



**WILMINGTON**  
**UNIVERSITY**

**Clinical Mental  
Health Counseling  
Program**

**Annual Report**

**May 2022 to April 2023**



Report 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



- 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 this handbook).

### **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>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**	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*	2	2/3 Fall		
	<b>MHC 8062</b> Adv. Sem.: Cognitive Behavioral Counseling**	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*	2	2/3 Fall or Spring		
	<b>MHC 8092</b> Sem.: Consultation for Counselors	3	3 Summer		
		2	3 Fall		





	<b>MHC 8093</b> Sem.: Supervision for Counselors	2	3 Spring		
	<b>MCC 8063</b> Mindfulness Based Counseling*/**	2	Summer in any year		

\* Child Elective \*\* Adult Elective 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.*

	<b>Course</b>	<b>Credits</b>	<b>Term</b>	<b>Year</b>	<b>Grade</b>
	<b>MHC 7905</b> Practicum	4	3 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 2022-April 2023

### Core Faculty

The CMHC program had four full-time faculty who taught in the program as well as served various administrative functions. Dr. Doris Lauckner served as the Director of the CMHC program and the Clinical Coordinator until June 30, 2022, at which time she retired from the full-time position as Director. 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 Ms. Carlyle Hooff, M.Ed. Dr. Lois Grande facilitated and assessed practicum and internship site placements for the May 2023 intern cohorts and is also an adjunct professor for Practicum and Internship courses and supervision. Ms. Hooff aided in the spring 2023 candidacy process as her role of 1<sup>st</sup> and 2<sup>nd</sup> year student advisor. Ms. Hooff retired February 10, 2023. Ms. Jesse Howard, LPCMH was hired April 2023 as a replacement for Ms. Hooff.

### 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 Ms. Leanne Thomas, Ms. Monica Morrow, Mr. Thomas Starr, and Drs. James Walsh, Julius Mullen, Lois Grande, Brenda Thomas, and Carl Chenkin. Teaching assistants were not used during this particular academic year.

### Administrative Assistants

The program utilizes two administrative assistants to complete the variety of administrative responsibilities in the program; they are Briana Borowski and Dawn Dresden. Ms. Borowski supported the program as a part-time assistant until August 16, 2022 in which she was promoted to full-time status.



# 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

**Ms. Jesse Howard**  
Program Assistant  
Advising





## Evaluation of the Program Explained 2022-2023

### Program Evaluation Overview

The program evaluation that began Summer 2020 continues to be the plan for 2022-2023.

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 2022 semester courses through Spring 2023.

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.

Admissions Application	
Note the changes in reflect the new data for the Annual may reflect the original program of study as seen in the Annual Report 2021-2022	<div style="border: 2px solid #f4a460; padding: 5px; display: inline-block;">Demographic Data Collection and Information</div>
<b>Year One</b>	
<b>Semester One (Summer)</b>	
MHC 6505 Ethics and Practices of CMHC <ul style="list-style-type: none"> <li>Final Ethical Vignette 5</li> </ul>	MHC 6402 Human Development <ul style="list-style-type: none"> <li>Self-Development Analysis Paper</li> </ul>
<b>Semester Two (Fall)</b>	
MHC 7605 Counseling Diverse Population <ul style="list-style-type: none"> <li>Investigative Project</li> <li>Community Genogram</li> <li>Final Exam</li> </ul>	MHC 6501 Strategies of Counseling I <ul style="list-style-type: none"> <li>Counseling Role Play Final</li> </ul>
<b>Semester Three (Spring)</b>	
MHC 6401 Theories of Counseling <ul style="list-style-type: none"> <li>Theory Case Conceptualization</li> </ul>	MHC 7203 Careers in Counseling <ul style="list-style-type: none"> <li>Final Exam</li> </ul>

