives.</p>	<p>Evidence of Assessment:</p> <p><i>CMHC and College Faculty Meeting Minutes</i></p> <p><i>Faculty Retreat Agendas</i></p> <p><i>Advisory Board meeting minutes</i></p>	<p>Minutes of Faculty Meetings and Faculty Retreats record discussions of program evaluation data (using assessment methods described in this table), and note related decisions and program modifications.</p>	<p>Faculty review compliance with the CMHC Program Evaluation annually at a CMHC faculty meeting or retreat. During formal course reviews, faculty examine the structure and content of the course in the context of the overall curriculum. All CACREP standards, state requirements, and sequencing of learning are examined. Appropriate changes are recorded and made to the course. Meeting minutes documenting decisions are completed in a reasonable time after each meeting and maintained electronically by staff. Courses of relevance to current curricular trends are identified during a summer faculty retreat and reviewed during a faculty meeting.</p>	<p>Findings are evaluated by faculty and used to complete the following.</p> <p>Ensure ongoing, scheduled implementation of program evaluation processes. Maintain scheduled assessments on a regular basis, and document evidence of findings and the connection to decision making. Ensure application of faculty approved changes.</p>
<p>CACREP Standard 4.D. <i>CMHC Annual Report</i></p> <p>To compose and publish <i>CMHC Annual Report</i> to inform constituencies of program evaluation findings, and subsequent decisions and modifications to the CMHC program.</p>	<p>Evidence of Assessment:</p> <p><i>CMHC Annual Report</i></p>	<p>All evaluation processes occurring during the previous year are reviewed. Occurs primarily through the use of faculty meeting and retreat minutes that reflect discussion and documentation of data analyses and findings, and resulting program modifications.</p>	<p>Department chair reviews minutes and composes <i>CMHC Annual Report</i> for faculty review and approval prior to publication. Responses to the report are discussed in subsequent meetings of the faculty. Review of program evaluation efforts and results occur during the summer, and the report will be constructed and posted in August of each year. Staff post the <i>CMHC Annual Report</i> to the Wilmington University website and send an email notification to all identified constituencies.</p>	<p>Findings are evaluated by faculty and used to complete the following.</p> <p>Identify program strengths and weaknesses.</p> <p>. Measure results of changes implemented through the Program Evaluation Outcomes</p>

Vital Statistics

2024-2025

Job Placement Rate (percentage)

Employment information was available for 14 (100%) of the 14 students who graduated from the Wilmington University CMHC Program in May of 2025.

- Thirteen (93%) received offers of employment opportunities in the CMHC field immediately following graduation.
- Twelve of the students (86%) have positions either part-time or full-time in a human services position at full-time status.
- Eleven students responded to the question *“If currently employed in the human services field, will your degree create a promotional opportunity for you at your current employer?”* of which 10 (91%) responded ‘yes’.

Wilmington University’s CMHC Program continues to review the methods of alumni data collection to improve the response rate. Additional feedback is reviewed and integrated in program improvements and changes.

CMHC Alumni Job Placement Rates Last 7 years

Graduation Year	Graduate n	Survey response n	Response percentage	Job Placement Response Percentage FT or PT in the field of Human Services
2018	23	20	87%	100%
2019	27	23	85%	74%
2020*	-	-	-	-
2021	28	7	25%	100%
2022	29	10	35%	90%
2023	19	17	89%	88%
2024	14	13	93%	67%
2025	14	14	100%	93% offered 86% working in the field

*The year of the pandemic, students were online and the survey was not completed.



Graduates and Completion Rates

Completion Rates in percentage by Cohort

- In 2022, the CMHC program accepted 24 students and enrolled 21 students. In 2025, 14 students graduated with 13 students from cohort **2022** representing **62%** graduation rate for that cohort. One student was from Cohort **2021** increasing representation to **46%** graduation rate for that cohort.
- In 2021, the CMHC program accepted 25 students and enrolled 24 students. In 2024, 14 students graduated, 10 of which were accepted and enrolled in **2021** representing **42%** graduation rate. Four students were from the **2020** cohort, increasing that year's completion rate to **54%**.
- In 2020, the CMHC program accepted 42 students and enrolled 39. In 2023, 19 students graduated, 17 of which were accepted and enrolled in 2020 (representing 43.59%). Four additional students graduated in 2024 (see current numbers). There were two graduates who started in **2019** increasing number of graduates for that cohort to 29 and the graduation rate for that cohort to **82.86%**.
- In 2019, the CMHC program accepted 44 students and enrolled 35. In 2022, 28 students graduated, 27 of which were accepted and enrolled in 2019 (representing 77.14%). There was one graduate who started in **2018** increasing the number of graduates for that cohort to 28 and the graduation rate for that cohort to **82.35%**.
- In 2018, the CMHC program accepted 42 students and enrolled 34. In 2021, 28 students graduated, 27 of which were accepted and enrolled in 2018 (representing 79.41%). There was one graduate who started in 2017.
- In 2017, the CMHC program accepted 40 students and 35 enrolled. In 2020, 28 students graduated, 26 of which were accepted and enrolled in 2017 and one graduated in 2021 (representing a revised graduation rate of 77.14%). There was one graduate who started in 2016, and one graduate who started in 2015.

**CMHC Graduation
May 2025:
14 students.**

Cohort Entry Year	Cohort enrolled n	Graduate Year	Graduate n	Completion Rate*	# of graduates from prior year
2017	35	2020	27	77%	1
2018	34	2021	28	82%	1
2019	35	2022	29	83%	1
2020*	39	2023	21	54%	2
2021	24	2024	15	46%	4
2022	21	2025	13	62%	1

Reflects adjustments for students deferring/returning



**In 2020, there was a change in the learning format as the campuses were closed due to the COVID-19 pandemic. The changes continued into 2021 with some stabilizing and return to face to face in Fall 2021. Many students' priorities changed, experienced life events (i.e. employment, and illness of themselves or family members). The CMHC program felt the impact of those two transitional years in their retention rates. A commitment to retention with a look at new efforts in advising and student support continues into 2025 with increases in both enrollment and retention.*



**Program Retention Rate in Percentage
by academic year**

- In the 2024-2025 academic year, the CMHC program had 82 active students with 61 actively enrolled and 20 deferred.
- In the 2023-2024 academic year, the CMHC program had 69 active students with 55 actively enrolled and 14 deferred.
- In the 2022-2023 academic year, we had 69 students actively enrolled in the program with 61 enrolled and eight students deferred.
- In the 2021-2022 academic year, we had 101 students actively enrolled in the program with 73 enrolled and not deferred in courses in Spring 2022.
- In the 2020-2021 academic year, we had 100 students actively enrolled in the program, and one student deferred to 2021-2022.
- In 2020, 39 of the 42 students were enrolled; the program retained 25, a 59.52% retention rate for the 2020 cohort. Of the 42 accepted students, 12 withdrew from the program, four changed majors, four deferred to the following academic year and one never started the program. The low percentage retention rate was due to the COVID pandemic; there was a change in the learning format as the campus was closed. Many students' priorities changed as a result of COVID, life events, employment (essential employees), and illness (themselves or family members).
- In the 2019-2020 academic year, we had 106 students actively enrolled in the program, and four students deferred to 2020-2021.
- In 2019, 35 students were enrolled; the program retained 31, an 88.57% retention rate for the 2019 cohort. Three students withdrew from the program and three were removed.
- In 2018, 34 students were enrolled; the program retained 29, an 85.29% retention rate for the 2018 cohort. Three students withdrew from the program, one was removed, and one changed majors.
- In the 2017 cohort the program retained 28 of the 33 students enrolled, an 84.84% retention rate. Two students left/were removed from the program, three withdrew in 2nd semester, one of which changed majors; another student changed major after the first semester, and one dropped after completing one year.



Cohort Entry Year	Cohort enrolled n Summer	# of students leaving/ deferring after Semester 1	# of Students leaving/ deferring after Year 1	# of Students leaving/ deferring after Year 2	Percentage of students retained after one semester	Percentage of students retained after Year 1	Percentage of students retained after Year 2	Percentage of students retained into Year 3
2017	33	-3	-7	+2	92.7%	69.97%	73.73%	80%
2018	34	-3	-4	+3	92.7%	79.95%	87.24%	80%
2019	41	-3	-8	-1	92.7%	73.18%	60.74%	63%
2020	41	-4	-7	-3	98%	71%	66%*	56%*
2021	24	-2	-6	-2	92.1%	67%	58%	42%
2022	21	-2	-1	-4	91%	86%	71%	62%
2023	27	-3	-2	0	89%	82%	82%	Summer 2026
2024	31	+2*	-1	Summer 2026				

Retention and Completion Summary by Cohort
Deferred Students

- *Deferred students are considered active and included in retention and graduation metrics when they return for 4th or 5th year completion.*

Cohort 2020

- ***Summer 2023:*** 3 students returned to complete Year 3.
- ***Fall 2023:*** 1 student returned to complete Year 3.
 - ***Additional:*** 1 student returned for Year 2.

Cohort 2021

- ***Initial Enrollment:*** 21 students.
- ***After First Semester:*** 19 students.
- ***After Spring 2022:*** 13 students.
- ***Graduation:*** 1 student graduated in Spring 2025.

Cohorts 2022 & 2023

- ***Demonstrated greater stability in retention*** compared to earlier cohorts.

Cohort 2024

- ***Included 2 returning students*** from Cohorts 2021 and 2023.
- ***Integrated deferred students*** into active enrollment.

Key Observations

- *Early cohorts (2020–2021) experienced significant attrition and deferred completions.*
 - *Later cohorts (2022–2023) show improved retention stability.*
- *Deferred students contribute to extended completion timelines but remain active in reporting.*



**WU Retention Rate in Percentage by
academic year**

- Based on the 21 enrolled students from Cohort 2022, the WU retention rate is 86%
- Based on the 24 enrolled students from

Cohort 2021, the WU retention rate is 70%

- Based on the 41 enrolled students from Cohort 2020, the WU retention is 68%
- Based on the 41 enrolled students from Cohort 2019, the WU retention is 73.17% two students deferred graduation completion but remained in the program.
- Based on the 34 enrolled students from cohort 2018 and the student that changed her major. The WU retention is 88.24%.
- Based on the 35 enrolled students from cohort 2017 and the students that changed majors. The WU retention rate is 85.71. Wilmington University also acquired two additional students that chose to change majors prior to accepting the CMHC invitation.
- Based on the 30 enrolled students from cohort 2016 and the student that changed majors. The WU retention rate is 83.31%. Wilmington University also acquired five additional students that chose to change majors prior to accepting the CMHC invitation.



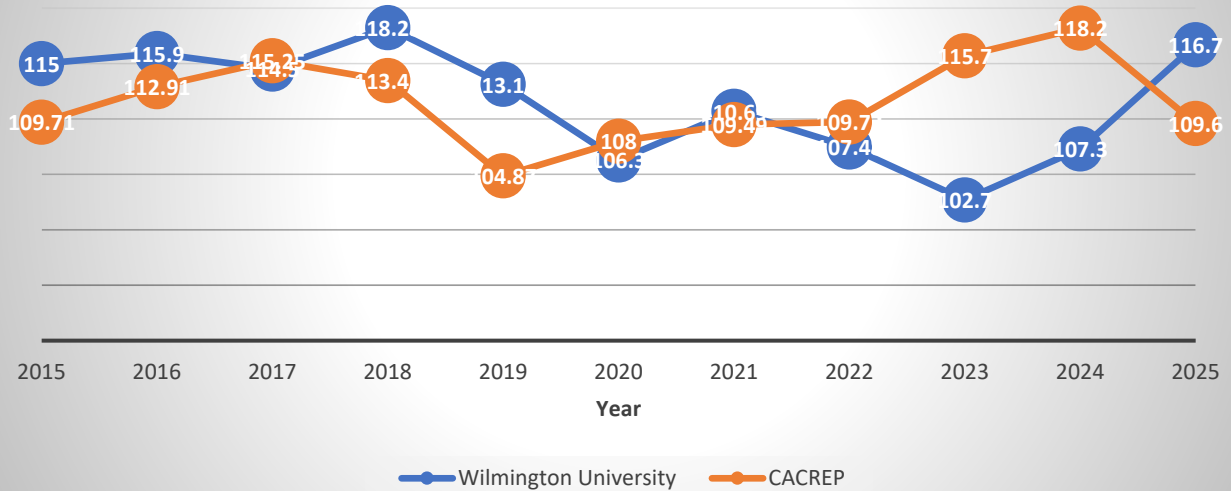
**Certification Pass Rate and NCE
scores by academic year**

From 2015 – 2025 210 out of 223 Wilmington students have passed the NCE (94%). Wilmington CMHC program exceeded the national mean score for text takers in 2024-2025.

- Fall 2024 (July 1st to Dec 31st scores) 10 students took the NCE and Spring 2025 (Jan 1 to June 30th) 3 students took the NCE. All 10 students passed with 100% pass rate in comparison with a National combined pass rate of 85.5%
- In both Fall 2023 and Spring 2024 (April 1 - June 30) three (3) and then seven (7) Wilmington University students took the NCE exam. The cohort was believed to be comprised of both Cohort 2020 and 2021 graduating in Spring 2023 and 2024 respectively. Of the 10 students, 8 passed with a combined program pass rate of 80%. The national pass rate combined was 91%.
 - There are current initiatives to review this data and to address the low participation rate. [See program goals for 2024-2025.](#)
- In April of 2023, the NCE exam was administered to nine (9) students of the cohort graduating in May of 2023. The program had a 77.78% pass rate* on the NCE (7 students passing out of 9). national pass rate is 80.59%. Of the eight CACREP domain mean scores, the program score was higher than the national in three domains: Professional Counseling Orientation and Ethical Practice, Counseling and Helping Relationships, and Research and Program Evaluation.
 - From 2014 – 2023 (4 NCE examinations), 218 out of 231 students have passed the NCE (94.37%).
 - *A drop in percentage pass rate from subsequent years could have been from the low student *n*. We anticipate more students from this cohort taking the exam in Fall 2023 and will have an updated percentage. See also program changes and impact from pandemic years.
- In April of 2022, the NCE was administered to 21 students of the cohort graduating in May of 2022. The program had a 90.48% pass rate on the NCE (19 students passing out of 21). National pass rate is 70.67%. Of the eight CACREP domain mean scores, the program score was higher than the national in six domains when averaging the **mean** and **sd** scores of four NCE exams: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation.
 - From 2014 – 2022 (4 NCE examinations), 211 out of 222 students have passed the NCE (95.05%).
- In April of 2021, the NCE was administered to 27 students of the cohort graduating in May of 2021. The program had a 96.30% pass rate on the NCE (26 students passing out of 27). Of the eight CACREP domain mean scores, the program score was higher than the national mean in three domains. Wilmington CMHC students item score mean exceeded that of the national mean item score by 2. The 2021 National Counselor Exam (NCE) pass rate for the **national** was 81.67%. Wilmington exceeded the national pass rate by 14.63%
- In April of 2020, 27 students of the graduating students in May of 2020 took the NCE. The program had a 96.15% pass rate on the NCE (26 students passing out of 27). The 2020 National Counselor Exam (NCE) **national** pass rate average was 81%

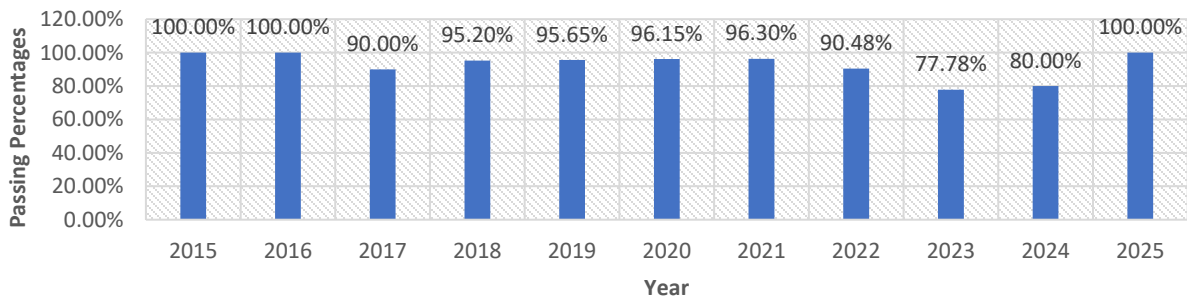


NCE Content Areas Wilmington University and CACREP by Year



From 2015 – 2025, 210 out of 223 students have passed the NCE (94%).

