



**WILMINGTON**  
**UNIVERSITY**

**Clinical Mental  
Health Counseling  
Program**

**Annual Report**

**May 2023 to April 2024**



E5443Report Prepared by Elizabeth (Lisa) Adair, Ph.D., CMHC Chair with data collection and analysis assistance from Dawn Dresden, Assistant to the Dean





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## 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 21<sup>st</sup> 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.

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





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

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 |
|--|-------------------------------|---------|-------------|------|-------|
|  | <b>MHC 7905</b> Practicum     | 4       | 3<br>Summer |      |       |
|  | <b>MHC 9001</b> Internship I  | 4       | 3 Fall      |      |       |
|  | <b>MHC 9002</b> Internship II | 4       | 3 Spring    |      |       |



## CMHC Faculty and Staff Academic Year May 2023-April 2024

### **Core Faculty**

The CMHC program had four full-time faculty who taught in the program as well as served various administrative functions. Dr. Elizabeth Adair served as the Chair of the CMHC program and the Clinical Coordinator until July 1st, 2022. She continues with the program in the capacity of an adjunct faculty member. Dr. Elizabeth Adair continued as the Chair and CACREP liaison and oversaw our CACREP alignment and CACREP site visit process through its completion Fall 2022. Dr. Melissa Lemons is a full-time faculty member as an assistant professor and both the Diversity Coordinator and Research and Scholarly Coordinator. Dr. Lori Vien is a full-time faculty member as an assistant professor, Chi Sigma Iota Chapter Faculty Advisor, and clinical coordinator. In July 2022, the CMHC program hired another full-time faculty member, Matthew Bukowski; he is Assistant Professor and supports the program as our Student Advisor and Chi Sigma Iota Chapter Faculty Back-up Advisor.

### **Program 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 partners with Dr. Vien for any clinical coordination duties with a focus on supervisor training and student intern placements. Dr. Howard worked with Dr. Bukowski as student advisor for 1<sup>st</sup> and 2<sup>nd</sup> year students and assisted in addressing any student concerns as well as implementing a new plan for advising. She also aided in the spring 2024 candidacy process as well as 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. The adjunct faculty included Dr. Doris Lauckner, Ms. Monica Morrow, and Drs. James Walsh, Julius Mullen, Lois Grande. A new teaching assistant Matt Ercolani was used during Spring 2024.

### **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 2023-2024

### Program Evaluation Overview

The program evaluation that began Summer 2020 continues to be the plan for 2023-2024.

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 and other characteristics of applicants, students, and graduates, as well as the data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The following report is any data collected for the Summer 2023 semester courses through Spring 2024.

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**

- 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.

Table with 2 columns and 4 rows. Header: Admissions Application. Content: Demographic Data Collection and Information, this document program of study Report 2022-2023, Year One, Semester One (Summer), Semester Two (Fall), Semester Three (Spring).

Table with 2 columns and 4 rows. Header: Year Two. Content: Semester One (Summer), Semester Two (Fall), Semester Three (Spring).



**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:<br>(and connection to<br>Program Objectives)   | Assessment<br>point and data<br>to<br>be collected:  | How data will be<br>collected:  | How data will be reviewed<br>or analyzed and when  | How data will be used<br>for curriculum and<br>program improvement   |
|---|--|---|--|--|
| <p>CACREP Standard 4.B.1 Student Knowledge, Skills, and Professional Dispositions<br/>To evaluate student Knowledge acquisition.<br/>To evaluate student clinical skill Development.<br/>To evaluate student personal and professional conduct and dispositions.<br/>To evaluate attainment of the CMHC Program Goals and Objectives<br/>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.<br/>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.<br/>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><b>Findings are evaluated by faculty and used to complete the following.</b><br/>Revise program-of-study design.<br/>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 <i>CMHC 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><br/>Construct <i>CMHC Annual Report</i>.</p> |
| <p>4.B.2. Demographic data for applicants and students<br/><b>To evaluate fulfillment of the CMHC Mission Statement.</b><br/><b>To construct Annual Statistical Report.</b><br/><b>To determine marketing trends, statistical reports and Cognos</b></p>  | <p><b>Evidence of Assessment:</b></p> <p><i>Alumni Survey Report</i><br/><i>CMHC Annual Report</i><br/><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.<br/>Demographic data is analyzed to determine application and admissions trends; enrollment trends; retention of students, particularly from underrepresented groups; and graduation rates.<br/>Review of the Alumni Surveys for demographic information.<br/>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.<br/>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><b>Findings are evaluated by faculty and used to complete the following.</b></p> <p>Write <i>Annual Statistical Statement</i>.<br/>Write <i>CMHC Annual Report</i>.</p>   |



|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  | through the University Alumni Association  |  |
| <p>CACREP Standard 4.B.3. Follow-up studies of constituents</p> <p><b>To assess effectiveness of the CMHC Mission Statement and Program Objectives from the perspective of alumni, employers of graduates, and clinical field site supervisors.</b></p>   | <p><b>Evidence of Assessment:</b><br/><i>Alumni Survey Report</i><br/><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><b>Findings are evaluated by faculty and used to complete the following.</b></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><b>Evidence of Assessment:</b><br/><i>CMHC and College Faculty Meeting Minutes</i><br/><i>Faculty Retreat Agendas</i><br/><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><b>Findings are evaluated by faculty and used to complete the following.</b></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><b>Evidence of Assessment:</b><br/><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><b>Findings are evaluated by faculty and used to complete the following.</b></p> <p>Identify program strengths and weaknesses.</p> <p>. Measure results of changes implemented through the Program Evaluation Outcomes</p>  |



Vital Statistics
2023-2024

Job Placement Rate (percentage)

Employment information was available for 13 (93%) of the 14 students who graduated from the Wilmington University CMHC Program in May of 2024.

- Twelve (92%) were either offered a position or employed in a counseling or human service-related position and Six (50%) indicate promotional opportunities will arise for them from their CMHC degree.
Nine students (69%) received offers of employment opportunities in the CMHC field immediately following graduation; Five of those positions (56%) were full-time in a human services position at full-time status.
Of the twelve students employed, eight (67%) were employed in the counseling or human service field.

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

Table with 5 columns: Graduation Year, Graduate n, Survey response n, Response percentage, Job Placement Response Percentage FT or PT in the field of Human Services. Rows include years 2018 through 2024.

\*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 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.
- In 2016, the CMHC program accepted 45 students and 30 enrolled. In 2019, 27 students graduated, 23 of which were accepted and enrolled in 2016, and one graduated in 2020 (representing a revised graduation rate of 80%).

**CMHC Graduation Rate May 2024: 14 students.**

| Cohort Entry Year | Cohort enrolled n | Graduate Year | Graduate n | Completion Rate* | # of graduates from prior year |
|-------------------|-------------------|---------------|------------|------------------|--------------------------------|
| 2017              | 35                | 2020          | 27         | 77.14%           | 1                              |
| 2018              | 34                | 2021          | 28         | 82.35%           | 1                              |
| 2019              | 35                | 2022          | 29         | 82.86%           | 1                              |
| 2020*             | 39                | 2023          | 21         | 53.85%           | 2                              |
| 2021              | 24                | 2024          | 14         | 41.67%           | 4                              |

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 2024.*





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

- 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 2<sup>nd</sup> 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 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 |
|-------------------|------------------------|---|---|---|--|--|--|---|
| <b>2017</b>       | 33                     | -3  | -7  | +2  | 92.7%  | 69.97%                                       | 73.73%                                       | 80%   |
| <b>2018</b>       | 34                     | -3  | -4  | +3  | 92.7%  | 79.95%                                       | 87.24%                                       | 80%   |
| <b>2019</b>       | 41                     | -3  | -8  | -1  | 92.7%  | 73.18%                                       | 60.74%                                       | 63%   |
| <b>2020</b>       | 41                     | -4  | -7  | -3  | 98%  | 71%  | 66%*   | 56%*  |
| <b>2021</b>       | 24                     | -2  | -6  | -2  | 92.1%  | 67%  | 58%  | 42%   |
| <b>2022</b>       | 21                     | -2  | -1  | -4  | 91%  | 86%  | 71%  | Summer 2025                                 |
| <b>2023</b>       | 27                     | -3  | -2  | Summer 2025                                   | 89%  | 82%  | Summer 2025                                  | Summer 2026                                 |

*Note deferred students are included here but are considered active*

*\*Cohort 2021 went from 21 students to 19 students after the first semester and down to 13 students after Spring 2022.*

*Cohort 2020, three students returned in Summer 2023 for their year 3, one in Fall 2023 to complete year 3, and one student returned for their year 2.*



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

- 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

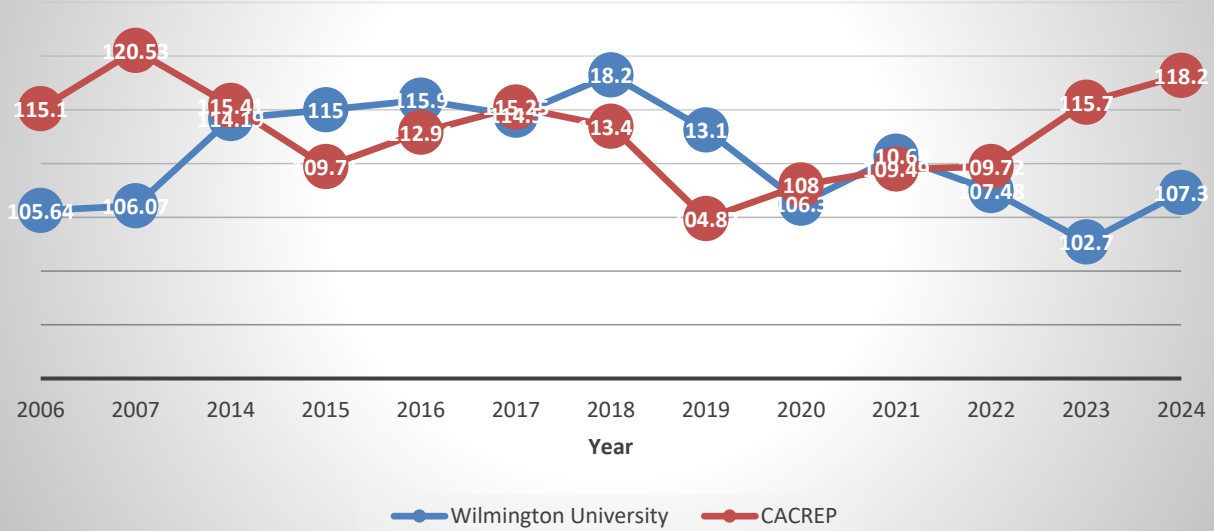
In both Fall 2023 and Spring 2024 (April 1 - June 30) three (3) and then seven (7) Wilmington University students took the NCE exam. The cohort was believed to be comprised of both Cohort 2020 and 2021 graduating in Spring 2023 and 2024 respectively. Of the 10 students, 8 passed with a combined program 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%
- From 2015 – 2020 (6 NCE examinations), 142 out of 148 Wilmington students have passed the NCE (95.95%). Wilmington CMHC program exceeded the national mean score for text takers in the 2021 with a slight increase from 2020.
- 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%



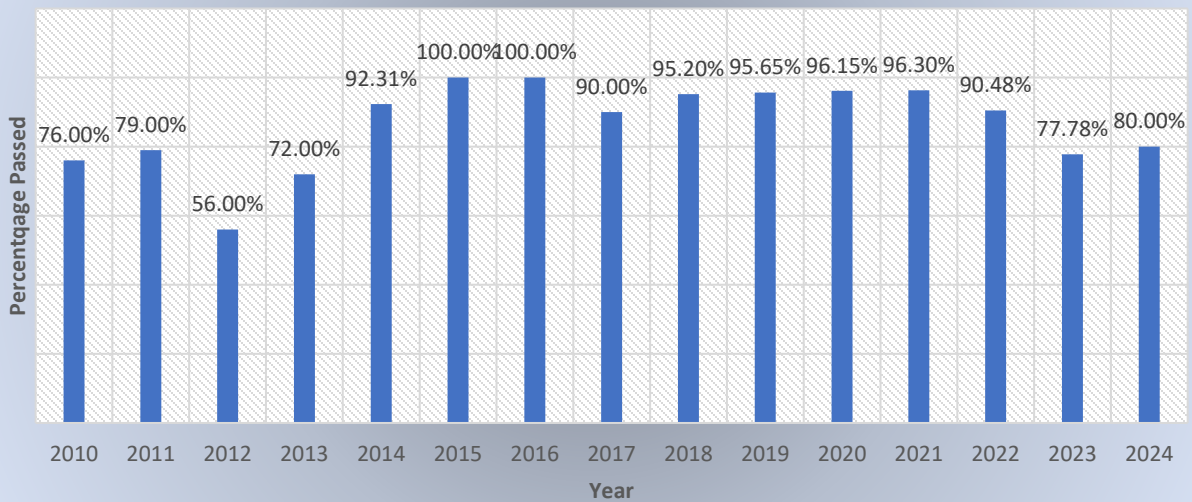


### NCE Content Areas Wilmington University and CACREP by Year



From 2014 – 2024, 228 out of 240 students have passed the NCE (95%).