NCE Passing Percentages by Year





NCE Spring 2025 Cohort 2022* Data only available for 7 students				
<i>Content Area</i>	Wilmington University Average Mean and SD Scores		National Average Mean and SD Scores	
<i>8 Domains</i>	Mean	SD	Mean	SD
<i>Professional Counseling Orientation and Ethical Practice</i>	8.4	.5	7.3	1.9
<i>Social and Cultural Diversity</i>	7.3	1.1	6.5	1.9
<i>Human Growth and Development</i>	10.6	3	10.4	2.5
<i>Career Development</i>	8.1	2.6	7.3	2.8
<i>Counseling and Helping Relationships</i>	46.4	6.8	40.3	7.7
<i>Group Counseling and Group Work</i>	14.9	3.1	12.4	3.1
<i>Assessment and Testing</i>	23.9	3	21.8	4.4
<i>Research and Program Evaluation</i>	2.9	1.1	2.3	1.2
	122.4	12.9	108.4	17.2



Admissions Data

The admissions process was consistent from the years 2015 to 2019. The applicants submitted an admission's application, two essays, transcripts, and reviewed the CMHC ethical and retention policies. The applicants are then selected to take part in an interview day that includes a writing sample, and group and individual interviews. A group interview was not completed in admissions 2020, 2021, and 2022 because of the move to an online format. Interview questions for the Individual Interview as well as the writing sample were reviewed and revised to capture **Emotional Well-being/ Interpersonal Functioning/Self-Awareness, Professional Behavior, Communication/Awareness, and Diversity** for Spring 2020 and again in Spring 2021. The number of applicants has been relatively stable through the years with a mean score of 137 applicants at an average acceptance rate of 31.28% when excluding the outlier year 2021.

In the pandemic year, 2020, the admissions process underwent a review and a change to an online format but retained both the writing sample and individual interviews. As a result of the transition to online, the individual interview questions in the admissions process for 2021 were revised to ensure a more comprehensive assessment of the applicant.

In 2023, the admissions process required applicants to submit the previously mentioned items: admission's application, two essays, transcripts, résumé, two letters of recommendation, and a signed document that the CMHC ethical and retention policies were reviewed. The admissions process returned to face to face and included the group interview once again. In addition to the above items, applicants were required to submit a signed CMHC Digital-Hybrid Program Explained document, which describes the new format of the program, as well as complete a CMHC Digital Delivery survey that evaluates applicants' independent work habits, proficiency with technology and resources, technology essentials, and learning environment.

The only additional changes and improvements to the 2025 admission's process was to revise the Writing Sample to include more integration of resources and research. The 2025 admissions continued the tradition of in-person group and individual interviews.



Applicants Accepted in Percentage by academic year

Cohort Entry Year	Applicants	Applicants reviewed	Applicants Accepted	Percentage Rate of applicants	Percentage Rate of Applicants reviewed
2017	155	64	40	26%	63%
2018	116	70	42	36%	60%
2019	122	83	43	35%	52%
2020*	127	79	47	37%	60%
2021	115	86	29	25%	34%
2022	173	84	24	14%	29%
2023**	111	67	29	26%	43%
2024	154	101	35	22%	35%
2025	135	91	33	24%	36%

** 2020 was the first year the Admissions process was put online due to the pandemic*

***In 2023, there was a decline in applicants. Although many applicants expressed interest or started an application, only 67 completed the admission process and submitted the required documents.*


Admissions Report 2024

Metrics	2024	2025	Difference
Current Enrollment	71	75	4
Students Graduating in May	14	14	0
Open Seats	43	33	(10)
Applications	154	135	(19)
Completed Applications Reviewed	101	91	(10)
Interview Invitations	48	51	3
Admissions Offers	39	39	0
WGC	26	39	13
Dover	13	0	(13)
Admitted Applicants	35	33	(2)
WGC	23	33	10
Dover	12	0	(12)
Diversity of Applicants			
White	76	66	(10)
Black or African-American	64	49	(15)
Asian	4	6	2
More than one race	6	4	(2)
Other- not disclosed	3	8	5
Hispanic/Latino	1	***	(1)
American Indian		2	2
Gender of Applicants			
Male	26	27	1
Female	128	108	(20)
Diversity of Admitted Students			
White	20	20	0
African-American	12	10	(2)
Asian	1	2	1
More than one race	1	0	(1)
Other – not disclosed	1	1	0
Gender of Admitted Students			
Male	8	7	(1)
Female	27	26	(1)

*The CMHC program is revising documents to include demographic choice selections that account for gender diversity.

**Note for 2024 Applicant Diversity: three applicants listed under “more than one race” are part Asian. Also, although the applicants identify as a different race, 12 applicants listed their ethnicity as Hispanic.

***Note for 2025 Applicant Diversity: there were 10 applicants that identified as Hispanic/Latino ethnicity; however, they also identified as a specific race.

In 2025, the CMHC Program reduced the number of available spots, due to being short one full-time faculty position. Previously, the goal was 100 active students; this year, 94 was the maximum number for active students.



Practicum and Internship Summary Report 2024 – 2025

Wilmington University's Clinical Mental Health Counseling Program had a total of 17 student interns completing their 3rd year Practicum and Internship in 2024-2025 academic year, 1 of whom returned from an earlier cohort during Internship I. Of the students entering Practicum and Internship, 14 completed their clinical year in May 2025 across 9 community sites. The faculty arranged for 23 Practicum placements.

The students attended classes at both the Dover and New Castle, Delaware campuses. Faculty supervisory coverage for these students consisted of the following breakdown: Two Group Supervision Seminar Instructors with (core) faculty supervising the Dover cohort and one (non-core) faculty supervising the New Castle cohort. Due to faculty changes a core faculty took over the Dover and the New Castle cohorts.

The group supervision consisted of no more than twelve students in each section as per CACREP standard requirements. The individual/triadic supervisors covering students from both the Dover and New Castle cohorts were comprised of core and non-core faculty. The non-core faculty assisting in triadic supervision included: Drs. James Walsh, Doris Lauckner, Nineka Dyson and teaching faculty, Drs. Lois Grande, Lori Vien, Matt Bukowski, and Jim Wilson.

Practicum and Internship sites span the four-state area (Delaware, Pennsylvania, New Jersey (no sites in these two states used in 2024-2025) and Maryland. The Spring 2024 interns were placed at 8 different sites covering Maryland, New Jersey, and DE areas with an additional site added during the Fall 2024 for a total of 9 sites.

In the 2023-2024 internship year, the program was able to contract with five new sites for field placements. All new sites for either location were vetted by the Clinical and Practicum and Internship Site Coordinators, Drs. Lori Vien or Lois Grande. Site Visits for the 2024-2025 Practicum/Internship year were conducted in person for 5 new sites and 7 current sites.

Throughout the year, however, all sites were contacted by CMHC faculty at several points through the year via phone calls and /or email communications. As in past years, site personnel were enthusiastically supportive and positive regarding the preparation and performance of CMHC interns. The CMHC program utilized Tevera for the first time, an online HIPAA-compliant platform, designed to facilitate better management of Practicum and Internship documentation and outcomes reporting (i.e., site and student agreements, professional liability insurance, hours/activity logs, recordings, and evaluations).

Training was offered to supervisors with CMHC annual Site Supervisor's Workshop. This year it was conducted in-person by alumnus, Ms. Shannon Ayers on the topic of ***Exploring Trauma and Post-Traumatic Growth in the Military*** on November 6th, 2024. As is tradition, the training was open to all clinical supervisors from the various field placements as well as the faculty triadic supervisors and interns.



Clinical coordinator's duties and roles were divided between Drs. Lori Vien, Lois Grande and Dr. Elizabeth Adair. Dr. Adair took over Summer 2024 and again Spring 2025 when faculty transitioned from the program. Monthly meetings with and between Drs. Vien and Grande were conducted to keep abreast of and discuss student progress and/or concerns. Mid-semester faculty supervisor meeting and check-ins with site supervisors were conducted. CMHC Practicum and Internship procedures and subsequent handbook had its annual updates and edits for clarity and accuracy.



DATA Collection, Review, and Program Changes Academic Year 2024-2025

CPCE Summer 2024 Cohort 2022

In the 2024-2025 academic year, seventeen CMHC students completed their CPCE exam in Summer 2024 in the MHC Consultation in Counseling Course and during their Practicum semester. The following table contains the sixteen student scores and results. The CPCE benchmark score for passing the exam is within one standard deviation below the mean using the national mean score.

For this year's cohort the mean score was **83.6** with standard deviation of **16.1**. The students' lowest passing score was **67.5**. The lowest total score for this cohort was **59** and the highest score was **116**. All but one of the sixteen students were within passing range with the lowest passing score of 67.5. Fourteen of the sixteen students exceeded national mean score of **83.6**.

Cohort 2022 saw a slight increase in mean scores for four of the eight domain areas from Cohort 202. The scores were slight for *Human Growth and Development*, *Group Counseling*, and a two-point decrease for *Assessment and Testing*, and *Research and Program Evaluation* from the previous cohort. This may be due in part because of the two outliers whose scores were below the mean. When comparing to the mean scores in each domain, Wilmington students scored higher than the national mean in all eight domain areas including the overall mean score.

Summer 2024/Cohort 2022 Results

CPCE Exam Scores Summer 2024/Cohort 2022		Wilmington University					National			
Section	Items	n	Mean	SD	Min	Max	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	16	12.9	2.0	10	16	11.9	2.4	0	17
C2: Social and Cultural Diversity	17	16	10.8	2.7	4	14	9.7	2.4	0	16
C3: Human Growth and Development	17	16	11.7	1.9	8	15	10.6	2.5	0	17
C4: Career Development	17	16	10.5	2.9	6	16	10.3	2.7	0	16
C5: Counseling and Helping Relationships	17	16	11.6	2.4	6	15	10.6	2.8	0	17
C6: Group Counseling and Group Work	17	16	12.3	2.2	6	15	10.7	2.7	0	17
C7: Assessment and Testing	17	16	10.9	1.8	8	13	9.6	2.8	0	17
C8: Research and Program Evaluation	17	16	11.9	2.6	7	17	10.2	2.8	0	17
Total	All	16	92.7	13.4	59	116	83.6	16.1	0	123



Previous Year/Cohort Results

CPCE Exam Scores Summer 2023/Cohort 2021		Wilmington University					National			
Section	Items	n	Mean	SD	Min	Max	Mean	SD	Min	Max
C1: Professional Counseling Orientation and Ethical Practice	17	17	12.5	2.0	10	16	12.1	2.2	4	16
C2: Social and Cultural Diversity	17	17	10.4	2.7	4	14	10.2	2.3	2	17
C3: Human Growth and Development	17	17	12.4	1.9	8	15	11.2	2.4	1	17
C4: Career Development	17	17	10.3	2.9	6	16	11.5	2.5	3	17
C5: Counseling and Helping Relationships	17	17	11.3	2.4	6	15	10.9	2.5	0	16
C6: Group Counseling and Group Work	17	17	13.2	2.2	6	15	11.8	2.6	0	17
C7: Assessment and Testing	17	17	12	1.8	8	13	10.8	2.6	0	16
C8: Research and Program Evaluation	17	17	12.5	2.6	7	17	11.3	2.8	0	17
Total	All	17	94.4	13.4	59	119	89.7	14.6	19	119



Program Objectives and Goals Data for the eight core areas and their respective Key Performance Indicators (KPI):

Collection points Summer 2024		
• MHC 6505 Ethics and Practices of Counseling	Cohort 2024	Collection Point 1
• MHC 6901 Diagnosis and Treatment of Psychopathology*(New as of Summer 2024)	Cohort 2023	Collection Point 3
• MHC 8092 Consultation for Counselors: (CPCE Exam Results 2024)	Cohort 2022	Collection Points 3
• MHC 6402 Human Development	Cohort 2023	Collection Point 1

Collection points Fall 2023		
• MHC 7605 Counseling Diverse Population	Cohort 2024	Collection Point 1
• MHC 7202 Group Counseling	Cohort 2023	Collection Point 2
• MHC 6501 Strategies of Counseling I	Cohort 2024	Collection Point 1

Collection points in Spring 2024		
• MHC 7806 Research and Program Evaluation	Cohort 2023	Collection Point 2
• MHC 9001 Internship II	Cohort 2022	Collection Point 2
• MHC 6401 Theories of Counseling	Cohort 2024	Collection Point 2
• MHC 7203 Career Counseling	Cohort 2024	Collection Point 1



2.F.1 KPI: Professional Counseling Orientation and Ethical Practice & CMHC Contextual Dimensions

KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
<p>2.f.b 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</p> <p>2.f.c counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>2.f.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</p> <p>C.2. 1. legal and ethical considerations specific to clinical mental health counseling</p>	MHC 6505 Final Ethical Vignette	MHC 7202 Group Counseling: Student Evaluation Form: Professional Behavior	Mean and SD scores on Ethical Vignette Rubric Total Score and Mean and SD scores for Student Evaluation Form Section for Interpersonal Relationships
	CPCE Exam Score for Section Professional Counselor Orientation and Ethical Practice	Site Supervisor Student Evaluation Form: Section I Professional/Personal Behavior and Section II Counselor Competencies Composite Scores	Mean and SD scores for CPCE Exam Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section I and II Compare data from Collection Point(s) 1 to Collection Point(s) 2
			Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations



Cohort 2024 Year 1 Outcomes:

Assignment Description: Students reviewed and analyzed an *Ethical Vignette*, which described typical ethical challenges faced by clinical mental health counselors. Throughout the course, students are guided on how to complete ethical vignettes and are asked to discuss the different responses. Students are asked to complete ethical vignettes in groups and then in individual work. The culminating assignment required each student to analyze a final vignette and present their findings through a written paper and an oral presentation.

Learning Outcome Assessed

Students demonstrated the ability to identify and respond to ethical and legal dilemmas, evaluate potential outcomes of their decisions, and apply professional standards consistent with the ACA Code of Ethics and state regulations.

Assessment Method

The final vignette assignment was evaluated using a rubric that measures ten criteria aligned with professional competencies:

1. Identification of ethical dilemmas in accordance with the ACA Code of Ethics
2. Identification of legal dilemmas based on state regulations
3. Response to ethical dilemmas
4. Response to legal dilemmas
5. Depth and quality of analysis
6. Understanding of consequences (advantages and disadvantages) of chosen decisions
7. Consideration of client special needs and diversity issues
8. Attention to the therapeutic alliance
9. Writing quality
10. Integration of scholarly sources

Evaluation Scale

The following Evaluation Rating Scale was used with each item (section criteria) on the evaluation form; the instructor will rate the student's performance using the following scale:

- **5 – Exemplary**
- **4 – Good**
- **3 – Satisfactory**
- **2 – Marginal**
- **1 – Unsatisfactory**
- **N/A – Not observed or not applicable**



Cohort 2024

A total of 30 students were measured for this competency.

These students were evaluated in two sections for a total of 30 out of 31 students. All thirty (30) students met the overall benchmark, which was 100% of the cohort.

The final exam scores for this domain had an increase in comparison to the previous WGC and Dover cohorts with impressive results. The cohorts were in New Castle this year with two students overall who did not meet the benchmark out of 31.