### NCE Passing Percentages by Year





| <b>NCE Fall 2023 and Spring 2024 Cohort 2021</b>                |   |           |  |           |
|---|---|-----------|--|-----------|
| <i>Content Area</i>   | <b>Wilmington University Average Mean and SD Scores</b> |           | <b>National Average Mean and SD Scores</b> |           |
| <i>8 Domains</i>  | <b>Mean</b>   | <b>SD</b> | <b>Mean</b>                                | <b>SD</b> |
| <i>Professional Counseling Orientation and Ethical Practice</i> | 8.15  | 2.2       | 8.3  | 1.95      |
| <i>Social and Cultural Diversity</i>                            | 6.2   | 1.3       | 6.25                                       | 1.45      |
| <i>Human Growth and Development</i>                             | 10.8  | 1.45      | 10.2                                       | 2.3       |
| <i>Career Development</i>                                       | 8.4   | 2.95      | 8.45                                       | 2.35      |
| <i>Counseling and Helping Relationships</i>                     | 39  | 9.1       | 42.1                                       | 7.2       |
| <i>Group Counseling and Group Work</i>                          | 13.7  | 3.45      | 13.6                                       | 3.1       |
| <i>Assessment and Testing</i>                                   | 18.85   | 4         | 20.4                                       | 4.0       |
| <i>Research and Program Evaluation</i>                          | 2.2   | 0.55      | 2.35                                       | 1.2       |
|   | 107.3   | 20.3      | 111.8                                      | 16.8      |



## Admissions Data

The admissions process was consistent from the years 2013 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 two outlier years; 2014 and 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 2024 admission's process was to revise the Writing Sample to include more integration of resources and research. The 2024 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 |
|-------------------|------------|---------------------|---------------------|-------------------------------|--|
| <b>2014</b>       | 75         |                     | 45                  | 60%                           |  |
| <b>2015</b>       | 165        |                     | 40                  | 24%                           |  |
| <b>2016</b>       | 162        |                     | 45                  | 25%                           |  |
| <b>2017</b>       | 155        | 64                  | 40                  | 26%                           | 63%                                    |
| <b>2018</b>       | 116        | 70                  | 42                  | 36%                           | 60%                                    |
| <b>2019</b>       | 122        | 83                  | 43                  | 35%                           | 52%                                    |
| <b>2020*</b>      | 127        | 79                  | 47                  | 37%                           | 60%                                    |
| <b>2021**</b>     | 115        | 86                  | 29                  | 25%                           | 34%                                    |
| <b>2022</b>       | 173        | 84                  | 24                  | 14%                           | 29%                                    |
| <b>2023***</b>    | 111        | 67                  | 29                  | 26%                           | 43%                                    |
| <b>2024</b>       | 154        | 101                 | 33                  | 22%                           | 33%                                    |

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

*\*\*2021 Note an error in the 2020-2021 Annual Report adjusted.*

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



**Admissions Report 2024**

| Metrics                                | 2023 | 2024 | Difference |
|--|------|------|------------|
| <b>Current Enrollment</b>              | 52   | 71   | 19         |
| <b>Students Graduating in May</b>      | 19   | 14   | (5)        |
| <b>Open Seats</b>                      | 41   | 43   | 2          |
| <b>Applications</b>                    | 111  | 154  | 43         |
| <b>Completed Applications Reviewed</b> | 67   | 101  | 34         |
| <b>Interview Invitations</b>           | 51   | 48   | (3)        |
| <b>Admissions Offers</b>               | 35   | 39   | 4          |
| <b>WGC</b>                             | 19   | 26   | 7          |
| <b>Dover</b>                           | 16   | 13   | (3)        |
| <b>Admitted Applicants</b>             | 29   | 35   | 6          |
| <b>WGC</b>                             | 18   | 23   | 5          |
| <b>Dover</b>                           | 11   | 12   | 1          |
| <b>Diversity of Applicants</b>         |      |      |            |
| <b>White</b>                           | 57   | 76   | 19         |
| <b>Black or African-American</b>       | 33   | 64   | 31         |
| <b>Asian</b>                           | 3    | 4    | 1          |
| <b>More than one race</b>              | 7    | 6    | (1)        |
| <b>Other- not disclosed</b>            | 7    | 3    | (5)        |
| <b>Hispanic/Latino</b>                 | 3    | 1    | (2)        |
| <b>American Indian</b>                 |      |      |            |
| <b>Gender of Applicants</b>            |      |      |            |
| <b>Male</b>                            | 16   | 26   | 10         |
| <b>Female</b>                          | 95   | 128  | 33         |
| <b>Diversity of Admitted Students</b>  |      |      |            |
| <b>White</b>                           | 17   | 20   | 3          |
| <b>African-American</b>                | 8    | 12   | 4          |
| <b>Asian</b>                           | 0    | 1    | 1          |
| <b>More than one race</b>              | 3    | 1    | (2)        |
| <b>Other – not disclosed</b>           | 1    | 1    | 0          |
| <b>Gender of Admitted Students</b>     |      |      |            |
| <b>Male</b>                            | 6    | 8    | 2          |
| <b>Female</b>                          | 23   | 27   | 4          |

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

*\*Note for 2023 Applicant Diversity: three applicants listed under “more than one race” are American Indian as part of their race. Also, although the applicants identify as a different race, 16 applicants listed their ethnicity as Hispanic.*

*\*\*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.*



## Practicum and Internship Summary Report 2023 – 2024

Wilmington University's Clinical Mental Health Counseling Program had a total of 14 student interns completing their 3<sup>rd</sup> year Practicum and Internship in 2023-2024 academic year, 4 of whom were returning from an earlier cohort. Of the students entering Practicum and Internship, 14 completed their clinical year in April 2024. 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 (non-core) faculty supervising the Dover cohort and one (core) faculty supervising the New Castle cohort. 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: Dr. James Walsh, Dr. Doris Lauckner, Dr. Nineka Dyson and teaching faculty, Dr. Lois Grande.

Practicum and Internship sites span the four-state area (Delaware, Pennsylvania, New Jersey (no sites in these two states used in 2023-2024) and Maryland. The Spring 2023 interns were placed at 8 different sites covering Maryland, New Jersey, and DE areas with an additional site added during the Fall 2023 and again Spring 2024 for a total of 10 sites. In the 2023-2024 internship year, the program was able to contract with five new sites for field placements in September 2022. 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 2023-2024 Practicum/Internship year were conducted in person for five new sites and eight via virtual meetings for returning 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 continued to utilize Supervision Assist, an online HIPAA-compliant platform, designed to facilitate better management of Practicum and Internship documentation (i.e., site and student agreements, professional liability insurance, hours/activity logs, recordings, and evaluations). This allowed for continual accommodation with the concerns of the pandemic and provided an organized format for the students to submit documentation virtually. The CMHC program intends to keep a virtual filing system for current and future students.

Clinical coordinator duties and roles were divided between Dr. Lori Vien and Dr. Lois Grande. During the summer 2023 the duties and responsibilities were reviewed with the result that Dr. Vien took more duties and responsibilities of Clinical Administrator while Dr. Grande's duties and responsibilities focused on Clinical Site Placements and site supervisor training. 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. This year the Site Supervisor's Workshop was conducted in-person by Dr. Jim Walsh on the topic of ***“Therapist Shop Talk: Translating Theoretical Knowledge into Therapeutic Language”*** on November 15th, 2023. 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.



## DATA Collection, Review, and Program Changes Academic Year 2023-2024

### Program Changes

- ✚ Fall 2023 Revision of the Practicum and Internship Handbook to adjust for telehealth and in-person requirements and to ensure best practices.
- ✚ Spring 2024 Revised the Student Handbook with AI policies and a change in language for the Corrective Action Plan to Performance Improvement Plan for clarity as to the purpose of the plan within the context of Remediation and Retention.
- ✚ CMHC reviewed CACREP 2024 standards.
  - Creation of a schedule for rubric and syllabi changes for compliance
  - Review of new standards with the Diversity, Equity, and Inclusion Coordinator, Dr. Melissa Lemons (formerly named the Diversity Advocate).
- ✚ A review of summary reports for student advising for 1<sup>st</sup> and 2<sup>nd</sup> year.
- ✚ Implemented the new Program of Study created in Fall 2022:
  - MHC Strategies of Counseling I to Summer in the first year
  - MHC Diversity in Counseling to Fall in the first year
  - MHC Consultation in Counseling to Summer in the third year
  - MHC Careers in Counseling Spring in the first year
  - MHC Addictions Counseling in the Fall of the second year
  - MHC Research and Program Evaluation to the Spring of the third year.
- ✚ Revised and created new elective courses and collaborated with other programs to offer electives for the Masters Trauma and Resilience Certification. Courses were designed to address diversity, equity, and inclusion in our program as well as offer an opportunity for CMHC students to expand their advanced counseling skills. The elective courses are optional with a two-course elective requirement as per the program of study.
  - MHC 8063 Spirituality and Counseling
  - MHC 8030 Human Sexuality
  - MHC 8066 Neurodevelopment and Counseling: Advanced Seminar
- ✚ Made course changes for MHC Career Counseling and MHC Appraisal Techniques in Spring 2023 and continued to improve on those courses in Spring 2024 in response to both the CPCE and NCE scores.
- ✚ Revision of the Alumni Survey and placed in Supervision Assist for improved compliance with completing the survey.



CPCE Spring 2023/Cohort 2021

In the 2022-2023 academic year, twelve CMHC students completed their CPCE exam in Summer 2023 during their Practicum semester. This was a change from previous cohorts who took the exam in their fall semester with Internship I. This program of study change was made in Spring 2023. The report below contains only eleven students who took the same version of the CPCE exam with one student taking an alternate version. The following table contains only the eleven students. Scores for the remaining student were within similar means for each domain with an overall. 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 passing score was 85.3. The students’ lowest total score was a 82 and the highest score was 119. All twelve students were within passing range with the lowest passing score of 82 which was above the national mean for this group. All students passed the first taking of the exam.

Cohort 2021 saw an increase in mean scores for seven of the eight domain areas from Cohort 2020 with a slight decrease in Counseling and Helping Relationships. However, Wilmington students scored higher than the national mean in that area. Overall, Wilmington students scored above the national mean in every domain with the Wilmington students’ highest score equaling the national max score of 119.

| 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         |
| <b>Total</b>   | <b>All</b> | 17                    | <b>94.4</b> | <b>13.4</b> | <b>59</b> | <b>119</b> | <b>89.7</b> | <b>14.6</b> | <b>19</b> | <b>119</b> |



Previous Year/Cohort Results:

| CPCE Exam Scores Fall 2022/Cohort 2020                       |            | Wilmington University |             |           | National    |             |
|--|------------|-----------------------|-------------|-----------|-------------|-------------|
| Section  | Items      | n                     | Mean        | SD        | Mean        | SD          |
| C1: Professional Counseling Orientation and Ethical Practice | 17         | 23                    | 11.1        | 2         | 10.9        | 2.4         |
| C2: Social and Cultural Diversity                            | 17         | 23                    | 8.7         | 2.6       | 8.1         | 2.4         |
| C3: Human Growth and Development                             | 17         | 23                    | 12.1        | 2.9       | 10.7        | 2.6         |
| C4: Career Development                                       | 17         | 23                    | 11.5        | 2         | 10.1        | 2.4         |
| C5: Counseling and Helping Relationships                     | 17         | 23                    | 10.4        | 2.2       | 9.6         | 2.6         |
| C6: Group Counseling and Group Work                          | 17         | 23                    | 12.7        | 2.5       | 11.1        | 2.5         |
| C7: Assessment and Testing                                   | 17         | 23                    | 11.1        | 2.1       | 9.6         | 2.5         |
| C8: Research and Program Evaluation                          | 17         | 23                    | 11.7        | 2.3       | 10.3        | 2.8         |
| <b>Total</b>   | <b>All</b> | <b>23</b>             | <b>89.3</b> | <b>14</b> | <b>80.3</b> | <b>14.6</b> |



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

| Collection points Summer 2023   |             |                       |
|---|-------------|-----------------------|
| • <b>MHC 6505 Ethics and Practices of Counseling</b>                    | Cohort 2023 | Collection Point 1    |
| • <b>MHC 7806 Research and Program Evaluation</b>                       | Cohort 2022 | Collection Point 2    |
| • <b>MHC 8092 Consultation for Counselors: (CPCE Exam Results 2022)</b> | Cohort 2021 | Collection Points 2/3 |
| • <b>MHC 6402 Human Development</b>                                     | Cohort 2023 | Collection Point 1    |

| Collection points Fall 2023                     |             |                    |
|---|-------------|--------------------|
| • <b>MHC 7605 Counseling Diverse Population</b> | Cohort 2023 | Collection Point 1 |
| • <b>MHC 7202 Group Counseling</b>              | Cohort 2022 | Collection Point 2 |
| • <b>MHC 6501 Strategies of Counseling I</b>    | Cohort 2023 | Collection Point 1 |

| Collection points in Spring 2024         |             |                    |
|--|-------------|--------------------|
| • <b>MHC 9001 Internship II</b>          | Cohort 2021 | Collection Point 2 |
| • <b>MHC 6401 Theories of Counseling</b> | Cohort 2023 | Collection Point 2 |
| • <b>MHC 7203 Career Counseling</b>      | Cohort 2023 | 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 <b>Review of percentage of students meeting KPI expectations</b>   |





**Cohort 2023 Year 1 Outcomes:**

Students reviewed and analyzed an Ethical Vignette, which described typical ethical challenges faced by Clinical Mental Health Counselors. Each student wrote a paper and presented their findings to the class. The students were assessed in their ability to identify and respond to ethical and legal dilemmas apparent in the vignette. The students were also challenged to analyze the potential outcomes and consequences of their responses. In addition, they were assessed for attention to the diversity and special needs of the clients in the vignette. Students' writing and use of APA were also reviewed.

For 2023 there was a change in the rating scale from 3 grading points to 5. 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, not applicable

A total of 27 students were measured for this competency.

**Cohort 2023**

These students were evaluated in two sections for a total of 27 students. All twenty-seven (27) students met the overall benchmark, which was 100% of the cohort.

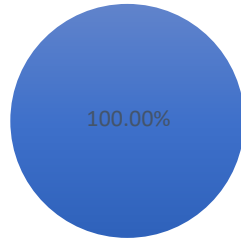
The final exam scores for this domain were equally impressive and were congruent with rubric scores. In comparison of the last three years, the final exam pass rate decreased in comparison to the previous WGC scores but higher than Cohort 2022 from Dover. The cohorts were in New Castle and Dover, DE this year with three students overall who did not meet the benchmark out of twenty-seven.

| <i>MHC 6505 Ethics &amp; Practices of CMHC Final Exams</i> | <b>Benchmark</b> | <b>WGC/<br/>New<br/>Castle</b> | <b>Dover</b> | <b>Cohort<br/>passing<br/>rate</b> | <b>Cohort<br/>Year</b> | <b>N=</b> |
|--|------------------|--------------------------------|--------------|------------------------------------|------------------------|-----------|
| <i>Cohort 2020 Year 1</i>                                  | 74%              | 91.67%                         | 66.67%       | 80.95%                             | 2020                   | 42        |
| <i>Cohort 2021 Year 1</i>                                  |                  | 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        |

\*\*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.



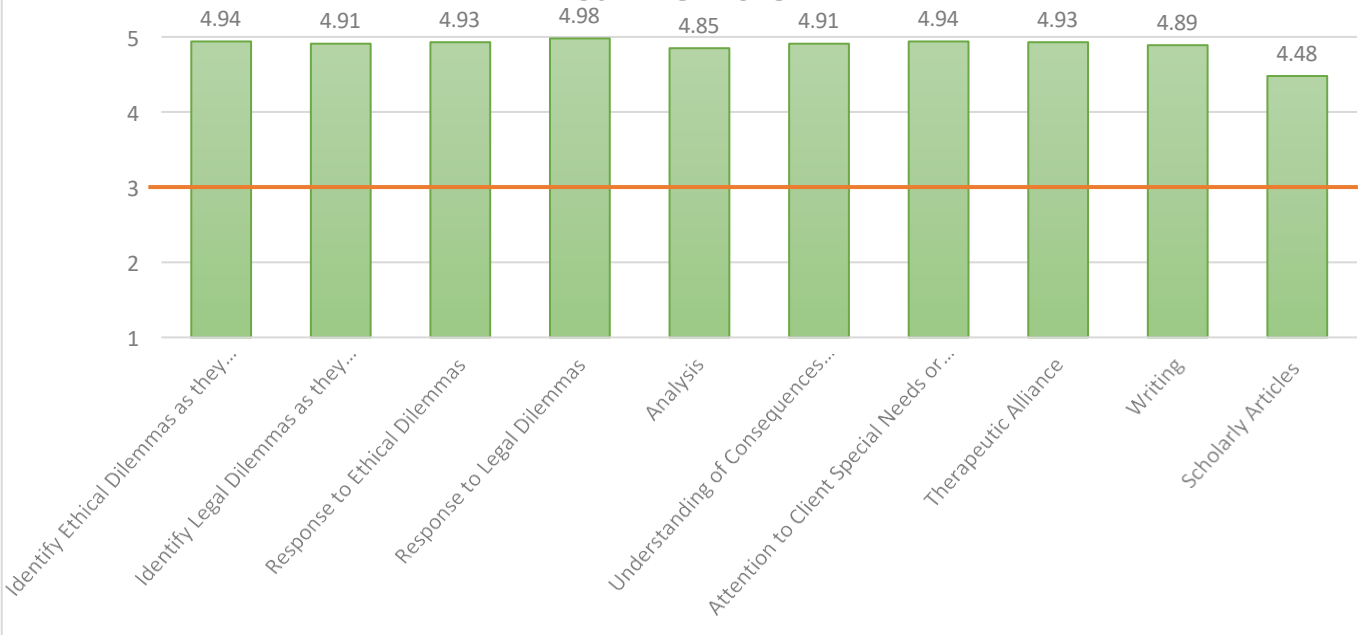
### Percentage of Students that Met Benchmark on Rubric Scores



Met benchmark

|                    | WGC  | Dover |
|--------------------|------|-------|
| Mean Score         | 4.89 | 4.86  |
| Standard Deviation | 0.18 | 0.18  |

### MHC 6505 - Final Ethical Vignette Summer 2023



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

#### Program Response

Additional collection points for Cohort 2023 will occur in their 2<sup>nd</sup> year Fall 2024 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 3<sup>rd</sup> year Spring 2026 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 2022 Year 2 Outcomes:

As was noted in the 2022-2023 review, cohort 2022 comprehended the content knowledge for *Professional Counseling Orientation and Ethical Practice* as seen by the Final Exam Scores Summer 2022:

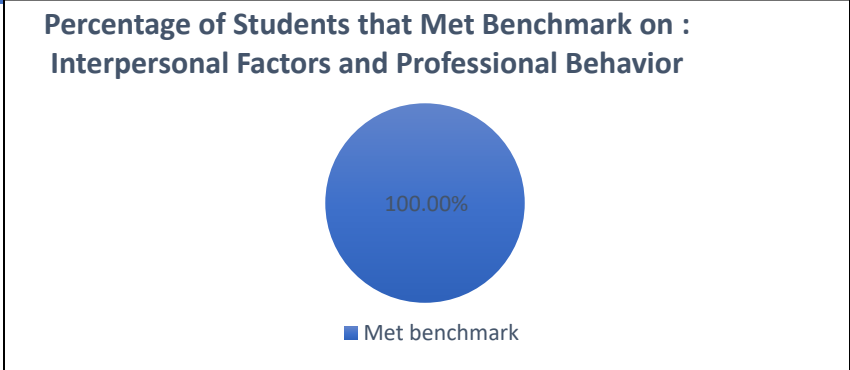


|  | Benchmark | WGC  | Dover | Cohort passing rate | Cohort Year | N= |
|--|-----------|------|-------|---------------------|-------------|----|
| <i>MHC 6505 Ethics &amp; Practices of CMHC</i> | 74%       | 100% | 87.5% | 95.24%              | 2022        | 21 |

It was noted in the previous review that when asked to apply the concepts of this domain area, they were much more successful. The second collection point for this group to evaluate the demonstration of skills for *Professional Counseling Orientation and Ethical Practices* was in Fall 2023 in *MHC 7202 Group Counseling Student Evaluation* in the sections of: Interpersonal Factors and Professional Behavior in Fall 2023 is noted below.

One section with a total of seventeen (17) students from Cohort 2022 was measured for this competency in its second collection point. All 17 students met the overall benchmark, which was 100%.

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

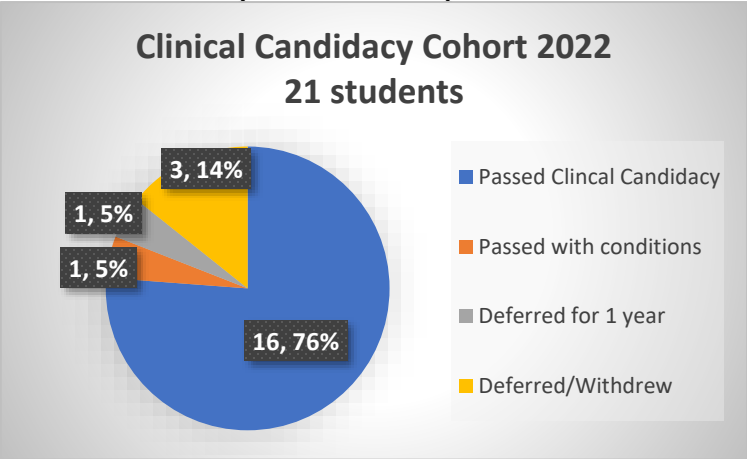


|                    |   |
|--------------------|---|
| Mean Score         | 3 |
| Standard Deviation | 0 |

**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 2022. 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.

This chart reflects students who 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 who passed with concerns were provided mentorship and advising, through supervision to resolve the issues. Those who did not continue were offered options in other university programs or will have follow up with the advisor for return to the program.





The third data point for comparison for Cohort 2022 for the demonstration of skills will be collected in Spring 2025 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 2021 Year 3 Outcomes:

NCE Fall and Spring 2024 Cohort 2021

| 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 | 8.15   | 2.2 | 8.3                                 | 1.95 |

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 91.67% passing benchmark rate for this group of 12 students in the Fall 2021 data review. This was 26.45% higher than Cohort 2019 who showed a slight decline from the previous cohort, which may have been due to student characteristics or changes made to course scheduling and format.

In 2023, Cohort 2021, 17 students took the CPCE exam and had a mean score .2 over the national mean in the area of **Professional Counseling Orientation and Ethical Practice**. NCE scores show a similar trend with Wilmington CMHC having a higher mean score and sd.

| CPCE Exam Scores Summer 2023 Cohot 2021                      |       | Wilmington University |      |    | National |     |
|--|-------|-----------------------|------|----|----------|-----|
| Section  | Items | n                     | Mean | SD | Mean     | SD  |
| C1: Professional Counseling Orientation and Ethical Practice | 17    | 17                    | 12.5 | 2  | 12.1     | 2.2 |

The MHC 9002 Internship II *Site Supervisor Evaluation* results for Spring 2024 reflect the overall performance and a second collection point for the 2021 cohort. Cohort 2021 had 17 students who entered Practicum and Internship.