<i>MHC 6505 Ethics & Practices of CMHC Final Exams</i>	Benchmark	WGC/ New Castle	Dover	Cohort passing rate	Cohort Year	N=
<i>Cohort 2020 Year 1</i>	74%	91.67%	66.67%	80.95%	2020	42
<i>Cohort 2021 Year 1</i>	74%	90%	90%	90%	2021	20
<i>Cohort 2022 Year 1</i>		100%	87.50%	95.24%	2022	21
<i>Cohort 2023 Year1</i>		88%	80%	84%	2023	27
<i>Cohort 2024 Year 1</i>		94%	-	94%	2024	31

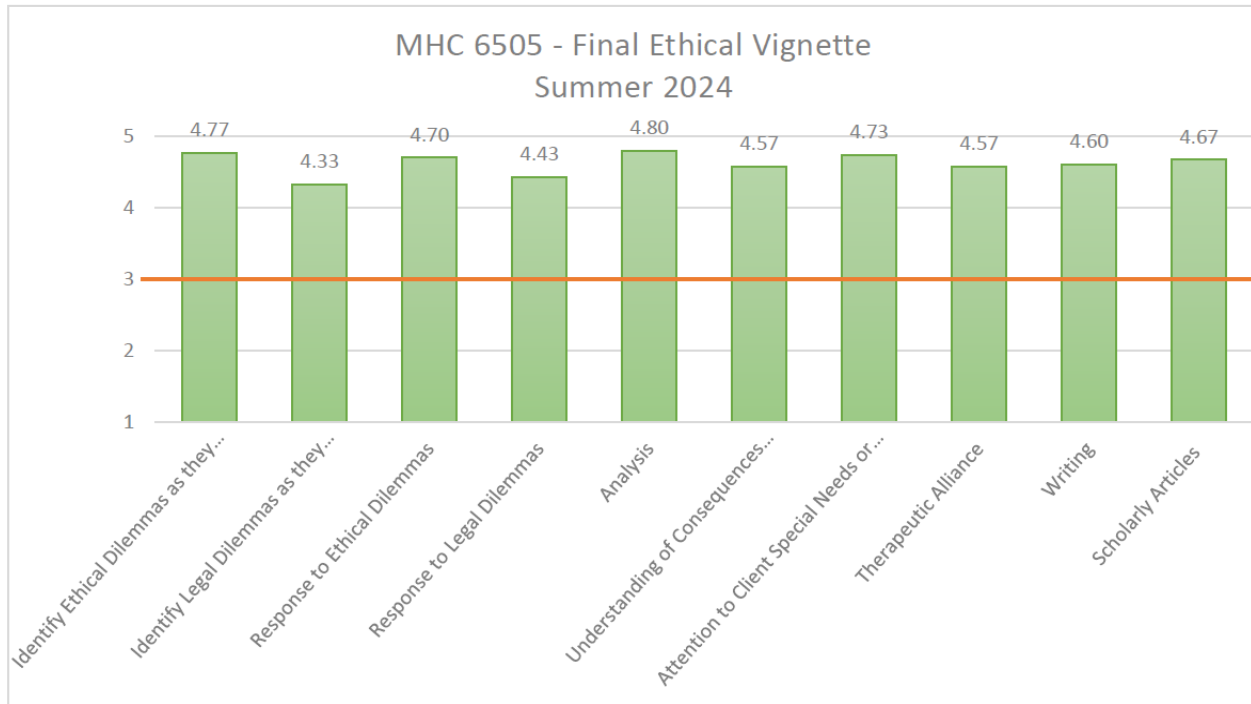
**Cohorts are both in New Castle, DE and considered one cohort but scores are over two classes.
Means and Standard Deviation of assignment: Based on 5-point scale, and benchmark of 3.

Percentage of Students that Met Benchmark on Rubric Scores



■ Met benchmark

WGC	
Mean Score	4.62
Standard Deviation	0.50



Rubric scores - based on a 5-point scale; Benchmark = 3.00 (Meets Expectations)

Program Response

Additional collection points for Cohort 2024 will occur in their 2nd year Fall 2025 in ***MHC 7202 Group Counseling***. In addition, CPCE exam outcomes will be used as a second collection point when this cohort reaches Summer 2025 and in their 3rd year Spring 2027 in ***MHC Internship II 9002***. The CMHC program will be reviewing the current exam assessments to determine what may have caused the change. All rubrics will be revised to include the CACREP 2024 standards.

Cohort 2023 Year 2 Outcomes:

As was noted in the 2023-2024 review, Cohort 2023 had an 84% success in the first collection point for content knowledge standards for ***Professional Counseling Orientation and Ethical Practice*** noted in the course final exam Scores Summer 2023:

	Benchmark	WGC	Dover	Cohort passing rate	Cohort Year	N=
<i>MHC 6505 Ethics & Practices of CMHC</i>	74%	88%	80%	84%	2023	27

It was noted in the previous review that when asked to apply the concepts of this domain area, they were much more successful as noted by the rubric and a 100% pass rate.

The second collection point for this group to evaluate the demonstration of skills for ***Professional Counseling Orientation and Ethical Practices*** was in Fall 2024 in ***MHC 7202***



Group Counseling Student Evaluation in the sections of: *Interpersonal Factors and Professional Behavior* in Fall 2024 is noted below.

One section with a total of eighteen (18) students from Cohort 2023 was measured for this competency in its second collection point. There were 18 out of 21 students measured on this outcome with all meeting the overall benchmark at 100%.

Means and Standard Deviation of assignment: Based on a 3-point grading scale

**Percentage of Students that Met Benchmark on :
Interpersonal Factors and Professional Behavior**



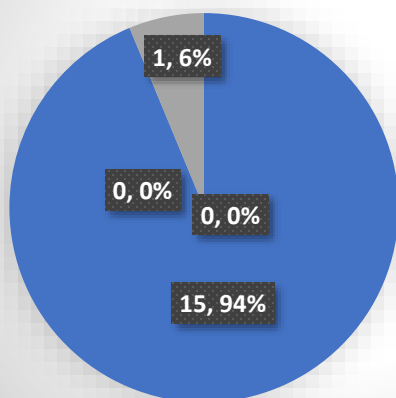
■ Met benchmark

Mean Score	3.3
Standard Deviation	.46

Program response

The CMHC faculty review all sections of the **MHC 7202 Group Counseling Student Evaluation Form** as a component of their clinical candidacy review for Cohort 2023. This data will be compared to this group's previous student evaluation forms, transcripts, and any faculty advising reports. This group was consistent in their success through the evaluation of ethical skills in subsequent collection points.

**Clinical Candidacy Cohort 2023
15 students**



■ Pass
■ Pass with Conditions
■ Deferred one year
■ Withdrew



This chart reflects students from Cohort 2023. Fifteen students were reviewed by the faculty for clinical candidacy after the evaluations from year 2 were compiled, including the ***MHC 7202 Group Counseling Student Evaluation Form***. Students passed at 100% rate with one student choosing to defer her clinical year until Spring 2026.

The third data point for comparison for Cohort 2023 for the demonstration of skills will be collected in Spring 2026 in *MHC 9002 Internship II*, using the ***Site Supervisor Evaluation*** Sections *Professional/Personal Behavior* and *Counselor Competencies Composite Score* where the application will be in real world clinical settings.

Cohort 2022 Year 3 Outcomes:

NCE Fall 2024 and Spring 2025 Cohort 2022

Content Area	Wilmington University Average Mean and SD Scores		National Average Mean and SD Scores	
	Mean	SD	Mean	SD
Professional Counseling Orientation and Ethical Practice	8.4	.5	7.31	1.9

This group of students was assessed in ***MHC 7202 Group Counseling*** in year 2 for ***Professional Counseling Orientation and Ethical Practices*** as a benchmark collection point one due to the changes in program evaluation collection. The data showed a 100% passing benchmark rate for this group of 18 students in the Fall 2022 data review. This was 8.33% higher than Cohort 2021.

In 2024, Cohort 2022, 16 students took the CPCE exam and had a mean score of 1 over the national mean in the content area for ***Professional Counseling Orientation and Ethical Practice***. NCE scores show a similar trend with Wilmington CMHC having a higher mean score and sd for the same group.

CPCE Exam Scores Summer 2024 Cohot 2022		Wilmington University			National	
Section	Items	n	Mean	SD	Mean	SD
C1: Professional Counseling Orientation and Ethical Practice	17	16	12.9	2	11.9	2.4

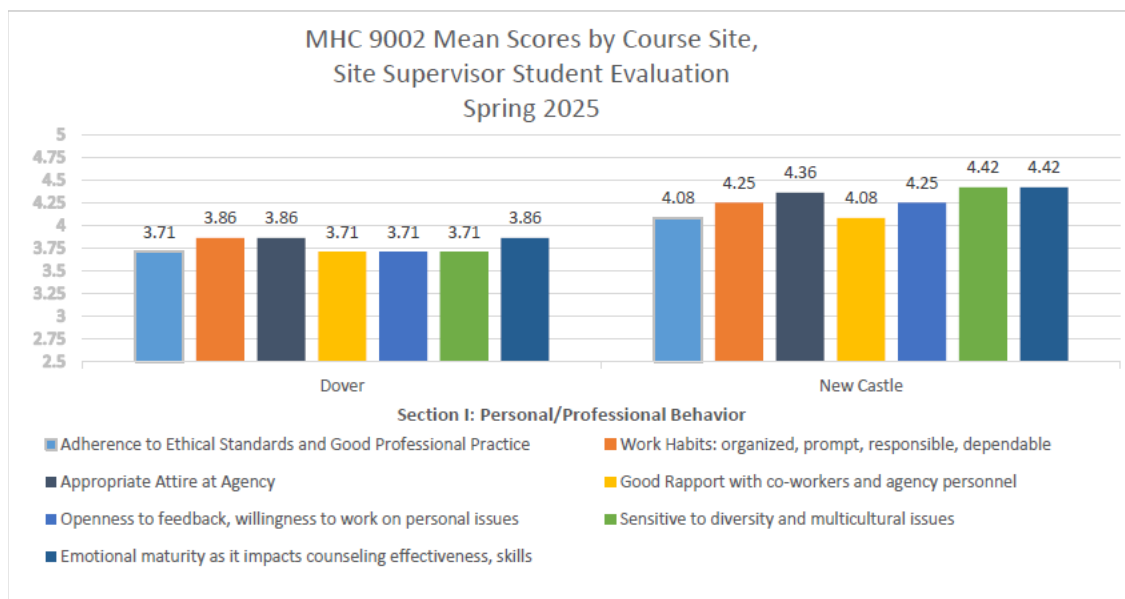
Cohort 2022 demonstrated a program consistency with past CPCE exams for the mean score for the area of ***Professional Counseling Orientation and Ethical Practice***. Students remain consistent on their rubric benchmark scores for the *Ethical Vignette* rubric scores as compared to past years.

The MHC 9002 Internship II ***Site Supervisor Evaluation*** results for Spring 2025 reflect the overall performance and a second collection point for the 2022 cohort. Cohort 2022 had 17 students who entered Practicum and Internship with only 14 graduating. Two students withdrew and one deferred for a year.



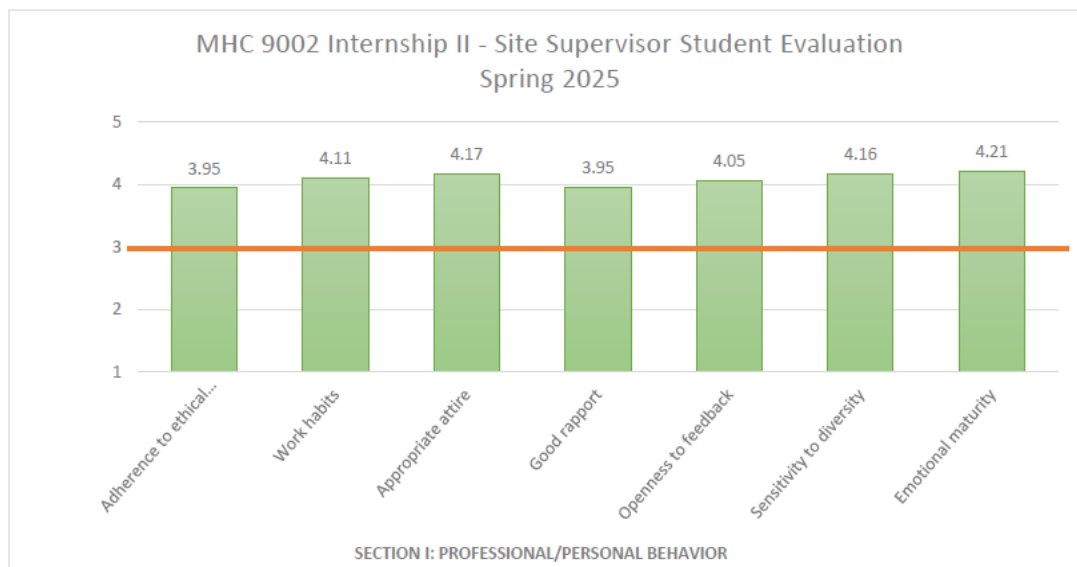
There were two sections with a total of 15 students; however, four students had two sites for a total of 19 measured for this competency. The students met the benchmark for both ***Professional/Personal Behavior*** and ***Counseling Competencies*** as related to the objectives stated above for ***Professional Counseling Orientation and Ethical Practice***.

The following graphs show the mean scores by course site for each section of the evaluation:



Rubric scores - based on a 5-point scale. Rubric scores - based on a 3-point scale; Benchmark = 2.00 (Meets Expectations) * Note: 3-point scale.

The following graphs show mean scores by evaluation section criteria:





Program response

There is a congruency with both the results of the CPCE scores and the results of this skills assessment for this cohort. It is significant to note that student scores demonstrate that the CMHC students, when assessed in real world settings by objective raters, are found to meet benchmark for ***Professional Counseling Orientation and Ethical Practice***. Students in this cohort demonstrate both a mastery of the content and application of skills.

Data from Cohorts 2019-2025 in an alumni survey confirms that this level of knowledge and skill is rewarded with job placement at the sites. Important to note is also that ***MHC 7202 Group Counseling Student Evaluation*** forms may reflect students who do not continue into clinical work until the following year, while those in Practicum and Internship from previous cohorts may have undergone a retention process to support the students' professional disposition and behavior. Regardless, CMHC students in their third year of the program continue to demonstrate a strong passing rate for benchmark assessment of professional skills/behavior in ***Professional Counseling Orientation and Ethical Practice*** in their clinical work and at the culmination of their program studies.



2.F.2 KPI: Social and Cultural Diversity & CMHC Contextual Dimensions

KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
2.F.c. - multicultural counseling competencies 2.f.d the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others 2.f.h strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination C.2.j. cultural factors relevant to clinical mental health counseling	MHC 7605 Investigative Project	MHC 6401 Theory Case Conceptualization Paper Rubric	Mean and SD scores for MHC 7605 Investigative Project Mean and SD scores for MHC 7605 Final Exam in Diversity Mean and SD scores for MHC 6401 Theory Case Conceptualization Rubric
	MHC 7605 Final Exam in Diversity	MHC 7202 Group Counseling: Student Evaluation Form: Professional Behavior	Mean and SD scores for Student Evaluation Form Section for Interpersonal Relationships Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section I and II Compare data from Collection Point(s) 1 to Collection Point(s) 1
		MHC 9002 Site Supervisor: Student Evaluation Form: Interpersonal Relationships	Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations

Cohort 2024 Year 1 Outcomes:

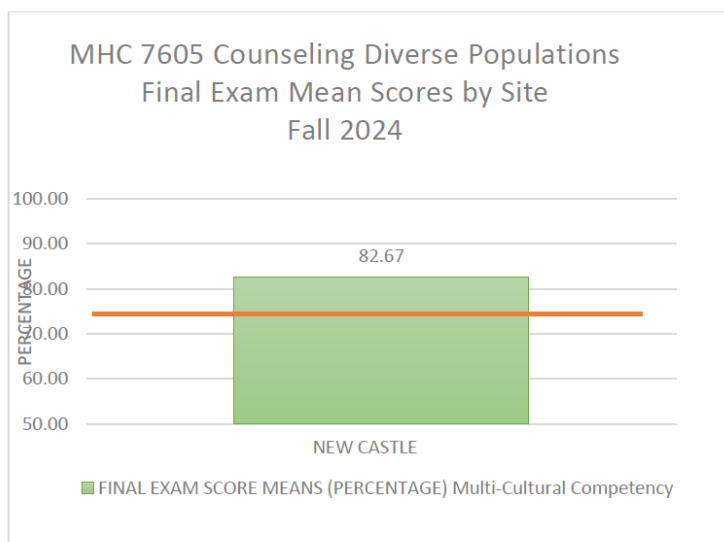
The Social and Cultural Diversity domain area competency is assessed in the *MHC 7605 Counseling Diverse Populations* course using three collection points: The *MHC 7605 Investigative Project Community and Cultural Genogram Presentation* and the *Final Exam*. The benchmark for the rubrics is 2 out of a 5-point rating scale.