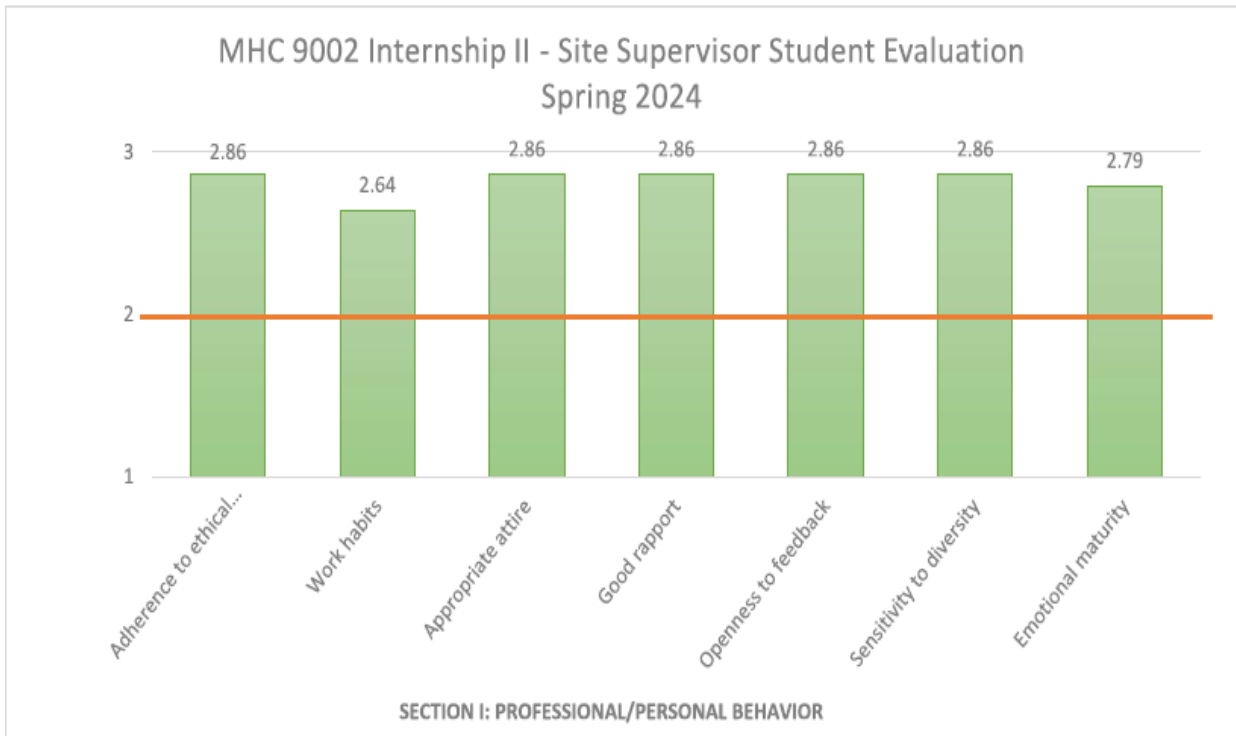
All 17 students met the benchmark for both *Professional/Personal Behavior* and *Counseling Competencies* as related to the objectives stated above for *Professional Counseling Orientation and Ethical Practice*. Cohort 2021 demonstrated a program consistency with past CPCE exams in regard to the mean score for the area of *Professional Counseling Orientation and Ethical Practice*. Students remain consistent on their rubric benchmark scores for the Ethical Vignettes as compared to past years.



### Percentage of Students that Met Benchmark MHC 9002 Site Supervisor Evaluation



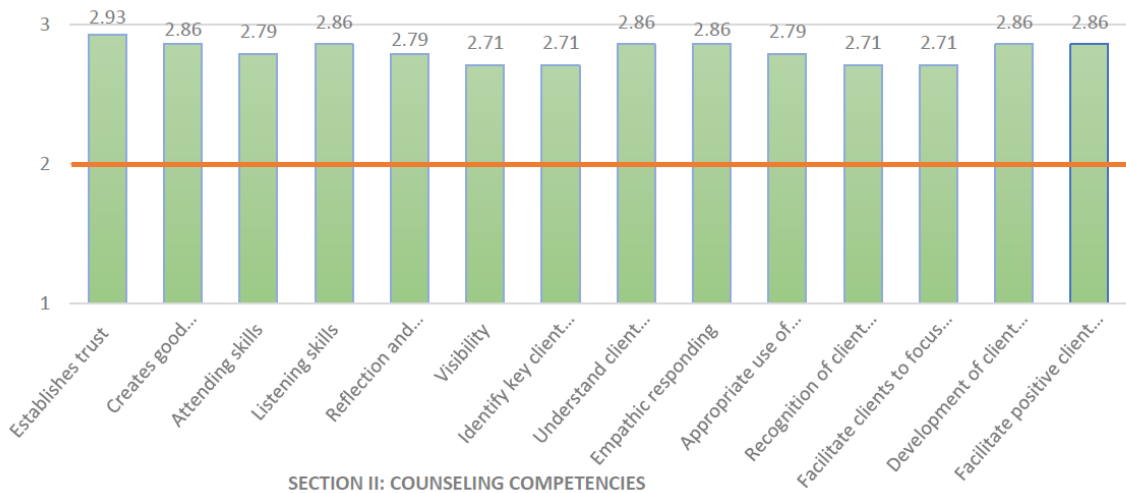
### Professional/Personal Behavior Means and Standard Deviation:



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



MHC 9002 Internship II - Site Supervisor Student Evaluation Spring 2024



SECTION II: COUNSELING COMPETENCIES

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

**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 2019-2024 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<br>2.f.d the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others<br>2.f.h strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination<br><br>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<br>Mean and SD scores for MHC 7605 Final Exam in Diversity<br>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<br>Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section I and II<br>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<br>Review of percentage of students meeting KPI expectations   |

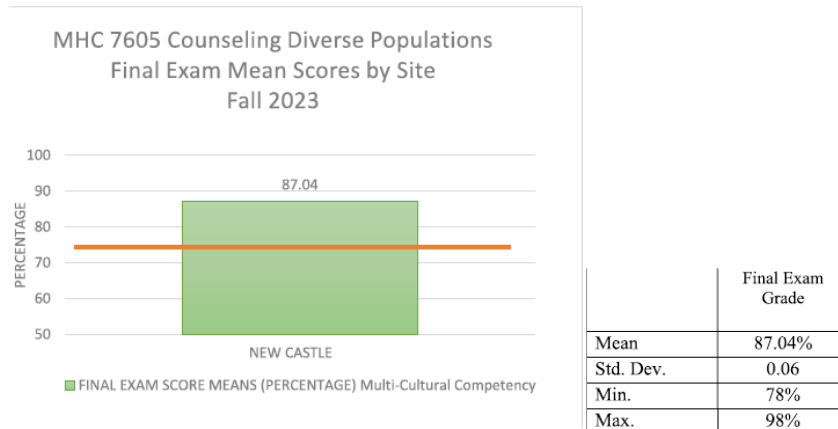
**Cohort 2023 Year 1 Outcomes:**

The Social and Cultural Diversity domain area competency is assessed in the *MHC 7605 Counseling Diverse Populations* course using two collection points: The *MHC 7605 Investigative Project* and the Final Exam. Using the benchmark of 2 out of 3, 100% of the students passed ( $n = 23$ ). Mean scores provided below. There was a 100% pass rate on the final exam.

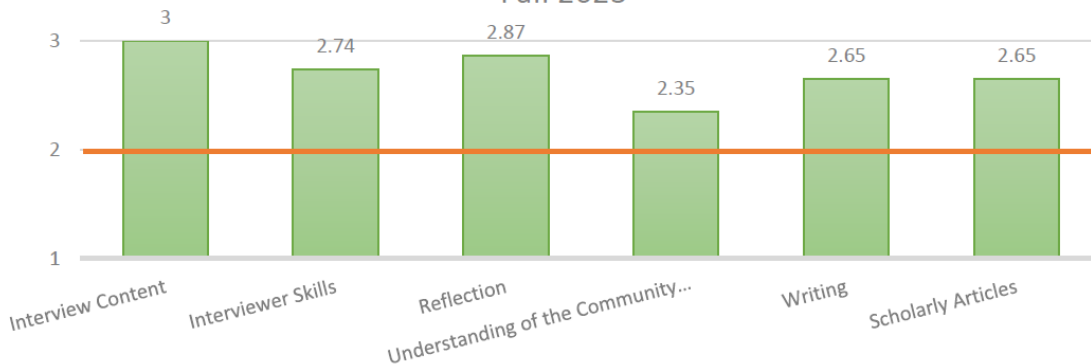


Exam scores were based on a 100-point scale with a benchmark of 74%. All students met or exceeded expectations using actual exam scores, the lowest being 78%. The mean score was 87.04% and the standard deviation was .06. The mean score was lower than for the previous cohort by 3.74%. Criteria 3 and 4 of the *MHC 7605 Investigative Project* encompass this content area standards, both of which had a 100% and a 95.65% passing rate respectively.

Rubric scores based on three-point rating scale Benchmark = 2.00



MHC 7605 Investigative Project Mean Scores by Rubric Criteria Fall 2023



Comparison Data

A comparison data point was collected Spring 2024 *MHC 6401 Theories of Counseling* skills demonstration. The data for these collection points was collected for Cohort 2023. Twenty-two students were evaluated using the *MHC 6401 Theory Case Conceptualization Paper*. There were two sections with a total of 22 students; however, two different rubrics were used. The first set of charts/graphs illustrate the findings from the current 3-point grading scale assessment, nine students were measured using this rubric. Nine additional students (Dover section) used a 100-point rubric with four categories (rather than the six); those findings were converted to a 3-point grading scale. A



total of 18 students were measured for this overall competency with 100% overall passing rate. It may be significant to note that criteria 2: *Client Consideration* was the only area of the rubric that did not meet with 100% passing for both rubrics. The passing percentage for these criteria was 77.78%. See additional information for this core content area below. Additional data will be collected for this group in Fall 2024 *MHC 7202 Group Counseling*.

**Program response**

A review of these rubrics to meet CACREP 2024 standards will be completed within the next two years. A review of the assessments and their rubrics as well as exam items may be needed for validity and reliability.

**Cohort 2022 Year 2 Outcomes:**

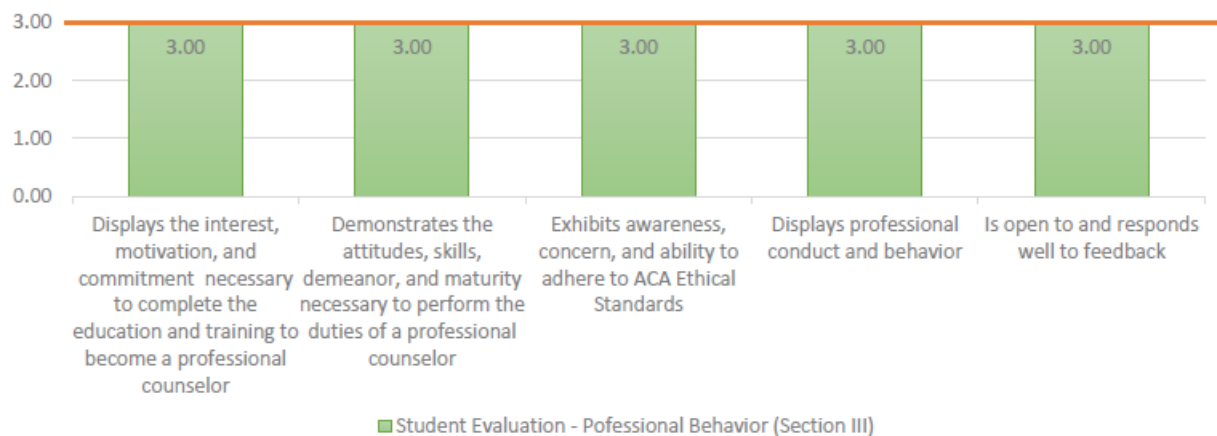
The *Social and Cultural Diversity* competency is assessed in the *MHC 7605 Counseling Diverse Populations* course using two collection points: *The Community and Cultural Genogram* and the *Final Exam*. A comparison data point was collected Spring 2023 from *MHC 6401 Theories of Counseling* with skills demonstration. The data for these collection points was collected for Cohort 2022 in the previous year.

As was noted in the report from 2022-2023, students from Cohort 2022 had high passing rate for both the *MHC 7605 Community and Cultural Genogram* and *MHC 7605 Counseling Diverse Populations Final Exam* benchmark scores with 100% and 100% respectively.

This was mirrored in the assessment for *6401 Theory Case Conceptualization Paper*. Seventeen students were evaluated with a passing rate of 100% with a mean score of 3.0 in Criteria 1-5 with Criteria 6 (Scholarly Articles) at 88.24% based on 3-point scale of scores for this assessment.

Additional data was collected for this group in Fall 2023 in the *MHC 7202 Group Counseling* course. There were 17 students measured for this competency. All 17 students met a benchmark, 100% of the 17 students). This group will be assessed in MHC 9002 Internship II with the Site Supervisor Evaluation in sections I and II during Spring 2025.