There were two sections with a total of 33 students; 32 were measured for the assignments and 33 for the final exam. 100% of the students passed ($n = 23$). Mean scores provided below. There was a 100% pass rate on the final exam.

Exam scores were based on a 100-point scale with a benchmark of 74%. 27 of the 33 students met or exceeded expectations using actual exam scores, the lowest being 62%. The mean score was 82.67% and the standard deviation was 10.57. The mean score was lower than for the previous cohort by 4.37% demonstrating a trend toward lower mean scores in this are.

The following graph shows mean scores by rubric (exam) criteria:



The following table describes statistics on how well the students scored on the exam:

	Final Exam Grade
Mean	82.67%
Std. Dev.	10.57
Min.	62%
Max.	100%

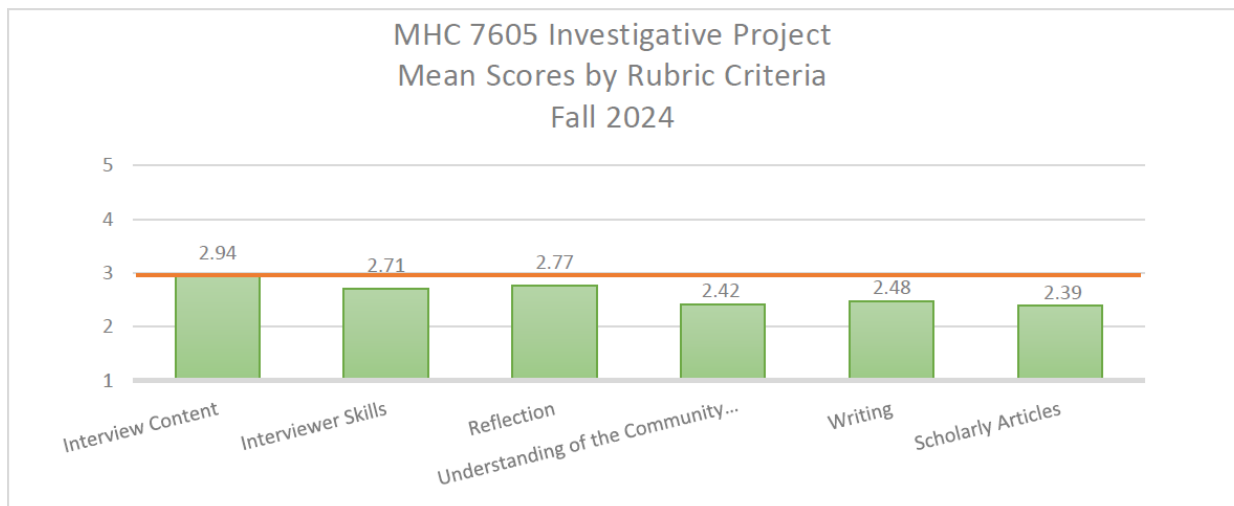
Exam scores were based on a 100-point scale
Benchmark = 74 (Meets Expectations)

*Note: six students did not meet the minimum passing grade of 74% or higher.



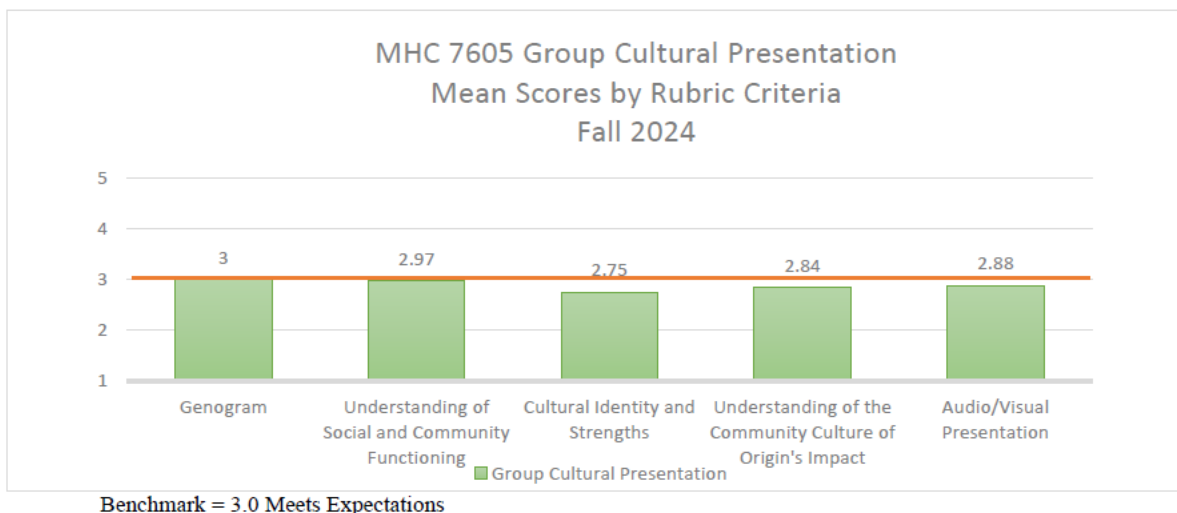
Cohort 2024 saw a significant drop in the **MHC 7605 Investigative Project** with the relevant criteria areas (3 and 4) which encompass this content area standards. Passing rates were 77.42% and 41.94% respectively with a 22-53% decrease in comparison to cohort 2023.

The following graph shows mean scores by rubric criteria:



A new data point was collected for Cohort 2024, **MHC 7605 Community and Cultural Genogram Presentation** with relevant criteria areas (2, 3, and 4) which encompass this content area standards. Passing rates were 93.75%, 71.88% and 78.13% respectively, which showed improvement in the area of ‘understanding of the community culture’.

The following graph shows mean scores by rubric criteria:



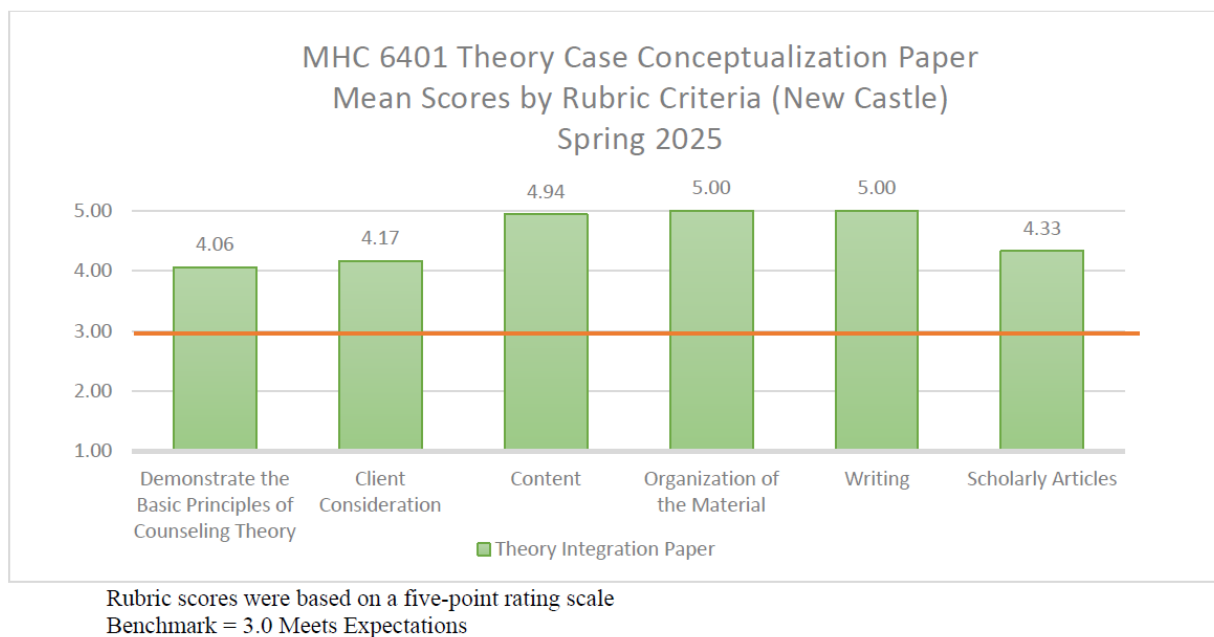
Comparison Data

A comparison data point was collected Spring 2025 **MHC 6401 Theories of Counseling** skills demonstration. The data for these collection points



was collected for Cohort 2024. Eighteen students were evaluated using the ***MHC 6401 Theory Case Conceptualization Paper***. There were two sections with a total of 29 with only 18 measures available. Students passed each area at 100% passing rate. Additional data will be collected for this group in Fall 2025 ***MHC 7202 Group Counseling***.

The following graph shows mean scores by rubric criteria:



Program response

A review of these rubrics to meet CACREP 2024 standards was completed Summer 2025.

Cohort 2023 Year 2 Outcomes:

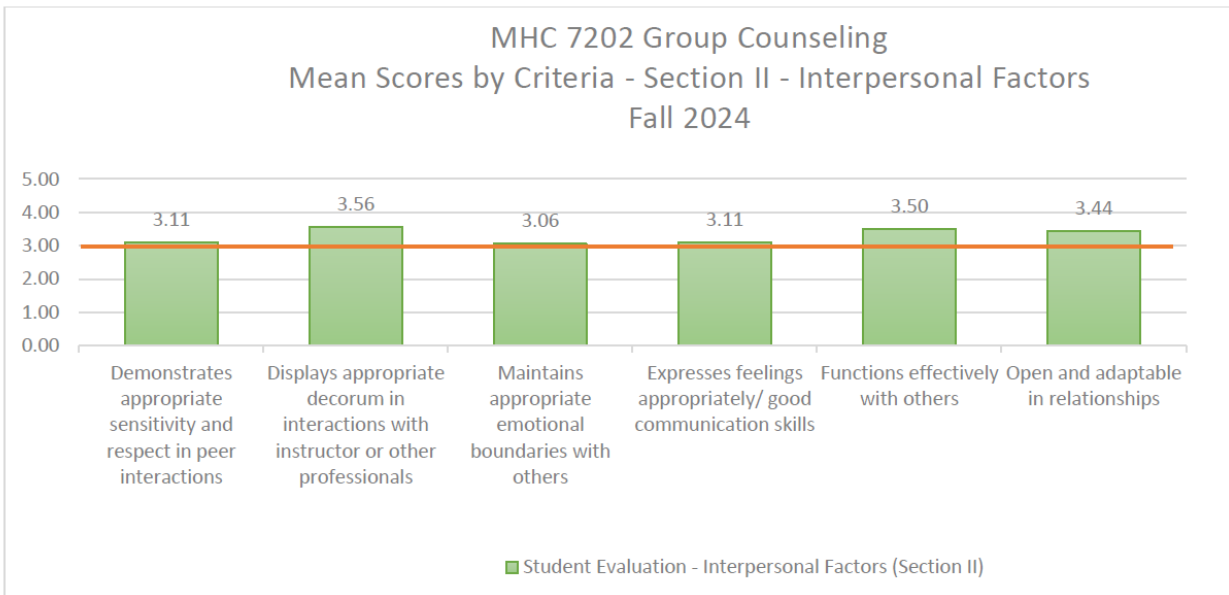
The ***Social and Cultural Diversity*** competency is assessed in the ***MHC 7605 Counseling Diverse Populations*** course using two collection points: ***Investigative project*** and the ***Final Exam***. A comparison data point was collected in Spring 2024 from ***MHC 6401 Theories of Counseling*** with skills demonstration. The data for these collection points was collected for Cohort 2023 in the previous year (see *Annual Report 2023-2024*).

As was noted in the report from 2023-2024, students from Cohort 2023 had slightly lower passing rate for the ***MHC 7605 Investigative project and MHC 7605 Counseling Diverse Populations Final Exam*** benchmark scores. Students were more successful on the ***6401 Theory Case Conceptualization Paper***. Eighteen students were evaluated with a passing rate of 100%.

Additional data was collected for this group in Fall 2024 in the ***MHC 7202 Group Counseling*** course using a student evaluation form. There were 21 in the course with only 18 student data measures available for this competency. All 18 students met a benchmark at 100%. This group will be assessed in ***MHC 9002 Internship II*** with the ***Site Supervisor Evaluation*** in sections I and II during Spring 2026.



The following graphs show mean scores by evaluation criteria:



Benchmark = 3 (Meets expectations in knowledge and skills for a graduate student level)

Program response

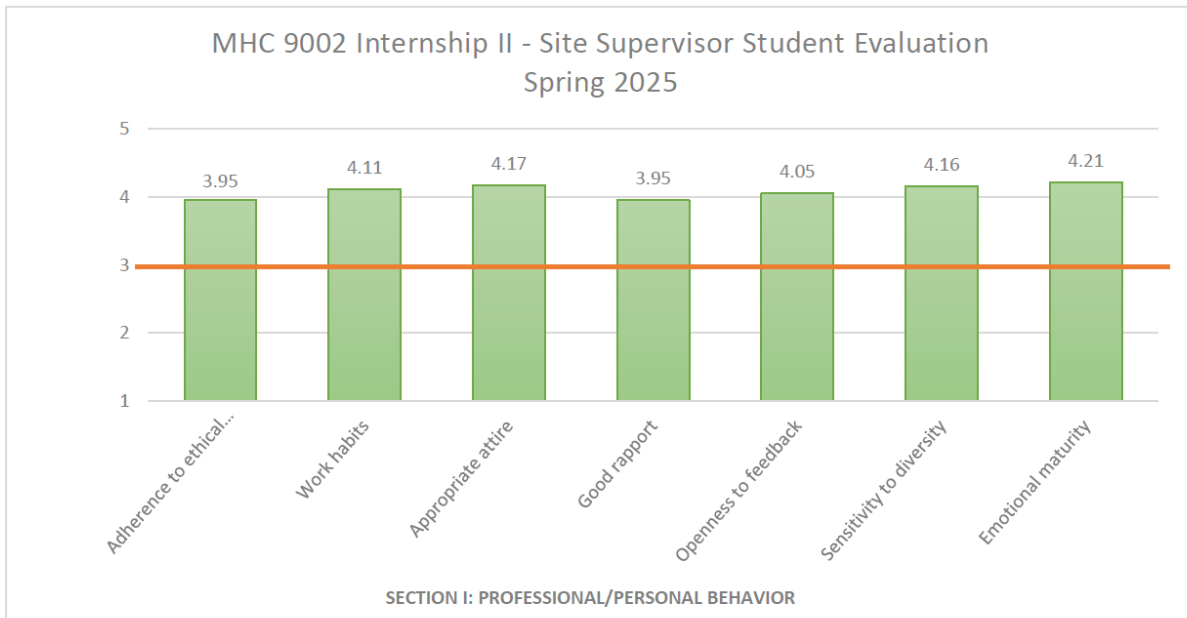
Students in Cohort 2023 seemed to show improvement in the second measures of the benchmark assessments and have similar success than the prior cohorts. When challenged to demonstrate skills in a peer reviewed setting, the group had a consistently high benchmark passing score as the prior cohort. The scores seem to correlate within the assessment (see previous section in *Professional Counseling Orientation and Ethical Practice*).