MHC 7202 Group Counseling  
Mean Scores by Criteria - Professional Behavior (Section III)  
Fall 2023





***Program response***

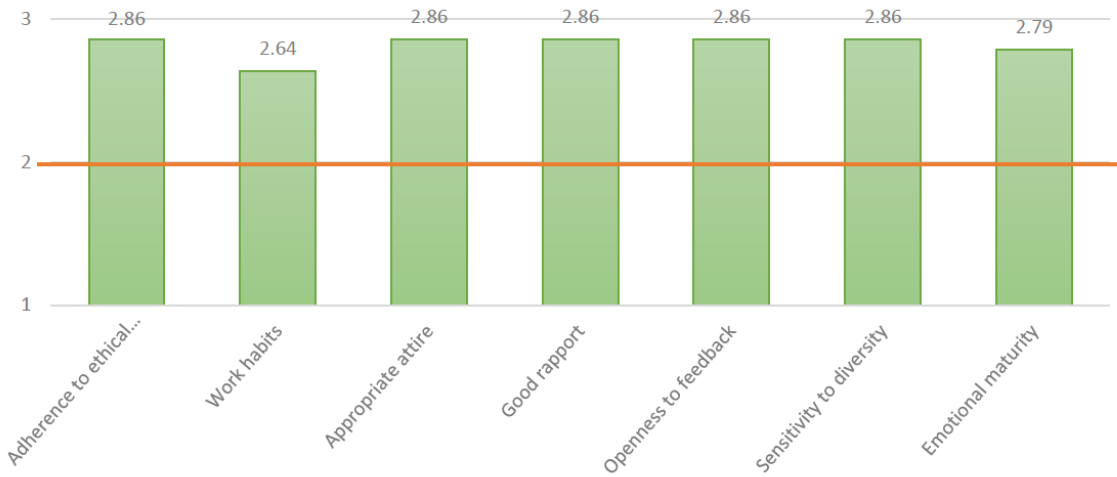
Students in Cohort 2022 seemed to show consistency in each of the benchmark assessments and have similar success than the prior cohort. When challenged to demonstrate skills in a peer reviewed setting, the group had a consistently high benchmark passing score as the prior cohort. When reviewing this same assessment for other areas such as Interpersonal Factors, it seems use of skills is more challenging in a peer process group setting than with a formal assignment or final exam. The scores seem to correlate within the assessment (see previous section in *Professional Counseling Orientation and Ethical Practice*).

**Cohort 2021 Year 3 Outcomes:**

The domain competency for Social and Cultural Diversity with Cohort 2021 had 15 students complete the course for the assessment. This same group of 14 students (2 from cohort 2020) 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 I and II averaged 2.81 with a standard deviation of 0.39 and .59, meeting the 2 point and above benchmark score for both areas at 100%. Included in the criteria was sensitivity to diversity, and a demonstration counselor demeanor and skills.

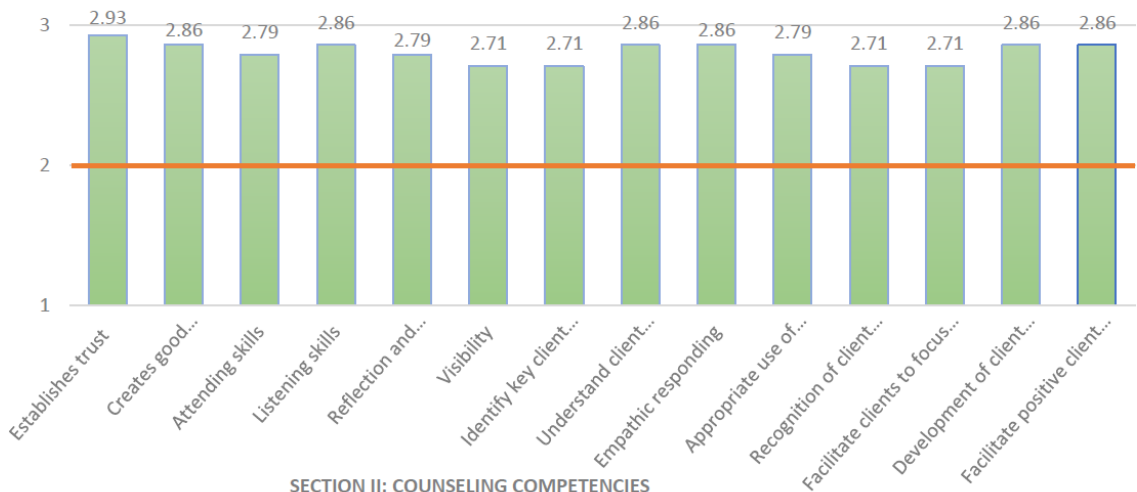


MHC 9002 Internship II - Site Supervisor Student Evaluation Spring 2024



SECTION I: PROFESSIONAL/PERSONAL BEHAVIOR

MHC 9002 Internship II - Site Supervisor Student Evaluation Spring 2024



SECTION II: COUNSELING COMPETENCIES

When reviewing the comparison data for this group using the assessment from Fall 2022 *MHC 7202 Group Counseling Student Evaluation* as seen in last year's outcome report, 12 students measured for this competency and 100% met benchmark. For those students from Cohort 2021 (12 students) who went on to their clinical year and were assessed for the *MHC 9002 Internship II Site Supervisor Evaluation Sections I and II* as noted in the last domain above, demonstrated success in these areas in real world settings by objective raters and met the benchmark for *Social and Cultural Diversity*.

The scores on the CPCE exam for the domain Social and Cultural Diversity, taken in Summer 2023, demonstrated a mean score that was 0.2 points higher than the national and 0.4 standard



deviation difference which was a slight but insignificant decrease from previous cohorts. The NCE scores show that Wilmington CMHC students met the mean with a slightly lower mean by .05 and a .15 standard deviation difference.

| CPCE Exam Scores Fall 2022 Cohort 2020 |       |      |     |               |             |
|--|-------|------|-----|---------------|-------------|
| Section                                | Items | Mean | SD  | National Mean | National SD |
| C2: Social and Cultural Diversity      | 17    | 10.4 | 2.7 | 10.2          | 2.3         |

| <i>NCE Fall 2023/Spring 2024 Cohort 2021</i> | Wilmington average mean and SD scores |      |     | National average mean and SD scores |      |
|--|---------------------------------------|------|-----|-------------------------------------|------|
|  | Items                                 | Mean | SD  | Mean                                | SD   |
| Social and Cultural Diversity                |                                       | 6.2  | 1.3 | 6.25                                | 1.45 |

**Program response**

The final exam scores seem consistent with the passing rate of Cohort 2021 as seen in the CPCE exam from 2023. The CMHC faculty conducted are in the process of reviewing the program evaluation and rubrics/exams to align with CACREP 2024 as noted.





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

Table with 4 columns: KPI/Standards Reviewed, Data points for Knowledge, Data Points for Skills Demonstration Data used for Comparison, and Analysis. It details standards like F.3.a, F.3.e, F.3.f, and C.1.b, and associated assessment papers like MHC 6402 and MHC 7501.

Cohort 2023 Year 1 Outcomes:

The Human Development and CMHC Foundations of Counseling competency was assessed for Cohort 2023 in collection point one using the MHC 6402 Human Development course Self-Development Analysis paper. There were 25 students evaluated with a pass rate of 100% overall.

This cohort will be assessed for collection point two in Summer 2024 using MHC 7501 Family Therapy Family Genogram and the CPCE exam in Summer 2025.

Cohort 2022 Year 2 Outcomes:

There were 18 students evaluated with a pass rate of 88.89% (16 of 18 students passed). The mean score was 92.19%, with a standard deviation of 8.64. This group was also assessed using the final exam; however, the exam score had a passing rate of 61%.



point 2 was assessed in Summer 2023 using the *MHC 7501 Family Therapy Family Genogram*. There were 18 students evaluated, who met the benchmark at 100% with a mean score of 98.41 % based on a 100-point grading system. The benchmark used is 2-points (86-91%) on a 3-point scale, all students exceeded the benchmark with the lowest score of 93.33%, and a standard deviation of 2.47. 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: <b>Demonstrates a Basic Understanding of Genogram Construction</b> | 100.00%   |
| Criteria 2: <b>Written Description</b>   | 100.00%   |
| Criteria 3: <b>Organization of the Material</b>                                | 100.00%   |
| Criteria 4: <b>Writing</b>   | 100.00%   |
| Criteria 5: <b>Scholarly Articles</b>  | 100.00%   |

This cohort will be assessed again using the **CPCE exam** in Summer 2024.

**Program response**

This cohort scored similarly with the previous Cohort 2021 with minimal decreases. The rubric had a review for Cohort 2023 and this rubric will be revised to align with the new CACREP 2024 standards for Cohort 2024.

**Cohort 2021 Year 3 Outcomes:**

As reviewed in last year’s report, the 16 students evaluated from Cohort 2021 for *Human Development and CMHC Foundations of Counseling* have a pass rate on the *MHC 7501 Family Therapy Family Genogram* of 100% with an assignment mean of 98.44% with a mean score of 3.51. This group completed the CPCE exam Summer 2023 and scored 1.2 points above the national mean in this competency with a .5 difference in standard deviation. The NCE scores show a similar trend with Wilmington CMHC scoring a slightly higher mean by .70 and a .7 standard deviation difference.

| CPCE Exam Scores Fall 2022 Cohort 2020 |       |      |     |               |             |
|--|-------|------|-----|---------------|-------------|
| Section                                | Items | Mean | SD  | National Mean | National SD |
| C3: Human Growth and Development       | 17    | 12.4 | 1.9 | 11.2          | 2.4         |

*NCE Fall 2023/ Spring 2024 Cohort 2021*

Wilmington average mean and SD scores

National average mean and SD scores



|                              | Items | Mean | SD   | Mean | SD  |
|------------------------------|-------|------|------|------|-----|
| Human Growth and Development |       | 10.8 | 1.45 | 10.2 | 2.3 |

***Program response***

Students in Cohort 2021 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<br>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<br>Mean and SD scores on the MHC 9002 Written Case Study                                    |
|  | CPCE Exam Section Area of Clinical Focus **<br>Multiple sections included may not give a complete picture of this specific topic |   | Review<br>Mean and SD scores on the CPCE Exam Section Area of Clinical Focus<br>Compare data from Collection Point(s) 1 to Collection Point(s) 2 |
|  |  |   | Compare reliability between Collection Points in Collection Point 2 Categories<br>Review of percentage of students meeting KPI expectations      |

#### Cohort 2023 Year 1 Outcomes

Assessment for Career Development competency will be completed in year 3 for this group. The CMHC new program of study placed ***MHC Career Counseling Course*** in Spring 2024 for 1<sup>st</sup> year students. Twenty-one students took the exam in two sections with a pass rate of 16 out of 21 students scoring above the benchmark of 74% with a 76% pass rate. The mean score of the exams was above the benchmark with 78.29%.

#### Cohort 2021 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 2021\*(together with Cohort 2020. Note these scores were listed last year in the annual report) comprised of 29 students were

|           | Final Exam Grade |
|-----------|------------------|
| Mean      | 78.29%           |
| Std. Dev. | 10.72            |
| Min.      | 58%              |
| Max.      | 96%              |



evaluated using the *MHC 7203 Career Counseling course Final Exam*. The pass rate on the exam was 75.86% with 22 of 29 students who passed. The mean score total for both sections of 78.25% with a standard deviation of 11.51.

The same group completed the CPCE Exam Summer 2023. The cohort mean score on the section was 1.2 lower than the national mean and a .4 standard deviation difference. The NCE mean scores for this group were .05 lower than the national mean and a .60 standard deviation difference.

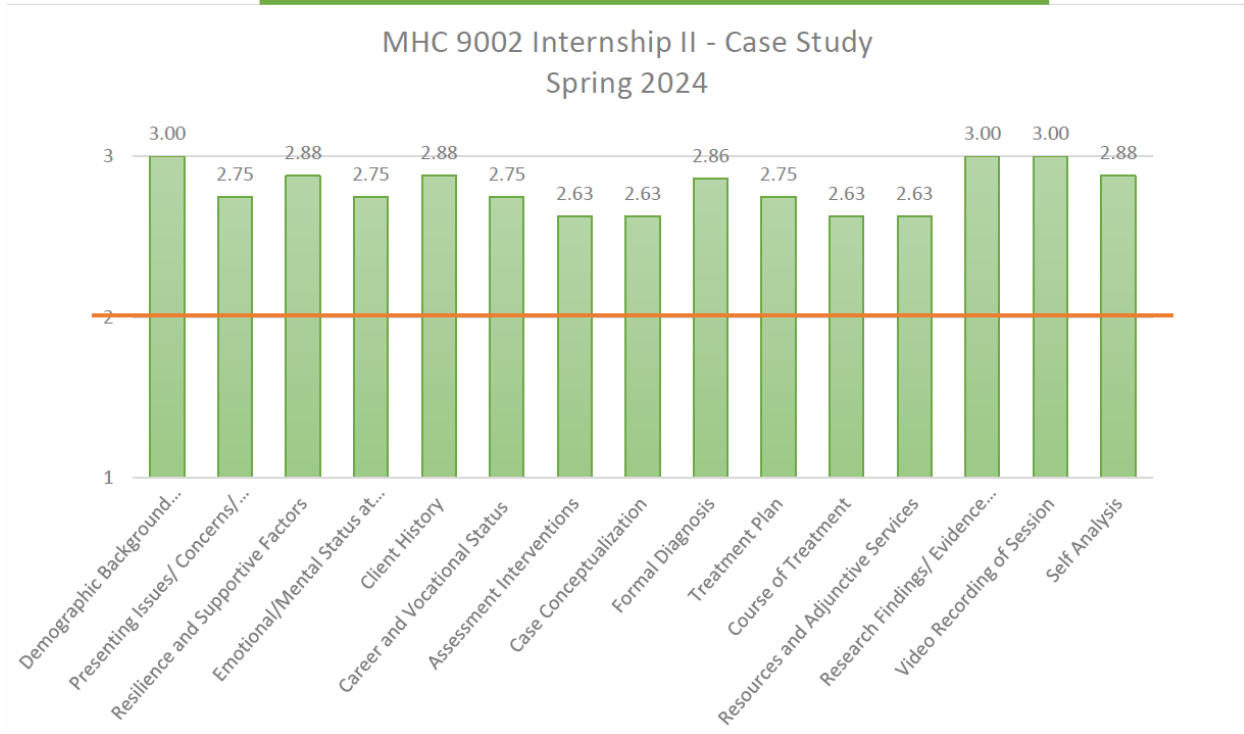
| CPCE Exam Scores Summer 2023 Cohort 2021 |       |    |      |     |               |             |
|--|-------|----|------|-----|---------------|-------------|
| Section                                  | Items | n  | Mean | SD  | National Mean | National SD |
| C4: Career Development                   | 17    | 17 | 10.3 | 2.9 | 11.5          | 2.5         |

| <i>NCE Fall 2023/<br/>Spring 2024<br/>Cohort 2021</i> | Wilmington average mean and SD scores |            |             | National average mean and SD scores |             |
|---|---------------------------------------|------------|-------------|-------------------------------------|-------------|
|   | Items                                 | Mean       | SD          | Mean                                | SD          |
| Career Development                                    |                                       | <b>8.4</b> | <b>2.95</b> | <b>8.45</b>                         | <b>2.35</b> |

This group also was assessed in Spring 2024 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 score was 2.87 based on a 3-point scale with a .12 standard deviation.