Cohort 2022 Year 3 Outcomes:

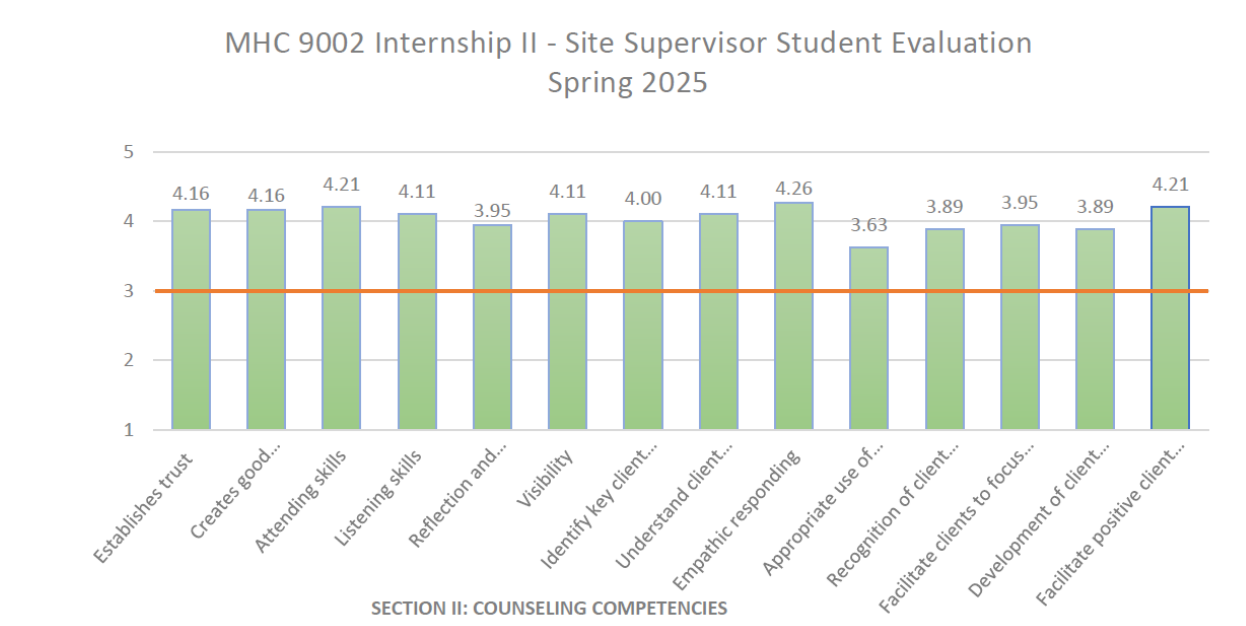
The domain competency for Social and Cultural Diversity with Cohort 2022 had 14 students and one student from Cohort 2020 for a total of 15 student data outcomes collected for this assessment. This same group of 15 students were assessed using the *MHC 9002 Site Supervisor Student Evaluation* Section I: Personal/Professional Behavior and Section II /Counseling Competencies. Student mean scores on the individual criteria of both sections I and II, averaged 4.89 and 4.10 with a standard deviation of 0.10 and .07. Each criteria had a 2 point and above benchmark. Students from this cohort scored 89.47% in both sections. Included in the criteria was ‘*sensitivity to diversity*, and a ‘*demonstration counselor demeanor and skills*’.



The following graphs show mean scores by evaluation section criteria:



Rubric scores - based on a 5-point scale
Benchmark = 3.00 (Meets Expectations)



When reviewing the comparison data for this group using the assessment from Fall 2024 **MHC 7202 Group Counseling Student Evaluation** as noted in last year's annual outcome report, 17 students measured for this competency met benchmark. For those students from Cohort 2022 (15 students) who went on to their clinical year (including the student from Cohort 2021), demonstrated success in the content area of **Social and Cultural Diversity** in real world settings by objective raters on the site supervisor assessment from **MHC 9002 Internship II Site Supervisor Evaluation Sections I and II** as noted in the last domain above.



The scores on the CPCE exam for the domain ***Social and Cultural Diversity***, taken in Summer 2024, demonstrated a mean score that was 1.1 points higher than the national and 0.3 standard deviation difference which was a slight increase from last year's cohort. The NCE scores show that Wilmington CMHC students met the mean with a higher mean than the national by 1.2 points and a .08 standard deviation difference.

CPCE Exam Scores Summer 2024 Cohort 2022					
Section	Items	Mean	SD	National Mean	National SD
C2: Social and Cultural Diversity	17	10.8	2.7	9.7	2.4

***NCE Spring 2025
Cohort 2022***

Wilmington
average mean
and SD scores

National
average mean and
SD scores

	Items	Mean	SD	Mean	SD
Social and Cultural Diversity		7.3	1.1	6.5	1.9

Program response

The final exam scores seem consistent with the passing rate of Cohort 2022 as seen in the CPCE exam from 2024 with some increase in mean. The CMHC faculty completed a review of the program evaluation and rubrics/exams to align with CACREP 2024.



2.F.3 KPI: Human Growth and Development & CMHC Foundations of Counseling

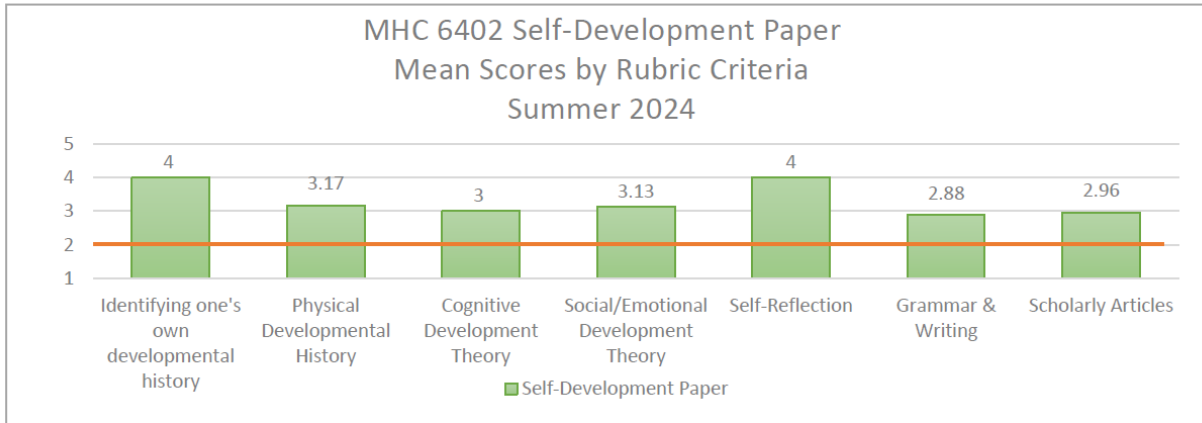
KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
F.3.a theories of individual and family development across the lifespan F.3.e biological, neurological, and physiological factors that affect human development, functioning, and behavior F.3.f systemic and environmental factors that affect human development, functioning, and behavior C.1.b. theories and models related to clinical mental health counseling	MHC 6402 Self-Development Analysis Paper	MHC 7501 Family Therapy Family Genogram	Mean and SD scores on the MHC 6402 Human Development Self-Development Analysis Rubric Mean and SD scores on the MHC 7501 Family Therapy Family Genogram Rubric
	CPCE Exam Section Counseling Skills and Interventions ** Multiple sections included may not give a complete picture of this specific topic		Compare growth from Collection Point(s) 1 to Collection Point(s) 2 Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations

Cohort 2024 Year 1 Outcomes:

The *Human Development* and CMHC Foundations of Counseling competency was assessed for Cohort 2024 in collection point one using the *MHC 6402 Human Development* course *Self-Development Analysis* paper. There were 24 students evaluated with a pass rate of 100% overall. Students passed Criteria 6 *Grammar and Writing* at 91.67% and Criteria 7 *Scholarly Articles* at 87.50%. The pass rate was similar to Cohort 2023 with improvement in Criteria 3. The mean score was 90.28%, with a standard deviation of 10.72.



The following graph shows mean scores by rubric criteria:



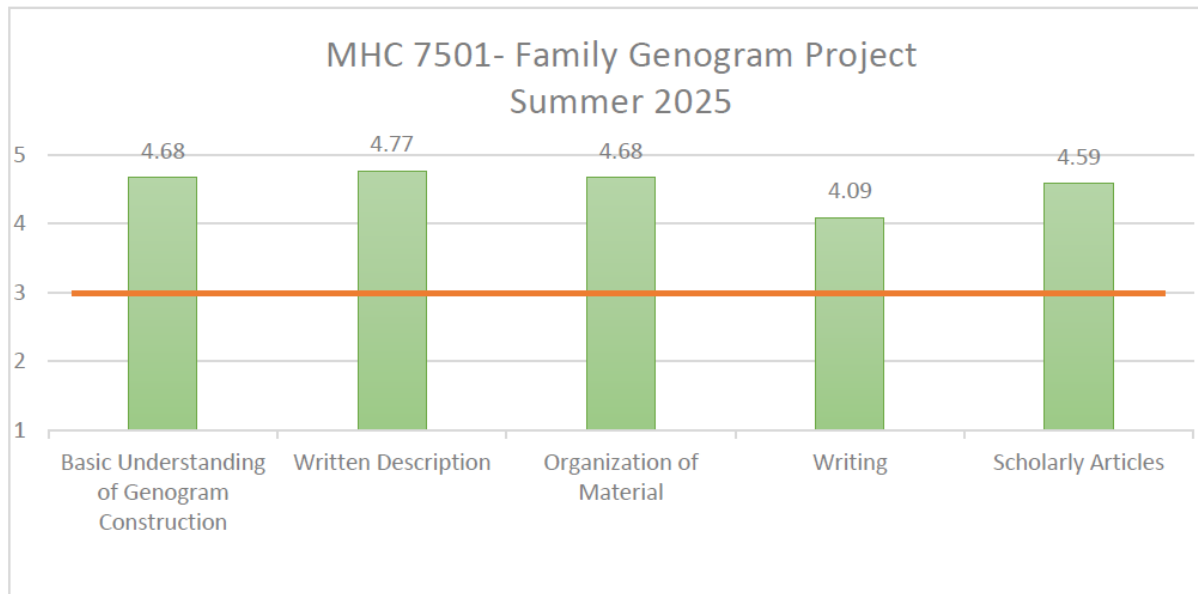
Rubric scores are based on a five-point rating scale
Benchmark = 2.0

This cohort will be assessed for collection point two in Summer 2025 using *MHC 7501 Family Therapy Family Genogram* and the *CPCE exam* in Summer 2026.

Cohort 2023 Year 2 Outcomes:

There were 22 of 25 students evaluated on collection point 2 assessed in Summer 2024 using the *MHC 7501 Family Therapy Family Genogram*. There were 22 students evaluated, who met the benchmark at 100%. The benchmark used is 2-points on a 3-point scale, mean score was 4.56 with standard deviation .24. Student scores exceeded the benchmark showing improvement from last year's cohort scores.

The following graph shows mean score of the family genogram project by rubric criteria:





The following chart shows the percentage of students that met the benchmark in each of the five rubric criteria:

Dimensions	% of students that met the benchmark of 2.0 OR 86%+
Criteria 1: Demonstrates a Basic Understanding of Genogram Construction	100.00%
Criteria 2: Written Description	100.00%
Criteria 3: Organization of the Material	100.00%
Criteria 4: Writing	100.00%
Criteria 5: Scholarly Articles	100.00%

This cohort will be assessed again using the **CPCE exam** in Summer 2025.

Program response

This cohort showed improved scores. The rubric had a review for Cohort 2023 and was revised to align with the new CACREP 2024.

Cohort 2022 Year 3 Outcomes:

As reviewed in last year's report, the 18 students evaluated from Cohort 2022 for ***Human Development and CMHC Foundations of Counseling*** have a pass rate on the ***MHC 7501 Family Therapy Family Genogram*** of 100%. This group completed the CPCE exam Summer 2024 and scored 1.1 points above the national mean in this competency with a .6 difference in standard deviation. The NCE scores show a similar trend with Wilmington CMHC scoring a slightly higher mean by .2 and a .5 standard deviation difference.

CPCE Exam Scores Summer2024 Cohort 2022		Mean	SD	National Mean	National SD
Section	Items				
C3: Human Growth and Development	17	11.7	1.9	10.6	2.5

NCE Spring 2025 Cohort 2022

Wilmington
average mean
and SD scores

National
average
mean and
SD scores

	Items	Mean	SD	Mean	SD
Human Growth and Development		10.6	3	10.4	2.5

Program response

Students in Cohort 2022 show a consistency of knowledge acquisition in the final collection point for this domain with CPCE and NCE scores reflecting a slightly higher mean than the national.



2.F.4 KPI: Career and Lifestyle Development

KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
2.4.a. theories and models of career development, counseling, and decision making 2.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	MHC 7203 Careers Final Exam	MHC 9002 Written Case Study Review	Mean and SD scores on the MHC 7203 Career Final Exam Mean and SD scores on the MHC 9002 Written Case Study
	CPCE Exam Section Area of Clinical Focus ** Multiple sections included may not give a complete picture of this specific topic		Review Mean and SD scores on the CPCE Exam Section Area of Clinical Focus Compare data from Collection Point(s) 1 to Collection Point(s) 2
			Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations

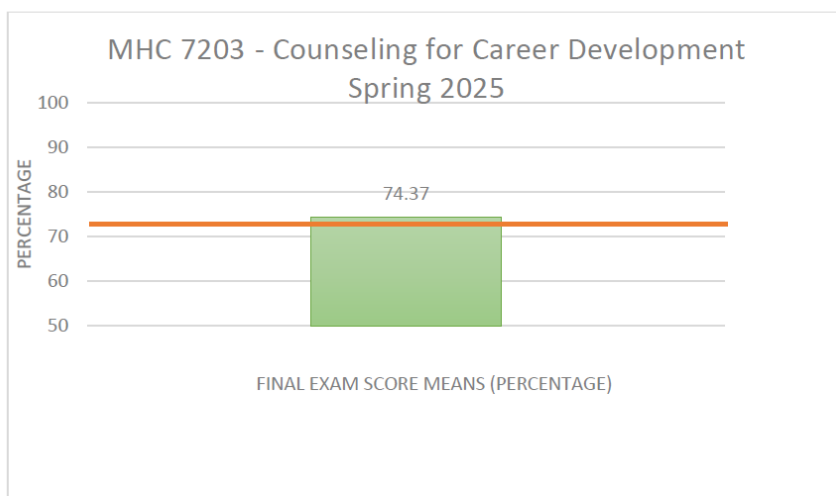
Cohort 2024 Year 1 Outcomes

Twenty-seven students were assessed for this standard in *MHC 7203 Career Counseling Course* final exam.

Outcomes were collected from two sections and showed a pass rate of 15 out of 27 students scoring above the benchmark of 74% with a 56% pass rate. There was a significant drop from last year's pass rate. The mean score of the exams was above the benchmark with 74.37%.



The following graph shows mean score of the exam:



The following table describes statistics on how well the students scored on the exam:

	Final Exam Grade
Mean	74.37%
Std. Dev.	8.77
Min.	58%
Max.	92%

*Note: Each question was 3-points for a total of 150 points. Grades were converted to percentages.

Cohort 2022 Year 3 Outcomes

To assess the Career Development competency, two collection points were used for the knowledge and skills practice and one collection point to show demonstration of skills.

The Cohort 2022 (together with one student from Cohort 2021). Note these scores were listed last year in the annual report) comprised of 21 students were evaluated using the ***MHC 7203 Career Counseling course Final Exam***. The pass rate on the exam was 76% with 16 of 21 students who passed. The mean score total for both sections of 78.29% with a standard deviation of 10.72.

The same group completed the CPCE Exam Summer 2024. The cohort mean score on the section was .9 higher than the national mean and a .2 standard deviation difference. This showed improvement from last year although the section itself so lower means for both Wilmington students and National mean scores.

CPCE Exam Scores Summer 2024 Cohort 2022						
Section	Items	n	Mean	SD	National Mean	National SD
C4: Career Development	17	17	8.1	2.6	7.3	2.8

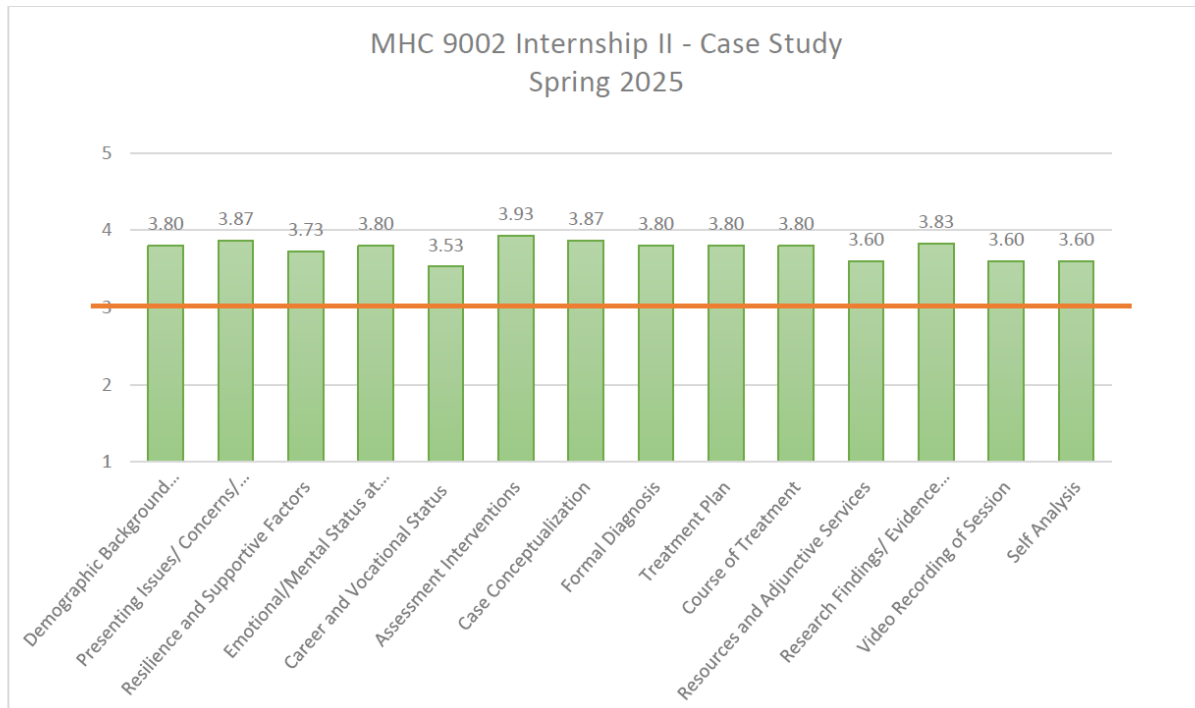


The NCE mean scores for this group were .2 higher than the national mean and a .2 standard deviation difference. This area again saw improvements for Wilmington student mean scores.

<i>NCE Spring 2025 Cohort 2022</i>	Wilmington average mean and SD scores			National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Career Development		10.5	2.9	10.3	2.7

This group also was assessed in Spring 2025 in *MHC 9002 Internship II* using the Written Case Study Review. The 14 students measured for this competency had a 100% pass rate. The mean scores below are for each criteria and show an above benchmark result on a 5-point scale.

The following graph shows mean scores by rubric criteria:



Rubric scores - based on a 5-point scale
Benchmark = 3.00 (Meets Expectations)

Rubric scores - based on a 3-point scale Benchmark = 2.00 (Meets Expectations)



The following tables describe statistics on how well the students scored on the rubric criteria:

	Demographic Background Info/ Appearance	Presenting Issues / Concerns/ Complaints	Resilience and Supportive Factors	Emotional/ Mental Status at Intake / First Session	Career and Vocational Status	Assessment Interventions	Case Conceptualization
Mean	3.80	3.87	3.73	3.80	3.53	3.93	3.87
Std. Dev.	0.91	0.88	0.93	0.75	0.72	0.80	0.62
Min.	3	3	3	3	3	3	3
Max.	5	5	5	5	5	5	5

	Formal Diagnosis	Treatment Plan	Course of Treatment	Resources and Adjunctive Services	Research Findings/ Evidence Based Practice	Video Recording of Session	Self-Analysis
Mean	3.80	3.80	3.80	3.60	3.83	3.60	3.60
Std. Dev.	0.65	0.75	0.65	0.71	0.80	0.71	0.71
Min.	3	3	3	3	3	3	3
Max.	5	5	5	5	5	5	5

*Note: minimum and maximum ranges based on the 5-point rating scale



2.F.5 KPI: Helping Relationships & CMHC Practice/Foundation

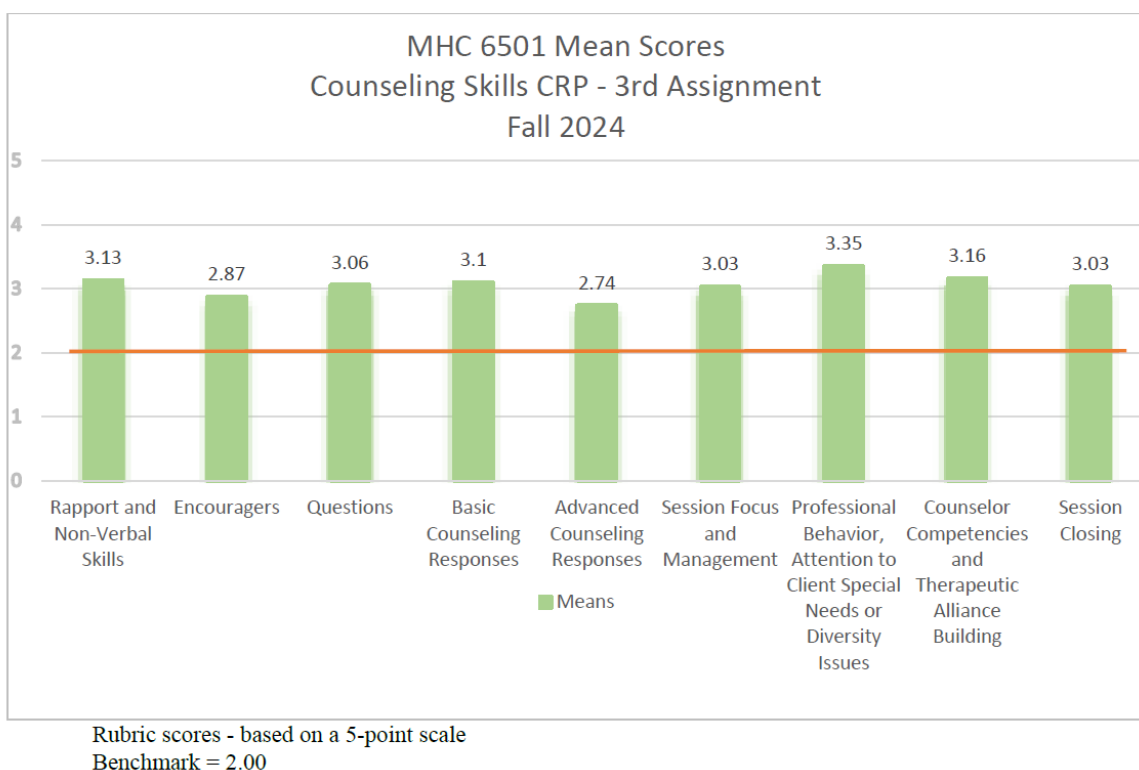
KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
2.5.f. counselor characteristics and behaviors that influence the counseling process 2.5.g. essential interviewing, counseling, and case conceptualization skills C.1. b. theories and models related to clinical mental health counseling C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues	MHC 6501 Counseling Skills CRP assignment *Score in Final CRP of 6501	MHC 9002 Counseling Skills Rubric	Mean and SD scores on the MHC 6501 Counseling Interview Rubric Mean and SD scores on the MHC 9002 Advanced Counseling Interview Rubric
	CPCE Exam Section Area of Clinical Focus ** Multiple sections included may not give a complete picture of this specific topic	Site Supervisor Student Evaluation Form: Section II Counselor Competencies Composite Scores and Section III Knowledge and Communication Skills	CPCE Exam Section Area of Clinical Focus Compare data from Collection Point(s) 1 to Collection Point(s) 2
			Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section II and III
			Compare data from Collection Point(s) 1 to Collection Point(s) 1 Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations



Cohort 2024 Year 1 Outcomes

To assess the *Counseling and Helping Relationships* and *CMHC Practice/Foundation competencies*, two collection points are used for the knowledge and skills practice and one collection point to show demonstration of skills. The ***MHC 6501 Counseling Skills 3rd CRP*** Assignment was used for baseline data for this cohort. There were 31 out of 33 students measured for this competency assignment with a pass rate on assignment of 97%. The mean score for this cohort was 3.05 (using the 5-point rubric scale) with a standard deviation of 0.52 combining both section scores. Scores in comparison with last year were similar when taking into account the change in point distribution.

The following graph shows mean score of the CRP 3rd Assignment by section criteria:



Program response

The ***MHC 6501 Strategies of Counseling Course*** continues to consider technologies to improve basic counseling skills. The program reviews course design, assignments, and use of counseling simulations to assist in development of counseling skills annually. Although, there continues to be consistent success in meeting benchmark, the CMHC program is committed to excellence and preparation for clinical work.

This cohort will be reassessed in their third year Summer 2025 and Spring 2026 using the **CPCE exam** and ***MHC 9002 Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge and Communication Skills*** respectively. In Spring 2024 a



move to the Tevera Practicum and Internship Platform added the Counselor Competency Scale CSSR as a final assessment. The scores will be included in the program evaluation and in assessing this cohort. The counseling skills scoring rubric was reviewed for alignment with CACREP 2024 standards.

Cohort 2023 Year 2 Outcomes

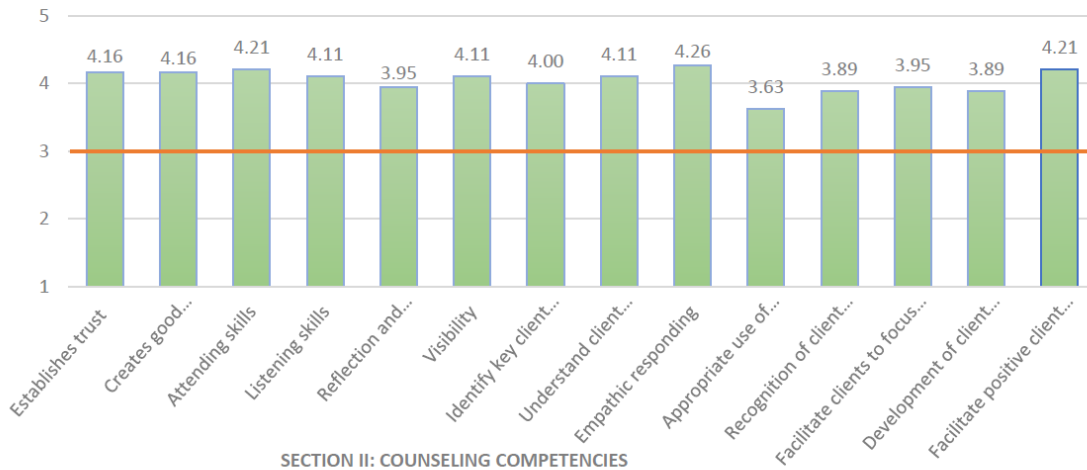
Cohort 2023, comprised of 21 students, was assessed in Summer 2023 using the 3rd CRP Assignment in **MHC 6501 Counseling Skills** with a 100% pass rate. The mean scores for each criterion were 2.58 (using the 3- point rubric scale) with a standard deviation of .42. These skills for this cohort will be reassessed in their third year Summer 2025 and Spring 2026 using the **CPCE exam** and **MHC 9002 Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge** and Communication Skills respectively.

Cohort 2022 Year 3 Outcomes

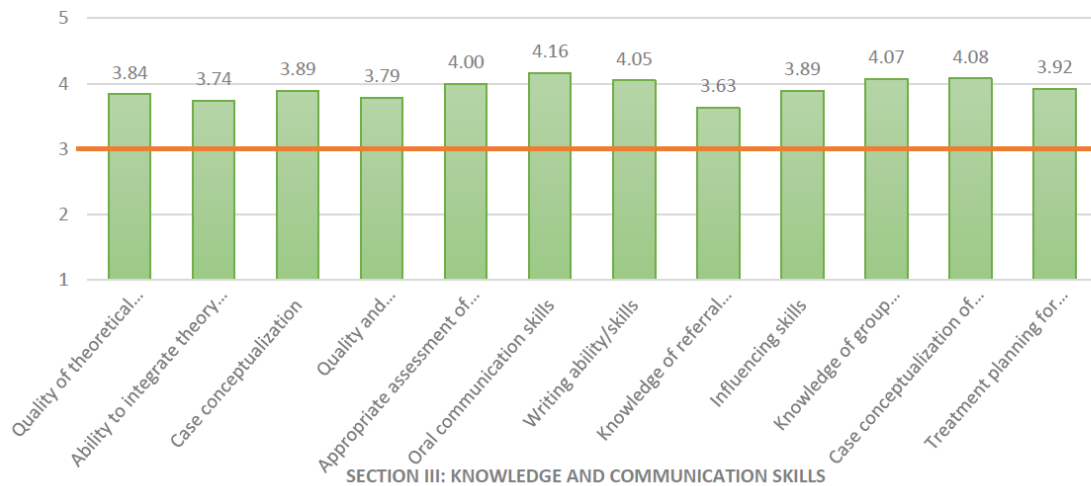
Cohort 2022, comprised of 20 students, were assessed in Summer 2021 using the 3rd CRP Assignment in **MHC 6501 Counseling Skills** with a 100% pass rate. The mean score was 2.98 with standard deviation of .06. These skills for this cohort were reassessed in their third year Summer 2023 and Spring 2025 using the **CPCE exam** and **MHC 9002 Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge** and **Communication Skills** respectively. The students for this cohort met the benchmark at 89.47% for both Sections II and III.



MHC 9002 Internship II - Site Supervisor Student Evaluation
Spring 2025



MHC 9002 Internship II - Site Supervisor Student Evaluation
Spring 2025





The following tables describe statistics on how well the students scored on the evaluation criteria:

Section II:	Establish Trust	Creates a good therapeutic alliance	Attending Skills	Listening Skills	Reflection and clarification	Visibly able to tune in to client	Identify key client concerns	Understanding of client diversity
Mean	4.16	4.16	4.21	4.11	3.95	4.11	4	4.11
Std. Dev.	0.83	0.83	0.79	0.74	0.85	0.81	0.75	0.81
Min.	2	2	2	2	2	2	2	2
Max.	5	5	5	5	5	5	5	5

Section II:	Empathic Thinking	Appropriate use of questions	Recognition of client patterns of thinking	Facilitate clients to focus and explore salient issues	Development of client short and long-term goals	Facilitate positive client awareness and change
Mean	4.26	3.63	3.89	3.95	3.89	4.21
Std. Dev.	0.65	1.16	0.81	0.91	0.81	0.79
Min.	3	0	2	2	2	2
Max.	5	5	5	5	5	5

Section III:	Quality of theoretical knowledge	Integrate theory and practice	Case Conceptualization	Quality and appropriateness of diagnostic skills	Appropriate assessment of client high risk factors	Oral Communication skills
Mean	3.84	3.74	3.89	3.79	4	4.16
Std. Dev.	0.83	0.73	0.74	0.92	0.94	0.76
Min.	2	2	2	2	2	2
Max.	5	5	5	5	5	5

Section III:	Writing ability/skills	Knowledge of referral follow-up	Influencing skills	Knowledge of group counseling types	Case Conceptualization of group dynamics	Treatment planning for groups
Mean	4.05	3.63	3.89	4.07	4.08	3.92
Std. Dev.	0.85	0.68	0.81	0.80	0.64	0.79
Min.	2	2	2	2	3	2
Max.	5	5	5	5	5	5

*Note: minimum and maximum ranges based on the 5-point rating scale



Students in their third year consistently demonstrated high-level skills in multiple areas of assessment when in clinical settings and rated by an objective site supervisor. The CPCE exam showed a higher mean score than the national by 1 with a .2 standard deviation difference.

CPCE Exam Scores Summer 2024 Cohort 2022					
Section	Items	Mean	SD	National Mean	National SD
C5: Counseling and Helping Relationships	17	11.6	2.4	10.6	2.8

On the NCE, Cohort 2022 scored 5.9 points higher in the mean and .9 points lower in the standard deviation scores for this cohort. This was an increase from last year's cohort scores in this area and may be due to the review and improvement in training for this cohort.