The following graph shows mean scores by rubric criteria



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 | Client History | Career and Vocational Status | Assessment Interventions | Case Conceptualization |
|------------------|--|--|-----------------------------------|--|----------------|------------------------------|--------------------------|------------------------|
| <b>Mean</b>      | 3.00                                   | 2.75                                     | 2.88                              | 2.75   | 2.88           | 2.75                         | 2.63                     | 2.63                   |
| <b>Std. Dev.</b> | 0                                      | 0.46                                     | 0.35                              | 0.46   | 0.35           | 0.46                         | 0.52                     | 0.52                   |
| <b>Min.</b>      | 3                                      | 2  | 2                                 | 2  | 2              | 2                            | 2                        | 2                      |
| <b>Max.</b>      | 3                                      | 3  | 3                                 | 3  | 3              | 3                            | 3                        | 3                      |

|                  | Formal Diagnosis | Treatment Plan | Course of Treatment | Resources and Adjunctive Services | Research Findings/ Evidence Based Practice | Video Recording of Session | Self-Analysis |
|------------------|------------------|----------------|---------------------|-----------------------------------|--|----------------------------|---------------|
| <b>Mean</b>      | 2.86             | 2.71           | 2.63                | 2.63                              | 3  | 3                          | 2.88          |
| <b>Std. Dev.</b> | .38              | 0.46           | 0.52                | 0.52                              | 0  | 0                          | 0.35          |
| <b>Min.</b>      | 2                | 2              | 2                   | 2                                 | 3  | 3                          | 2             |
| <b>Max.</b>      | 3                | 3              | 3                   | 3                                 | 3  | 3                          | 3             |

\*Note: minimum and maximum ranges based on the 3-point rating scale



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

| KPI/Standards Reviewed  | Data points for Knowledge  | Data Points for Skills Demonstration<br>Data used for Comparison   | Analysis  |
|---|--|--|---|
| 2.5.f. counselor characteristics and behaviors that influence the counseling process<br>2.5.g. essential interviewing, counseling, and case conceptualization skills<br><br>C.1. b. theories and models related to clinical mental health counseling<br>C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues | MHC 6501 Counseling Skills CRP assignment<br><b>*Score in Final CRP of 6501</b>  | MHC 9002 Counseling Skills Rubric  | Mean and SD scores on the MHC 6501 Counseling Interview Rubric<br>Mean and SD scores on the MHC 9002 Advanced Counseling Interview Rubric   |
|   | CPCE Exam Section Area of Clinical Focus **<br>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<br>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<br>Compare reliability between Collection Points in Collection Point 2 Categories<br>Review of percentage of students meeting KPI expectations |





### Cohort 2023 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 3<sup>rd</sup> CRP* Assignment was used for baseline data for this cohort. There were 21 students measured for this competency assignment with a pass rate on assignment of 100%. The mean score for this cohort was 2.58 (using the 3-point rubric scale) with a standard deviation of 0.42 combining both section scores. The mean was .40 points lower than last year’.

### Program response

The *MHC 6501 Strategies of Counseling Course* where students complete the *Counseling Skills Scoring Rubric* was moved to the first year Fall semester to allow for more study in human development and social and cultural diversity. The hope is that these courses can assist students in the practice and demonstration of those skills in the counseling skills course.

This cohort will be reassessed in their third year Fall 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 will be reviewed for alignment with CACREP 2024 standards.

### Cohort 2022 Year 2 Outcomes

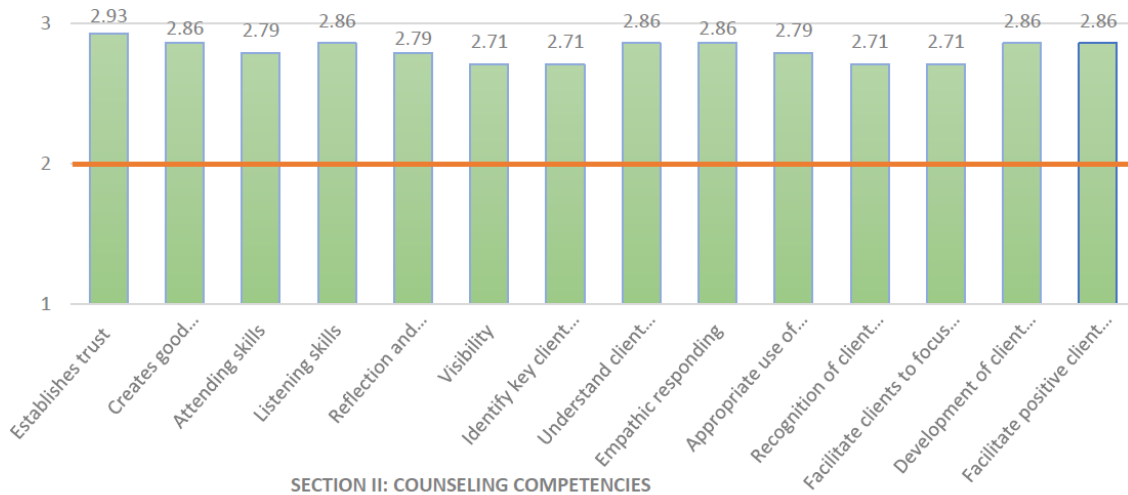
Cohort 2022, comprised of 20 students, was assessed in Summer 2022 using the 3<sup>rd</sup> CRP Assignment in *MHC 6501 Counseling Skills* with a 100% pass rate. The mean scores for each criterion were 2.98 with a standard deviation of .06. These skills for this cohort will be reassessed in their third year Summer 2024 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.

### Cohort 2021 Year 3 Outcomes

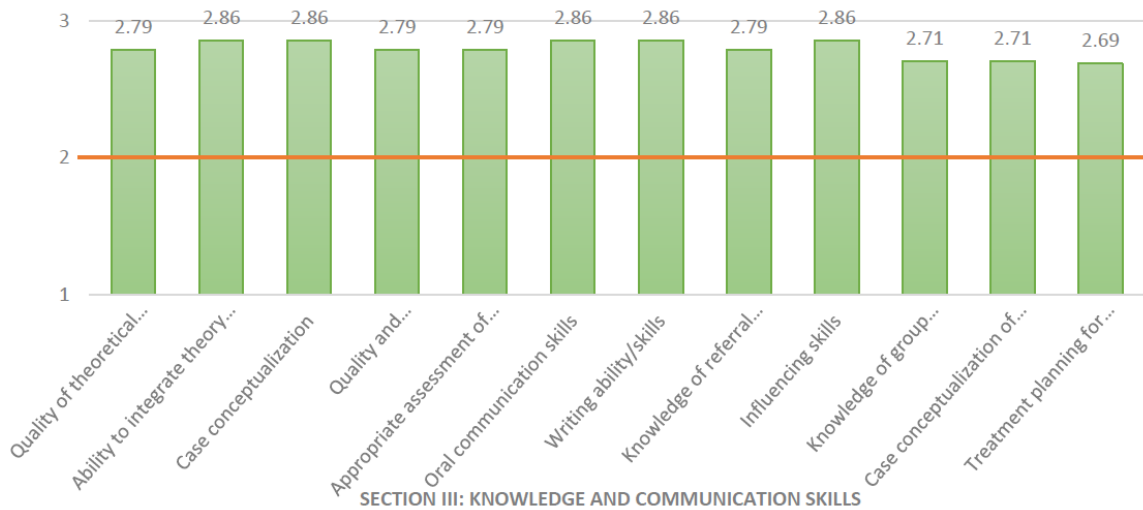
Cohort 2021, comprised of 15 students, were assessed in Summer 2021 using the 3<sup>rd</sup> CRP Assignment in *MHC 6501 Counseling Skills* with a 100% pass rate. The mean scores were 94.93% with a Standard Deviation of 2.84. These skills for this cohort were reassessed in their third year Summer 2022 and Spring 2024 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 met the benchmark at 100%.



MHC 9002 Internship II - Site Supervisor Student Evaluation Spring 2024



MHC 9002 Internship II - Site Supervisor Student Evaluation Spring 2024





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 |
|------------------|-----------------|-------------------------------------|------------------|------------------|------------------------------|-----------------------------------|------------------------------|-----------------------------------|
| <b>Mean</b>      | 2.93            | 2.86                                | 2.79             | 2.86             | 2.79                         | 2.71                              | 2.71                         | 2.86                              |
| <b>Std. Dev.</b> | 0.27            | 0.36                                | 0.43             | 0.36             | 0.43                         | 0.47                              | 0.47                         | 0.36                              |
| <b>Min.</b>      | 2               | 2                                   | 2                | 2                | 2                            | 2                                 | 2                            | 2                                 |
| <b>Max.</b>      | 3               | 3                                   | 3                | 3                | 3                            | 3                                 | 3                            | 3                                 |

| Section II:      | Empathetic 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 |
|------------------|---------------------|------------------------------|--|--|---|---|
| <b>Mean</b>      | 2.86                | 2.79                         | 2.71                                       | 2.71   | 2.86  | 2.86  |
| <b>Std. Dev.</b> | 0.36                | 0.43                         | 0.47                                       | 0.47   | 0.36  | 0.36  |
| <b>Min.</b>      | 2                   | 2                            | 2  | 2  | 2   | 2   |
| <b>Max.</b>      | 3                   | 3                            | 3  | 3  | 3   | 3   |

\*Note: minimum and maximum ranges based on the 3-point rating scale

| 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 |
|------------------|----------------------------------|-------------------------------|------------------------|--|--|---------------------------|
| <b>Mean</b>      | 2.79                             | 2.86                          | 2.86                   | 2.79   | 2.79   | 2.86                      |
| <b>Std. Dev.</b> | 0.43                             | 0.36                          | 0.36                   | 0.43   | 0.43   | 0.36                      |
| <b>Min.</b>      | 2                                | 2                             | 2                      | 2  | 2  | 2                         |
| <b>Max.</b>      | 3                                | 3                             | 3                      | 3  | 3  | 3                         |

| 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 |
|------------------|------------------------|---------------------------------|--------------------|-------------------------------------|--|-------------------------------|
| <b>Mean</b>      | 2.86                   | 2.79                            | 2.86               | 2.71                                | 2.71                                     | 2.69                          |
| <b>Std. Dev.</b> | 0.36                   | 0.43                            | 0.36               | 0.47                                | 0.47                                     | 0.48                          |
| <b>Min.</b>      | 2                      | 2                               | 2                  | 2                                   | 2  | 2                             |
| <b>Max.</b>      | 3                      | 3                               | 3                  | 3                                   | 3  | 3                             |

**Program response**

The CMHC program continues to use *Skillsetter* for *MHC 6501 Strategies of Counseling I* for Fall 2023. Some discussions are underway to increase in person practice for these courses and to

return to semester classes.

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 .4 with a .1 standard deviation difference. The NCE shows a larger gap between the national and Wilmington means with Wilmington students scoring 2.4 point higher in the mean and 2.2 points lower in the standard deviation scores for this cohort. The NCE scores mean scores 3.1 below the mean with a 1.9 standard deviation



difference. A review of these scores and what they may mean for skills training will be conducted in the coming year.

| CPCE Exam Scores Summer 2023 Cohort 2021 |       |      |     |               |             |
|--|-------|------|-----|---------------|-------------|
| Section                                  | Items | Mean | SD  | National Mean | National SD |
| C5: Counseling and Helping Relationships | 17    | 11.3 | 2.4 | 10.9          | 2.5         |

*NCE Fall 2023/Spring 2024  
Cohort 2021*

Wilmington average  
mean and SD scores

National  
average mean and SD  
scores

|                                      | Items | Mean | SD  | Mean | SD  |
|--------------------------------------|-------|------|-----|------|-----|
| Counseling and Helping Relationships |       | 39   | 9.1 | 42.1 | 7.2 |



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<br>2.6.g. ethical and culturally relevant strategies for designing and facilitating groups<br><br>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<br>Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section II and III<br>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<br>Review of percentage of students meeting KPI expectations   |

Cohort 2023 Year 1 Outcomes

Data will be collected in Fall 2024 for this cohort year.

Cohort 2022 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.

**MHC 7202 Group Counseling Final exam** scores reflect a similar trend of competency scores with a 95% pass rate. There was only one section.

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

**Cohort 2021 Year 3 Outcomes**

As was reviewed in data from 2022-2023, Cohort 2021, comprised of 25 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% with a mean score of 97.30% (new faculty member used old rubric) and a standard deviation of .62.

**MHC 7202 Group Counseling Final exam** scores reflect a similar trend of competency scores with an 83.33% pass rate; there was only one section.

This cohort tested this competency on the CPCE exam and scored 1.4 points higher than the national mean with a .4 standard deviation difference. The NCE scores show a slightly higher score than the national mean with a .35 standard deviation difference.

| CPCE Exam Scores Summer 2023 Cohort 2021 |       |      |     |               |             |
|--|-------|------|-----|---------------|-------------|
| Section                                  | Items | Mean | SD  | National Mean | National SD |
| C6: Group Counseling and Group Work      | 17    | 13.2 | 2.2 | 11.8          | 2.6         |

| NCE Fall 2023/<br>Spring 2024<br>Cohort 2021 | Wilmington average mean and SD scores |      |      | National average mean and SD scores |     |
|--|---------------------------------------|------|------|-------------------------------------|-----|
|  | Items                                 | Mean | SD   | Mean                                | SD  |
| Group Counseling and Group Work              |                                       | 13.7 | 3.45 | 13.6                                | 3.1 |

**Program response**

There was continued improvement of cohort 2022 scores in comparison to previous cohorts. The exam pass rate increased from 83.33% to 95%, and the **MHC 7202 Group Design project** mean scores improved from 97.38% to 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<br>5.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management<br>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<br>Mean and SD scores on the MHC 7805 Appraisal Intake Interview and Report Rubric<br>Mean and SD MHC 9001 Internship Intake Assessment Rubric<br>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<br>Review of percentage of students meeting KPI expectations   |

Cohort 2023 Year 1 Outcomes

No data collected at this time. Courses will be taken in Spring 2025. This group will be assessed in Fall 2025 with the MHC 9001 Internship I Intake Assessment completed with a real client in their clinical year



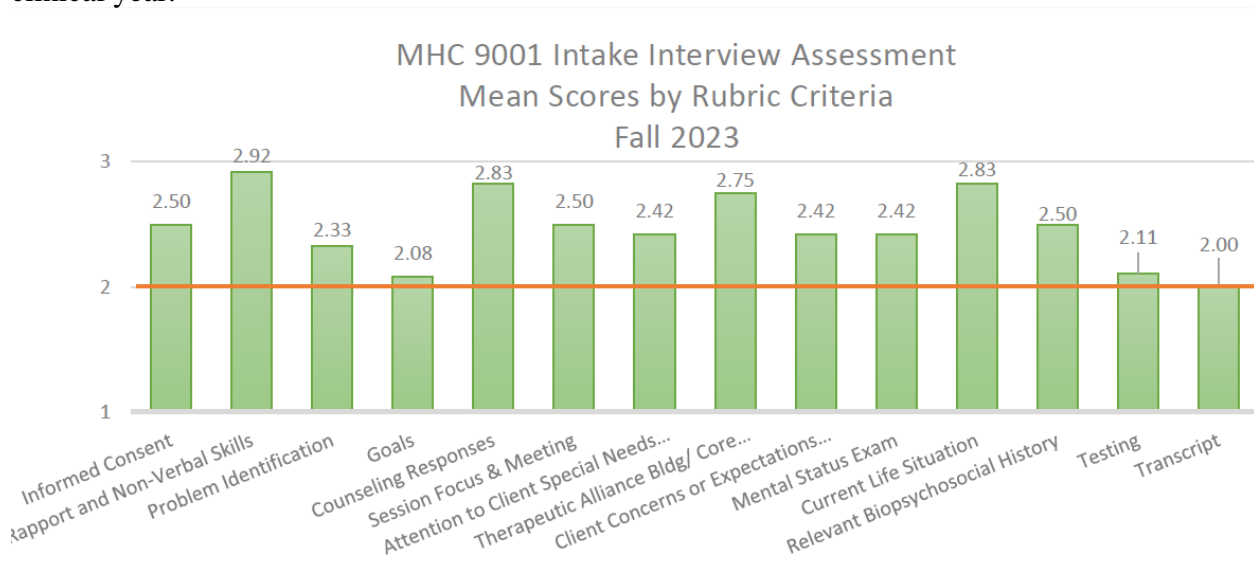


**Cohort 2022 Year 2 Outcomes**

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. This group will be assessed in Fall 2024 with the *MHC 9001 Internship I Intake Assessment* completed with a real client in their clinical year.

**Cohort 2021 Year 3 Outcomes**

Cohort 2021, comprised of 16 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 2.47 (using a 3-point rubric scale) and a standard deviation of 0.3. The final exam was completed with a 94.44% passing rate. They were assessed again in Fall 2023 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 = 2.00



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      | 2.50             | 2.92                        | 2.33                   | 2.08  | 2.83                 | 2.50                    | 2.42  |
| Std. Dev. | 0.52             | 0.29                        | 0.65                   | 0.51  | 0.39                 | 0.52                    | 0.67  |
| Minimum   | 2.00             | 2.00                        | 1.00                   | 1.00  | 2.00                 | 2.00                    | 1.00  |
| Maximum   | 3.00             | 3.00                        | 3.00                   | 3.00  | 3.00                 | 3.00                    | 3.00  |

|           | Therapeutic Alliance Bldg./ Core Relationship Variables | Client Concerns or Expectation about Counseling | Mental Status Exam | Current Life Situation | Relevant Biopsychosocial History | Testing | Transcript |
|-----------|---|---|--------------------|------------------------|----------------------------------|---------|------------|
| Mean      | 2.75  | 2.42  | 2.42               | 2.83                   | 2.50                             | 2.11    | 2          |
| Std. Dev. | 0.45  | 0.79  | 0.67               | 0.39                   | 0.67                             | 0.78    | 0.89       |
| Minimum   | 2.00  | 1.00  | 1.00               | 2.00                   | 1.00                             | 1.00    | 1.00       |
| Maximum   | 3.00  | 3.00  | 3.00               | 3.00                   | 3.00                             | 3.00    | 3.00       |

The Cohort 2021 scores on the CPCE exam taken in Summer 2023 demonstrated a mean score that was 1.2 points higher than the national and .8 standard deviation difference. The NCE scores were 1.55 lower in relation to the national mean for this area.

| CPCE Exam Scores Summer 2023 Cohort 2021 |       |      |     |               |             |
|--|-------|------|-----|---------------|-------------|
| Section                                  | Items | Mean | SD  | National Mean | National SD |
| C7: Assessment and Testing               | 17    | 12   | 1.8 | 10.8          | 2.6         |

|                        | Wilmington average mean and SD scores |       |    | National average mean and SD scores |    |
|------------------------|---------------------------------------|-------|----|-------------------------------------|----|
|                        | Items                                 | Mean  | SD | Mean                                | SD |
| Assessment and Testing |                                       | 18.85 | 4  | 20.4                                | 4  |

***Program response***

Cohort 2022 did not have an adequate rubric assessment which may hinder comparison data for 2024-2025. It seems that success on the CPCE exam did not relate to similar NCE scores. However, the data for NCE scores may include students from previous cohorts. As in other content areas, this rubric will be revised for compliance with CACREP 2024 standards.



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

| KPI/Standards Reviewed  | Data points for Knowledge                                   | Data Points for Skills Demonstration<br>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<br>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<br>Mean and SD scores on the MHC 7805 Appraisal Intake Interview and Report Rubric<br>Mean and SD MHC 9001 Internship Intake Assessment Rubric<br>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<br>Review of percentage of students meeting KPI expectations   |

**Cohort 2023 Year 1 Outcomes**

Cohort 2022, 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.

**Program response**

Students in cohort 2023 demonstrated improvement from the previous cohorts and continue to demonstrate a high rate of passing. There are some reviews of course materials for Cohort 2024 and a return to a previous textbook may vary the next cohort comparison scores. It is significant to note that on all criteria there was a 100% pass rate apart from Criteria 2: Client Considerations which had a pass rate of 77.78%. A review of the reasons for the low scores in this area will be conducted for the next cohort.

**Cohort 2022 Year 2 Outcomes**

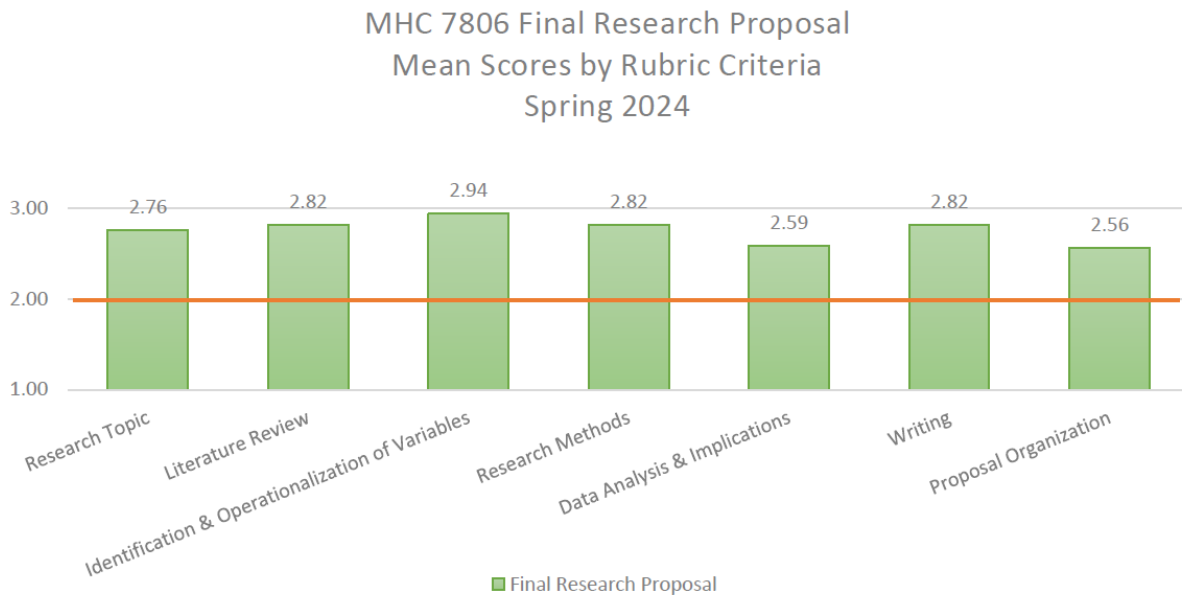
As reviewed in data from 2022-2023, 17 students from Cohort 2022 were assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores**. Their pass rate was 100% with a mean score of 2.64 based on a 3-point grading scale and a standard deviation of .27. The final exam was completed with a 66.67% passing rate.

This cohort was assessed in **the MHC 7806 Research and Program Evaluation** course using the **Research Proposal**. There were 17 students measured for this competency. The percentage of students that met the benchmark for each of the rubric criteria was as follows:

|   | % of students meeting 2.0 benchmark |
|---|-------------------------------------|
| Criteria 1: <b>Research Topic</b>   | 94.12%                              |
| Criteria 2: <b>Literature Review</b>  | 94.12%                              |
| Criteria 3: <b>Identification and Operationalization of Variables (quantitative) or Reliability and Credibility of Findings</b> | 100%                                |
| Criteria 4: <b>Research Methods</b>   | 100%                                |
| Criteria 5: <b>Data Analysis and Implications</b>   | 94.12%                              |
| Criteria 6: <b>Writing</b>  | 94.12%                              |
| Criteria 7: <b>Proposal Organization</b>  | 94.12%                              |



The following graph shows mean scores by rubric criteria: The mean score was 2.76 (out of 3-point scale) with a standard deviation of 0.13.