*NCE Spring 2025
Cohort 2022*

Wilmington average
mean and SD scores

National
average mean and SD
scores

	Items	Mean	SD	Mean	SD
Counseling and Helping Relationships		46.4	6.8	40.3	7.7



2.F.6 KPI: Group Counseling and Group Work & CMHC Contextual Dimensions

KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
2.6.f. types of groups and other considerations that affect conducting groups in varied settings 2.6.g. ethical and culturally relevant strategies for designing and facilitating groups C.2.a. roles and settings of clinical mental health counselors	MHC 7202 Group Design Project *This is a Group Project will not provide individual progress but a sample	Site Supervisor Student Evaluation Form: Section II Counselor Competencies Composite Scores and Section III Knowledge and Communication Skills	Mean and SD scores on the MHC 7202 Group Design Project Rubric Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section II and III Compare data from Collection Point(s) 1 to Collection Point(s) 1
	CPCE Exam Section Area of Counseling Skills and Interventions ** Multiple sections included may not give a complete picture of this specific topic		Mean and SD scores on the CPCE Exam Section Area of Counseling Skills
			Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations



Cohort 2024 Year 1 Outcomes

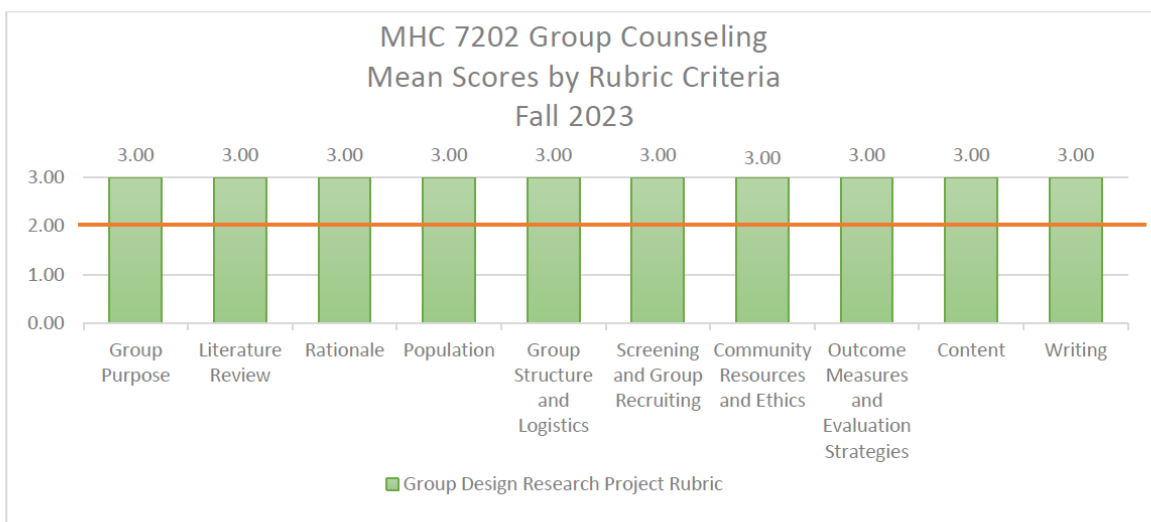
Data will be collected in Fall 2025 for this cohort year.

Cohort 2023 Year 2 Outcomes

Cohort 2022, comprised of 18 students, was assessed for the **Group Counseling and Group Work & CMHC Contextual Dimensions** competencies; we used two collection points for the knowledge and skills practice and one collection point to show demonstration of skills. The **MHC 7202 Group Design project** had a pass rate of 100% with perfect scores in all criteria areas.

This group had some of the highest scores in comparison to previous cohort years.

The following graph shows mean scores by evaluation criteria:



Benchmark = 2 (at or above the expected level for a CMHC student)

Cohort 2022 Year 3 Outcomes

As was reviewed in data from 2023-2024, Cohort 2022, comprised of 18 students, was assessed for the **Group Counseling and Group Work & CMHC Contextual Dimensions** competencies, two collection points were used for the knowledge and skills practice and one collection point to show demonstration of skills. The **MHC 7202 Group Design project** had a pass rate of 100%.

MHC 9002 Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge and Communication Skills respectively. The students for this cohort met the benchmark at 89.47% for both Sections II and III (see tables in previous content area).



Cohort 2022 tested this competency on the CPCE exam and scored 1.6 points higher than the national mean with a .5 standard deviation difference. The NCE scores show a 2.5 higher mean score than the national mean with the same standard deviation.

CPCE Exam Scores Summer 2024 Cohort 2022					
Section	Items	Mean	SD	National Mean	National SD
C6: Group Counseling and Group Work	17	12.3	2.2	10.7	2.7

***NCE Spring 2025
Cohort 2022***

Wilmington average mean and SD scores

National average mean and SD scores

Group Counseling and Group Work

Items	Mean	SD	Mean	SD
	14.9	3.1	12.4	3.1

Program response

There was continued improvement of cohort 2023 and 2022 scores in comparison to previous cohorts. ***MHC 7202 Group Design project*** mean scores remained at 100%. The scores on the CPCE and

NCE seem to support the findings that students demonstrate skill and knowledge in this area throughout the program.

2.F.7 KPI: Assessment and Testing & CMHC Practice and Contextual Dimensions

KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
2.7.b. methods of effectively preparing for and conducting initial assessment meetings 5.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management 5.2.d. 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)	MHC 7805 Appraisal Intake Interview and Report	MHC 9001 Internship I Intake Assessment (with real Client)	Mean and SD scores Mean and SD scores on the MHC 7805 Appraisal Intake Interview and Report Rubric Mean and SD MHC 9001 Internship Intake Assessment Rubric Compare data from Collection Point(s) 1 to Collection Point(s) 1
	CPCE Exam Section Area of Intake, Assessment, and Diagnosis		Mean and SD scores on the CPCE Exam Section Intake, Assessment, and Diagnosis
			Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations

Cohort 2024 Year 1 Outcomes

No data collected at this time. Courses will be taken in Spring 2026. This group will be assessed in Fall 2026 with the *MHC 9001 Internship I Intake Assessment* completed with a real client in their clinical year

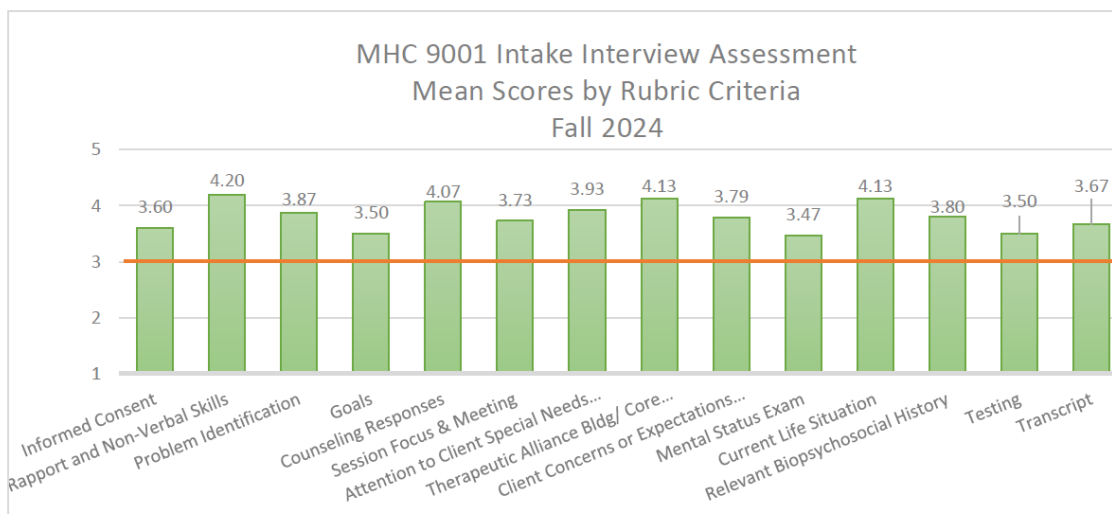
Cohort 2023 Year 2 Outcomes

Cohort 2023, comprised of 18 students, was assessed for the **Assessment and Testing & CMHC Practice and Contextual Dimensions** competencies, using two collection points for the knowledge and skills practice and one collection point to show demonstration of skills. **MHC 7805 Appraisal Intake Interview and Report** had a pass rate of 100% based on a 2-point benchmark using 3-point rubric, with a mean score of 2.84 and a standard deviation of .01. The student's Individual Rubric scores showed scores ranging from 2.22-3 in each section. This group will be assessed in Fall 2026 with the **MHC 9001 Internship I Intake Assessment** completed with a real client in their clinical year.

Cohort 2022 Year 3 Outcomes

Cohort 2022, comprised of 17 students, was assessed for the **Assessment and Testing & CMHC Practice and Contextual Dimensions** competencies, using two collection points for the knowledge and skills practice and one collection point to show demonstration of skills. **MHC 7805 Appraisal Intake Interview and Report** had a pass rate of 100% with a mean score of 99.48% and a standard deviation of 1.70. Note that individual rubric criteria were not assessed for this group. The final exam was completed with a 100% passing rate with a mean of 93.29% and standard deviation of 4.26. They were assessed again in Fall 2024 with the **MHC 9001 Internship I Intake Assessment** completed with a real client in their clinical year.

The following graph shows mean scores by rubric criteria:



Benchmark = 3.00



The following table describes statistics on how well the students scored on the rubric criteria:

	Informed Consent	Rapport & Non-Verbal Skills	Problem Identification	Goals	Counseling Responses	Session Focus & Meeting	Attention to Client Special Needs or Diversity Issues
Mean	3.60	4.20	3.87	3.50	4.07	3.73	3.93
Std. Dev.	1.02	0.83	1.02	0.82	0.85	0.93	1.16
Minimum	1.00	3.00	2.00	2.00	3.00	2.00	2.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00

	Therapeutic Alliance Bldg/ Core Relationship Variables	Client Concerns or Expectation about Counseling	Mental Status Exam	Current Life Situation	Relevant Biopsychosocial History	Testing	Transcript
Mean	4.13	3.79	3.47	4.13	3.80	3.50	3.67
Std. Dev.	0.81	0.86	0.88	0.72	0.65	0.87	0.47
Minimum	3.00	2.00	1.00	3.00	3.00	2.00	3.00
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	4.00

The Cohort 2022 scores on the CPCE exam taken in Summer 2024 demonstrated a mean score that was 1.3 points higher than the national which was similar to last year's cohort and 1 standard deviation difference. The NCE scores were 1.9 points higher in relation to the national mean score for this area showing improvement from last year's cohort.

CPCE Exam Scores Summer 2023 Cohort 2021					
Section	Items	Mean	SD	National Mean	National SD
C7: Assessment and Testing	17	10.9	1.8	9.6	2.8

***NCE Spring 2025
Cohort 2022***

Wilmington
average
mean and
SD scores

National
average
mean and
SD scores

	Items	Mean	SD	Mean	SD
Assessment and Testing		23.9	3	21.8	4.4

Program response

Cohort 2023 used a 3-point rubric and did not account for the 5 point template which will be used in future and may change comparison data for 2025-2026. It seems that success on the CPCE exam and

NCE coincides with Cohort 2022 passing intake scores in the first collection point. As in other content areas, this rubric was revised for compliance with CACREP 2024 standards for the upcoming outcomes.



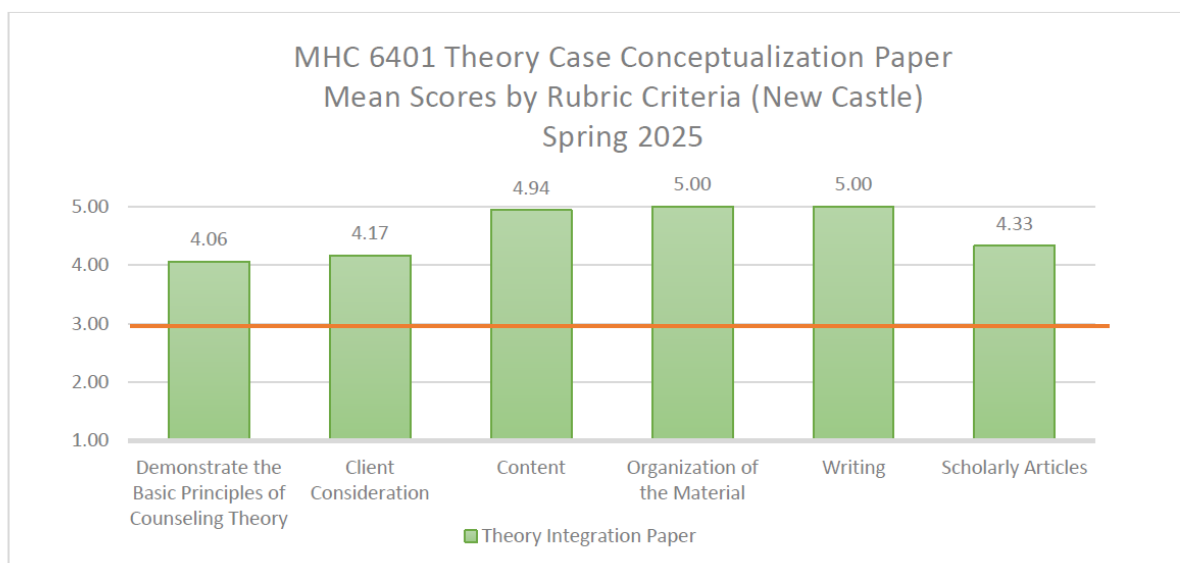
2.F.8 KPI Research and Program Evaluation & CMHC Practice

KPI/Standards Reviewed	Data points for Knowledge	Data Points for Skills Demonstration Data used for Comparison	Analysis
2.8.a the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice 2.8.b. identification of evidence-based counseling practices	MHC 6401 Theory Case Conceptualization Paper Rubric	MHC 9001 Internship I Intake Assessment (with real Client)	Mean and SD scores Mean and SD scores on the MHC 7805 Appraisal Intake Interview and Report Rubric Mean and SD MHC 9001 Internship Intake Assessment Rubric Compare data from Collection Point(s) 1 to Collection Point(s) 1
	CPCE Exam Section Area of Intake, Assessment, and Diagnosis		Mean and SD scores on the CPCE Exam Section Intake, Assessment, and Diagnosis
			Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations

Cohort 2024 Year 1 Outcomes

Cohort 2024, 18 students were assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores** Spring 2025. There were 18 out of 29 students measured for this competency assignment with a passing rate of 100%. The mean score was 4.94 based on a 5-point grading scale with a standard deviation of .23.

The following graph shows mean scores by rubric criteria:



Rubric scores were based on a five-point rating scale
Benchmark = 3.0 Meets Expectations

Program response

Students in cohort 2024 demonstrated improvement from the previous cohorts and continue to demonstrate a high rate of passing. Comparison should consider the transition from 3 point to 5-point scale. There are some reviews of course materials for Cohort 2024 and a return to a previous textbook. It is significant to note that cohort 2024 had a 100% pass rate on all criteria including Criteria 2: Client Considerations which was at a 78% pass rate for cohort 2023.

Cohort 2023 Year 2 Outcomes

As reviewed in data from 2023-2024, Cohort 2023, 22 students were assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores** Spring 2024. There were 22 students measured for this competency assignment with a passing rate of 100%. The mean score was 2.82 based on a 3-point grading scale with a standard deviation of .13. The pass rate for the Final Exam was 81.82% from two sections with two versions of the exam.

This cohort was assessed in **the MHC 7806 Research and Program Evaluation** course using the **Research Proposal**. There were 14 students measured for this competency. The percentage of



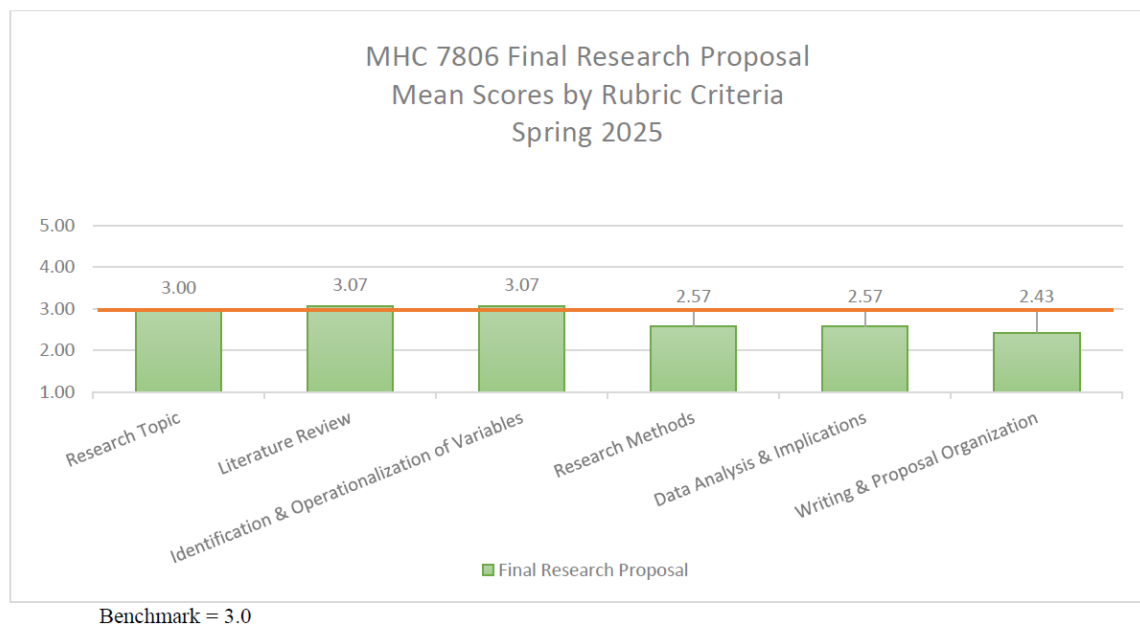
students that met the benchmark for each of the rubric criteria is seen below. While Criteria 1 and 2 saw improvements, there was a significant decrease in Criteria 4, 5 and 6 from the previous cohort.