Benchmark = 2.0

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

|                  | Research Topic | Literature Review | Identification & Operationalization of Variables (quantitative) or Reliability/ Credibility of Findings (qualitative) | Research Methods | Data Analysis and Implications | Writing | Proposal Organization |
|------------------|----------------|-------------------|---|------------------|--------------------------------|---------|-----------------------|
| <b>Mean</b>      | 2.76           | 2.82              | 2.94  | 2.82             | 2.59                           | 2.82    | 2.56                  |
| <b>Std. Dev.</b> | 0.56           | 0.53              | 0.24  | 0.39             | 0.62                           | 0.53    | 0.63                  |
| <b>Minimum</b>   | 1              | 1                 | 2   | 2                | 1                              | 1       | 1                     |
| <b>Maximum</b>   | 3              | 3                 | 3   | 3                | 3                              | 3       | 3                     |

**Program response**

There were some poorer scores for this cohort. The CMHC program continues to review data for this domain. The move to a later time in the program of study had hopes of improved scores. There will continue to be a review of scores and student skills, particularly in writing.

**Cohort 2021 Year 3 Outcomes**

Cohort 2021, comprised of 16 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 2.49 (using a 3-point rubric scale) and a standard deviation of 0.33. The final exam was completed with a 90% passing rate.

The Cohort 2021 scores on the CPCE exam taken in Summer 2023 demonstrated a higher mean score of 1.2 point higher than the national and .2 standard deviation difference. The NCE exam also reflected a slightly lower mean score of .15 for Wilmington CMHC students for MHC Research and Program Evaluation.

| CPCE Exam Scores Summer 2023 Cohort 2021 |       | Wilmington University |      |     | National |     |
|--|-------|-----------------------|------|-----|----------|-----|
| Section                                  | Items | n                     | Mean | SD  | Mean     | SD  |
| C8: Research and Program Evaluation      | 17    | 17                    | 12.5 | 2.6 | 11.3     | 2.8 |

NCE Fall 2023/Spring 2024 Cohort 2021

| Content Area                    | Wilmington University Average Mean and SD Scores |      | National Average Mean and SD Scores |     |
|---------------------------------|--|------|-------------------------------------|-----|
|                                 | Mean   | SD   | Mean                                | SD  |
| Research and Program Evaluation | 2.2  | 0.55 | 2.35                                | 1.2 |

**Program response**

The students seem to have improved scores in this area. A review as in all content areas, of the rubrics and content will be conducted to comply with CACREP 2024 standards.



### **Program Goals for 2023 – 2024**

**(Based on outcomes and program review meetings)**

- ✚ Complete initiatives that are outstanding from 2022-2023-Most initiatives completed
  - ✚ Establish biannual Full (Adjunct and Program Faculty) Faculty Meetings- Completed and continued into 2023-2024
  - ✚ Improve efforts to obtain additional community input about any changes or needs counseling profession to improve professional training in the CMHC program -A survey was completed and will be in the next Annual Report. Continued initiatives in this area are forthcoming.
  - ✚ Improve Supervision Orientation Day for site and faculty supervisors- Completed
  - ✚ Review CMHC program mission statement and program goals and objectives-Completed Summer 2022
  - ✚ Improve Admissions writing sample and plan for additional improvements for 2024-Completed
  - ✚ Discuss with administration the increasing of faculty for additional resources and to support future initiatives of the program- Completed
  - ✚ Improve marketing documentation-Webpage improved
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### **Program Goals for 2024 – 2025**

**(Based on outcomes and program review meetings)**

- ✚ Feasibility Report for a PhD program to CMHC. Review the new and current electives to create certificate programs for current and post-master's students
- ✚ Review the program in the 5 areas of the CACREP 2024 standards and make any changes needed to remain in compliance with the new standards
  - Revise the program outcomes in the 8 core areas and review competency documentation for each area.
- ✚ Complete the CACREP progress report for Fall 2024

### **The CMHC program Year in Review 2023-2024:**

- ✚ The Spring of 2023 the CMHC was given the official response to their CACREP program review including the self-study and site visit. The CMHC program was given an 8-year accreditation.
- ✚ The Summer of 2023 the CMHC students from Cohort 2020 and 2021 passed with passed the Counselor Preparation Comprehensive Examination (CPCE exam). They also exceeded the National Mean score for the CPCE exam for July 2023. The National Mean was 81.1. The Wilmington University students' mean was 97.4. The lowest score we had was 82 questions and the highest was 119 questions. The highest National score was 119 questions.
- ✚ Summer 2023 Drs. Lori Vien, Lois Grande, and Lisa Adair worked to establish clear roles for the Clinical Coordinator and reviewed policies and procedures for the CMHC clinical year. Changes were reflected in the new Practicum and Internship Handbook.
- ✚ Fall 2023 Dr. Lori Vien and Dr. Lisa Adair attended the annual conference for Association of Counselor Education and Supervision in Denver, Colorado.
- ✚ Fall 2023 Dr. Lisa Adair presented to the annual Human Trafficking Conference.
- ✚ CMHC program submitted their Vital Statistics to CACREP and posted their 2022-2023 Annual Report.
- ✚ December 2024: Dr. Lois Grande (planned with Dr. Lori Vien) hosted the CMCH program Practicum and Internship Orientation for the 2nd year students planning to enter Practicum Summer 2024.



- ✚ January 2024 Dr. Lori Vien completed the rewrite of the Practicum and Internship Handbook.
- ✚ January 2024-February 2024 The CMHC program completed its Clinical and Candidacy Review. Cohort 2023 passed candidacy at 100%.
- ✚ February-April 2024 Cohort 2022 passed clinical candidacy and were placed in 18 internship counseling agency sites in DE, NJ, and MD.
- ✚ January 2024 CMHC will have their second Advisory Board meeting for Q and A
- ✚ The CMHC, with the efforts of Drs. Lori Vien and Matt Bukowski, initiated their students into the Chi Sigma Iota Honor Society and held an induction ceremony.
- ✚ February 2024 Dr. Lisa Adair completed a comparison chart and review of CACREP 2016 to 2024 standards for the CMHC program.
- ✚ February- April 2024 The CMHC program faculty met for an all-day folder review for admissions. We had 100 applications with two reviewers for each applicant. The CMHC faculty completed over 25 reviews each.
- ✚ April 2024 The CMHC program welcomed 35 new (2 returning) students to the 2024 cohort. Dr. Matt Bukowski and Ms. Jessie Howard led the Orientation Day for the 2024 cohort.
- ✚ April 2024 Dr. Lisa Adair completed a revision of the CMHC Handbook for the 2024 cohort and established a plan begin transitioning rubrics and syllabi to the CACREP 2024 standards.
- ✚ January-May 2024 Transitioned to Tavera for Practicum and Internship documentation and improvement on program evaluation data collection.
- ✚ February 2024 Drs. Lori Vien and Elizabeth Adair presented the Law and Ethics in Counseling Conference. The name of our presentation is: Uniting on Responsibility in the Face of Ethical Violations when Students have Multiple Supervisors.
- ✚ February 2024 Dr. Lori Vien created a presentation that Dr. Elizabeth Adair presented for the Human Trafficking Webinar.
- ✚ Spring 2023- Spring 2024 Dr. Melissa Lemons worked to create and reestablish three new electives for the CMHC program and partnered with Dr. Deb Burke to add CMHC electives to the Certificate for Trauma and Resilience training.
  - **MHC 8065 Mindfulness Based Counseling**
  - **MHC 8063 Spirituality and Counseling**
  - **MHC 8030 Human Sexuality**



▪ **MHC 8066 Neurodevelopment and Counseling: Advanced Seminar**

- ✚ Summer 2023-Summer 2024 Drs. Matt Bukowski and Lisa Adair with our new program adjunct assistant Jessie Howard (who we welcomed Summer 2023) began to implement new advising and retention initiatives. We were able to have four students return to classes because of their efforts.
- ✚ Summer 2024 The CMHC program welcomes Dr. Jim Wilsom to their program as a 5<sup>th</sup> faculty member.

***Diversity Advocate Report 2023-2024***

In addition to reviewing our application and interview materials and the student handbook for inclusive language and diverse examples of personal and clinical concerns, we expanded our focus on diversity, equity, and inclusion to include a sense of belonging. For two years, the Diversity Advocate or the Advocate and an alumna presented workshops on microaggressions and micro interventions. This year an adjunct was invited to present a workshop on social determinants of health for internship students and their supervisors.

During the 2023-2024 academic year we worked with core faculty and adjuncts to revise or create electives that expanded students' preparation for working with vulnerable populations or addressing potentially sensitive topics. Those additions or revisions to advanced seminars included Human Sexuality Counseling, Mindfulness-based Counseling, Neurodevelopment and Counseling, and Spirituality and Counseling. Those courses add to the existing advanced electives in Counseling Children and Adolescents and Evidence-based Family Treatment. All of these new or revised electives are legible for the Graduate Certificate in Trauma and Resilience in the College of Social and Behavioral Sciences. Inclusion of the CMHC electives allows our students to complete additional electives and earn a certificate while completing the program.

Additional changes across the curriculum are ongoing or being development and are briefly outlined here. We hope to expand the electives by developing a course on diagnosing and treating elders. We expanded the emphasis on person-centered counseling principles in the Counseling Diverse Populations course as a foundation for teaching cultural humility and countering the impact of White Supremacy culture in the counseling relationship. Recent additions to the CMHC advisory board have expanded the number of current student members.

***Advising Report 2023-2024***

During the 2023-2024 academic year several small but important changes were initiated in CMHC advising. Primary among these was a transition to the advising team leading new student orientation. Having fully qualified faculty in the advising role as the first point of student contact provided greater visibility and access to the incoming cohort when compared with prior new student orientations. Additionally, the FT student advisor facilitated the candidacy process and directly oversaw student remediation. These changes allowed for greater attention to student needs, more continuity of attention, and stronger communication within the CMHC faculty team.



Finally, the advising team reached out to each of the students who were in deferred status to receive updates on their plans, and this resulted in several students returning to the program.

### ***Voluntary Utilized Advising***

10 students initiated advising meetings during the 2023-2024 academic year.

### ***Advising Topics Included***

- Exploring career paths in counseling
- Navigating the state licensure process
- Options for leave/deferral
- Access to EAP sessions and coping resources
- Balancing CMHC program and work/family life
- Concerns about social anxiety and sense of belonging in the program
- Confusion about program structure, policies and curriculum
- Interest in return from deferral process
- Need for program and University accommodations for learning challenges

### ***2023-24 Candidacy/Clinical Candidacy Review (January 18, 2024)***

- 20 Students were reviewed for 1st Year Candidacy
- All 20 initially passed 1st year candidacy
- 2 students were later revised to “pass with conditions” due to academic integrity concerns.
- 18 Students were reviewed for Clinical Candidacy
- 16 Students passed candidacy
- 3 students received recommendations for additional support
- 2 Students received extended Performance Improvement Plans from 2022 Candidacy Review
- 1 Deferred for 1 year
- 1 Progressed to internship

### ***Students Taking Leave /Deferral from the CMHC Program***

- 1 first year student deferred enrollment upon admission and plans to enter the program in Summer 2025
- 1 first year student withdrew before FA 2024 due to moving to another state and enrolling in a different program
- 4 second year students are taking leave after SU 2024 due to personal concerns, time management, and need for additional coping skills.
- 2 third year students withdrew from the CMHC program after practicum and before internship, citing changes in their career choice.
- Efforts made to retain students (i.e. Plan, monthly advising, etc.)



- Advisors reached out to 8 previously deferred students to assess their status and intentions.
- 3 indicated intention to return, one returned and is progressing.
- Students in deferred status have been asked and expected to initiate contact with their advisor on a bi-monthly basis throughout their deferral period.
- Students in performance improvement plan remediation interventions met with advisors monthly until the plan was successfully completed.
- A third designated advisor for first- and second-year students was added in SU 2024, and students will be assigned to a specific advisor throughout the first and second year in future semesters.

### *Year to Year Comparisons*

#### Candidacy:

- 2023: 7 Students passed with conditions, 1 deferred, one dismissed = 9
- 2024: 2 students retained in plans, 2 students placed in plans = 4
- =56% reduction

#### Leave/Deferral/Withdrawal

- 2023: 4 students initiated leave/deferral/withdrawal
- 2024: 8 students initiated leave/deferral/withdrawal
- =100% increase