The following chart shows the percentage of students who met the benchmark score of 3.0 for each of the rubric categories:

	% of students meeting 3.0 benchmark
Criteria 1: Research Topic	100%
Criteria 2: Literature Review	100%
Criteria 3: Identification and Operationalization of Variables (quantitative) or Reliability and Credibility of Findings	100%
Criteria 4: Research Methods	57.14%
Criteria 5: Data Analysis and Implications	50.00%
Criteria 6: Writing and Proposal Organization	42.86%

The following graph shows mean scores by rubric criteria: The mean score was 2.79 (out of 3-point scale) with a standard deviation of 0.27.

The following graph shows mean scores by rubric criteria:



Benchmark = 2.0



Program response

There were some poorer scores for this cohort in the areas noted. The CMHC program continues to review data for this domain. There have been initiatives to improve writing for each level. There is also discussion about the impact of AI and AI use on writing for this cohort and new ways to address AI use/misuse are being explored.

Cohort 2022 Year 3 Outcomes

Cohort 2022, comprised of 17 students assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores**. Their pass rate was 100% with a mean score of 2.64 based on a 3-point grading scale and a standard deviation of .27. The final exam was completed with a 66.67% passing rate.

The Cohort 2022 scores on the CPCE exam taken in Summer 2024 demonstrated a higher mean score of 1.7 points higher than the national and .2 standard deviation difference. The NCE exam also reflected a slightly higher mean score of .7 for Wilmington CMHC students for **MHC Research and Program Evaluation**.

CPCE Exam Scores Summer 2024 Cohort 2022		Wilmington University			National	
Section	Items	n	Mean	SD	Mean	SD
C8: Research and Program Evaluation	17	17	11.9	2.6	10.2	2.8

<i>NCE Spring 2025 Cohort 2022</i>	Wilmington average mean and SD scores			National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Research and Program Evaluation		2.9	1.1	2.3	2.2

Program response

The students in Cohort 2022 consistent scores in this area from last year's cohort. There was a slight improvement on the CPCE exam. Overall, students saw success in the last collection point. A review as in all content areas, of the rubrics and content was conducted to comply with CACREP 2024 standards.



Student Dispositions Cohort 2024 and 2025

CMHC students are evaluated for *Academic Performance, Professional Behaviors, Intrapersonal and Interpersonal Factors* at the end of each course. The current document used is listed below. The analysis is for cohorts 2024 for 12 credit in their first year courses and cohort 2025 for the third semester in their first year and 12 credits in their second year.

1 = Unsatisfactory (needs substantial improvement)
2 = Marginal (needs moderate improvement)
3 = Satisfactory (at or above the expected level for a CMHC student)
X = Not Observed

ACADEMIC PERFORMANCE

Exhibits general alertness to and participation in class activities

Makes appropriate and knowledgeable contributions to class discussions

Prepares for class by reading and completing assignments on time

Adheres to expectations of academic integrity

Writing Skills and Ability

Did the student receive a B- or lower in this course?

INTRAPERSONAL FACTORS

Displays psychological insight and self-awareness

Identifies and expresses feelings appropriately

Demonstrates motivation and commitment to personal growth

Capacity for self-reflection

Copes effectively with stressors

INTERPERSONAL RELATIONSHIPS

Demonstrates appropriate sensitivity and respect in peer interactions

Displays appropriate decorum in interactions with instructor or other professionals

Maintains appropriate emotional boundaries with others

Expresses feelings appropriately/ good communication skills

Functions effectively with others

Open and adaptable in relationships

PROFESSIONAL BEHAVIOR

Displays the interest, motivation, and commitment necessary to complete the education and training to become a professional counselor

Demonstrates the attitudes, skills, demeanor, and maturity necessary to perform the duties of a professional counselor

Exhibits awareness, concern, and, ability to adhere to ACA Ethical Standards

Displays professional conduct and behavior

Is open to and responds well to feedback



Cohort 2024 Year 2025

Program

Rubric

Dates



CMHC

CMHC Program Student
Evaluation Form WILMU-
CMHC-1026

1/1/25-12/31/25

Total Students Being Assessed: 33

CRITERIA LEVEL COUNTS										
Criteria	5	4	3	2	1	Mean	Mode	Stddev		
Exhibits general alertness to and participation 1	0	24	184	4	0	3.09	2	0.35		
Makes appropriate and knowledgeable contributions 2	0	23	188	1	0	3.10	2	0.32		
Prepares for class by reading and completing assignm... 3	0	14	184	13	1	3.00	2	0.38		
Adheres to expectations of academic integrity 4	0	12	198	1	1	3.04	2	0.28		
Writing Skills and Ability 5	0	14	180	14	4	2.96	2	0.45		
Adheres to assignment deadlines and completes work 23	0	15	73	2	0	3.14	2	0.41		
Displays psychological insight and self-awareness 6	0	17	194	0	0	3.08	2	0.27		
Identifies and expresses feelings appropriately 7	0	7	204	0	0	3.03	2	0.18		
Demonstrates motivation and commitment 8	0	27	183	1	0	3.12	2	0.34		
Capacity for self-reflection 9	0	14	197	0	0	3.07	2	0.25		
Copes effectively with stressors 10	0	15	193	3	0	3.06	2	0.29		
Demonstrates appropriate sensitivity and respect in ... 11	0	23	188	0	0	3.11	2	0.31		
Displays appropriate decorum in interactions with in... 12	0	15	196	0	0	3.07	2	0.26		
Maintains appropriate emotional boundaries 13	0	7	204	0	0	3.03	2	0.18		
Expresses feelings appropriately/ good communication... 14	1	10	200	0	0	3.06	2	0.25		
Functions effectively with others 15	0	20	191	0	0	3.09	2	0.29		



Cohort 2024 Year 2025

CRITERIA LEVEL COUNTS								
Open and adaptable in relationships 16	0	14	197	0	0	3.07	2	0.25
Displays the interest, motivation, and commitment ne... 17	0	30	180	1	0	3.14	2	0.36
Demonstrates the attitudes, skills, demeanor, and ma... 18	0	15	196	0	0	3.07	2	0.26
Exhibits awareness, concern, and, ability to adhere ... 19	0	22	189	0	0	3.10	2	0.31
Displays professional conduct and behavior 20	0	16	194	1	0	3.07	2	0.27
Is open to and responds well to feedback 21	0	28	181	2	0	3.12	2	0.36
Overall assessment of the student's status 22	0	30	179	2	0	3.13	2	0.37

CRITERIA LEVEL DISTRIBUTION CHARTS	
Exhibits general alertness to and participation 1	<div> <div>24 (11%)</div> <div>184 (87%)</div> <div>4</div> </div>
Makes appropriate and knowledgeable contributions 2	<div> <div>23 (11%)</div> <div>188 (89%)</div> </div>
Prepares for class by reading and completing assignm... 3	<div> <div>14 (7%)</div> <div>184 (87%)</div> <div>13</div> </div>
Adheres to expectations of academic integrity 4	<div> <div>12</div> <div>198 (93%)</div> </div>
Writing Skills and Ability 5	<div> <div>14 (7%)</div> <div>180 (85%)</div> <div>14 (7%) 4</div> </div>
Adheres to assignment deadlines and completes work 23	<div> <div>15 (17%)</div> <div>73 (81%)</div> <div>2</div> </div>
Displays psychological insight and self-awareness 6	<div> <div>17 (8%)</div> <div>194 (92%)</div> </div>
Identifies and expresses feelings appropriately 7	<div> <div>7</div> <div>204 (97%)</div> </div>
Demonstrates motivation and commitment 8	<div> <div>27 (13%)</div> <div>183 (87%)</div> </div>
Capacity for self-reflection 9	<div> <div>14 (7%)</div> <div>197 (93%)</div> </div>



Cohort 2024 Year 2025

CRITERIA LEVEL DISTRIBUTION CHARTS		
Copes effectively with stressors 10	15 (7%)	193 (91%)
Demonstrates appropriate sensitivity and respect in ... 11	23 (11%)	188 (89%)
Displays appropriate decorum in interactions with in... 12	15 (7%)	196 (93%)
Maintains appropriate emotional boundaries 13	7	204 (97%)
Expresses feelings appropriately/ good communication... 14	10	200 (95%)
Functions effectively with others 15	20 (9%)	191 (91%)
Open and adaptable in relationships 16	14 (7%)	197 (93%)
Displays the interest, motivation, and commitment ne... 17	30 (14%)	180 (85%)
Demonstrates the attitudes, skills, demeanor, and ma... 18	15 (7%)	196 (93%)
Exhibits awareness, concern, and, ability to adhere ... 19	22 (10%)	189 (90%)
Displays professional conduct and behavior 20	16 (8%)	194 (92%)
Is open to and responds well to feedback 21	28 (13%)	181 (86%)
Overall assessment of the student's status 22	30 (14%)	179 (85%)



Cohort 2025 Year 2025

Program

Rubric

Dates



CMHC Program Student
Evaluation Form WILMU-
CMHC-1026

CMHC

1/1/25-12/31/25

Total Students Being Assessed: 31

CRITERIA LEVEL COUNTS										
Criteria	5	4	3	2	1	Mean	Mode	Stddev		
Exhibits general alertness to and participation 1	0	15	70	1	0	3.16	2	0.40		
Makes appropriate and knowledgeable contributions 2	0	15	71	0	0	3.17	2	0.38		
Prepares for class by reading and completing assignm... 3	0	11	75	0	0	3.13	2	0.33		
Adheres to expectations of academic integrity 4	0	1	85	0	0	3.01	2	0.11		
Writing Skills and Ability 5	0	10	58	18	0	2.91	2	0.56		
Adheres to assignment deadlines and completes work 23	0	3	74	9	0	2.93	2	0.37		
Displays psychological insight and self-awareness 6	0	12	74	0	0	3.14	2	0.35		
Identifies and expresses feelings appropriately 7	0	3	83	0	0	3.03	2	0.18		
Demonstrates motivation and commitment 8	0	8	78	0	0	3.09	2	0.29		
Capacity for self-reflection 9	0	12	74	0	0	3.14	2	0.35		
Copes effectively with stressors 10	0	2	82	2	0	3.00	2	0.22		
Demonstrates appropriate sensitivity and respect in ... 11	0	6	80	0	0	3.07	2	0.25		
Displays appropriate decorum in interactions with in... 12	0	11	75	0	0	3.13	2	0.33		
Maintains appropriate emotional boundaries 13	0	2	84	0	0	3.02	2	0.15		
Expresses feelings appropriately/ good communication... 14	0	5	81	0	0	3.06	2	0.23		
Functions effectively with others 15	0	10	76	0	0	3.12	2	0.32		



Cohort 2025 Year 2025

CRITERIA LEVEL COUNTS								
Open and adaptable in relationships 16	0	4	82	0	0	3.05	2	0.21
Displays the interest, motivation, and commitment ne... 17	0	8	78	0	0	3.09	2	0.29
Demonstrates the attitudes, skills, demeanor, and ma... 18	0	5	81	0	0	3.06	2	0.23
Exhibits awareness, concern, and, ability to adhere ... 19	0	15	71	0	0	3.17	2	0.38
Displays professional conduct and behavior 20	0	9	77	0	0	3.10	2	0.31
Is open to and responds well to feedback 21	0	7	79	0	0	3.08	2	0.27
Overall assessment of the student's status 22	0	6	80	0	0	3.07	2	0.25

CRITERIA LEVEL DISTRIBUTION CHARTS	
Exhibits general alertness to and participation 1	<div> <div>15 (17%)</div> <div>70 (81%)</div> <div>1</div> </div>
Makes appropriate and knowledgeable contributions 2	<div> <div>15 (17%)</div> <div>71 (83%)</div> </div>
Prepares for class by reading and completing assignm... 3	<div> <div>11 (13%)</div> <div>75 (87%)</div> </div>
Adheres to expectations of academic integrity 4	<div> <div>1</div> <div>85 (99%)</div> </div>
Writing Skills and Ability 5	<div> <div>10 (12%)</div> <div>58 (67%)</div> <div>18 (21%)</div> </div>
Adheres to assignment deadlines and completes work 23	<div> <div>3</div> <div>74 (86%)</div> <div>9 (10%)</div> </div>
Displays psychological insight and self-awareness 6	<div> <div>12 (14%)</div> <div>74 (86%)</div> </div>
Identifies and expresses feelings appropriately 7	<div> <div>3</div> <div>83 (97%)</div> </div>
Demonstrates motivation and commitment 8	<div> <div>8 (9%)</div> <div>78 (91%)</div> </div>
Capacity for self-reflection 9	<div> <div>12 (14%)</div> <div>74 (86%)</div> </div>



Cohort 2025 Year 2025

CRITERIA LEVEL DISTRIBUTION CHARTS

Copes effectively with stressors 10	2	82 (95%)	2
Demonstrates appropriate sensitivity and respect in ... 11	6 (7%)	80 (93%)	
Displays appropriate decorum in interactions with in... 12	11 (13%)	75 (87%)	
Maintains appropriate emotional boundaries 13	2	84 (98%)	
Expresses feelings appropriately/ good communication... 14	5 (6%)	81 (94%)	
Functions effectively with others 15	10 (12%)	76 (88%)	
Open and adaptable in relationships 16	4	82 (95%)	
Displays the interest, motivation, and commitment... 17	8 (9%)	78 (91%)	
Demonstrates the attitudes, skills, demeanor, and ma... 18	5 (6%)	81 (94%)	
Exhibits awareness, concern, and, ability to adhere ... 19	15 (17%)	71 (83%)	
Displays professional conduct and behavior 20	9 (10%)	77 (90%)	
Is open to and responds well to feedback 21	7 (8%)	79 (92%)	
Overall assessment of the student's status 22	6 (7%)	80 (93%)	



The CMHC program Year in Review 2024-2025:

Program Changes 2024-2025

- + Fall 2024 Minor Revision of the Practicum and Internship Handbook.
- + CMHC reviewed CACREP 2024 standards.
 - Revised Program Evaluation to be implemented Summer 2025
 - Implemented schedule for rubric and syllabi changes for compliance
 - Review of new standards with the Diversity, Equity, and Inclusion Coordinator, Dr. Melissa Lemons.
- + Implemented a new Practicum and Internship platform and Program Evaluation platform: Tevera
 - This included a review of all Practicum and Internship documents, rubrics, student evaluations and surveys.
 - Asynchronous and Synchronous training for faculty and students
- + Reviewed the new and current electives to create certificate programs for current and post-master's students.
- + Completed review of syllabi and rubrics for CACREP 2024 standards.
- + Revised the program outcomes in the 8 core areas and reviewed competency documentation for each area.
- + Completed the CACREP progress report for Fall 2024
- + Change in faculty Spring 2025
- + Completed a 3-year review report for the university
- + Registered the University as a CPCE testing site to allow for a discounted exam for students.

Program Goals for 2025 – 2026

(Based on outcomes and program review meetings)

- + Feasibility for an exclusively Online live cohort.
- + Feasibility Report for a PhD program to CMHC.
- + Complete the review of the program in the 5 areas of the CACREP 2024 standards and make any changes needed to remain in compliance with the new standards
- + Implement new electives into the curriculum
- + Revise MHC Diagnosis of Psychopathology and Psychopharmacology