Year Two	
<b>Semester One (Summer)</b>	
MHC Family Counseling <ul style="list-style-type: none"> <li>Family Genogram</li> </ul>	
<b>Semester Two (Fall)</b>	
MHC 7202 Group Counseling <ul style="list-style-type: none"> <li>Group Design Project</li> <li>Student Evaluation Form</li> </ul>	
<b>Semester Three (Spring)</b>	
MHC 7805 Appraisal Techniques <ul style="list-style-type: none"> <li>Intake Interview and Report</li> </ul>	MHC 7806 Methods of Research and Program Evaluation <ul style="list-style-type: none"> <li>Research Proposal</li> </ul>



**Year Three**

**Semester One (Summer)**

MHC 8092 Consultation for Counselors

- *CPCE Exam\**

**Semester Two (Fall)**

MHC 9001 Internship I

- *Intake Interview Rubric\**

**Semester Three (Spring)/Post Graduation**

MHC 9002 Internship II

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

**Collected at the End of Each Semester**

Assessed in Candidacy Review

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

Student Review of Professors/Course

- *Course and Teaching Surveys (CAT)\**

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





**CMHC Systemic Evaluation Plan**  
*Revised 2023*

Purpose of data: (and connection to Program Objectives)	Assessment point and data to be collected:	How data will be collected:	How data will be reviewed or analyzed and when	How data will be used for curriculum and program improvement
<p>CACREP Standard 4.B.1 Student Knowledge, Skills, and Professional Dispositions To evaluate student Knowledge acquisition. To evaluate student clinical skill Development. To evaluate student personal and professional conduct and dispositions. To evaluate attainment of the CMHC Program Goals and Objectives 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. 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. 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> Revise program-of-study design. 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> Construct <i>CMHC Annual Report</i>.</p>
<p>4.B.2. Demographic data for applicants and students <b>To evaluate fulfillment of the CMHC Mission Statement.</b> <b>To construct Annual Statistical Report.</b> <b>To determine marketing trends, statistical reports and Cognos</b></p>	<p><b>Evidence of Assessment:</b></p> <p><i>Alumni Survey Report</i> <i>CMHC Annual Report</i> <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. Demographic data is analyzed to determine application and admissions trends; enrollment trends; retention of students, particularly from underrepresented groups; and graduation rates. Review of the Alumni Surveys for demographic information. 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. 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>. 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> <i>Alumni Survey Report</i> <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> <i>CMHC and College Faculty Meeting Minutes</i> <i>Faculty Retreat Agendas</i> <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> <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
2022-2023

Job Placement Rate (percentage)

Employment information was available for 17 (89%) of the 19 students who graduated from the Wilmington University CMHC Program in May of 2023.

- Fifteen (88%) were employed in a counseling or human service-related position or had been accepted for a position starting within six months of graduation.
Fifteen students (88%) received direct employment opportunities in the CMHC field immediately following graduation; ten of those positions (67%) were full-time in a human services position at full-time status.
Of the fifteen students employed, nine (60%) were already employed in the counseling or human service field; seven students (78%) indicate promotional opportunities will arise for them from their CMHC degree; two (22%) indicate promotional opportunities within their agencies will not arise.

Wilmington University's CMHC Program continues to review the methods of alumni data collection to improve the response rate.

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 2017 through 2023.

\*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 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%). We anticipate an increase in that percentage in 2024. 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%).
- There were 3 graduates who started in 2015 (representing a revised graduation rate of 71% for the 2015 cohort). And, there was one graduate who started in 2014 (representing a revised graduation rate of 68% for the 2014 cohort).

**CMHC Graduation Rate May 2023: 19 students.**

Cohort Entry Year	Cohort enrolled n	Graduate Year	Graduate n	Completion Rate*	# of graduates from prior year
2016	30	2019	24	80%	3
2017	35	2020	27	77.14%	1
2018	34	2021	28	82.35%	1
2019	35	2022	29	82.86%	1
2020*	39	2023	17	43.59%	2

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 2023.*



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

- 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.
- In the 2016 Cohort, the program retained 24 students, an 80% retention rate. Of the 30 students, five withdrew from the program after one or more semesters, and one student changed their majors.

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>	21	-2	-6	-2	91%	62%	81%	Summer 2024
<b>2022</b>	21	-2	-1	Summer 2023	91%	86%	Summer 2023	Summer 2024

*\*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 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

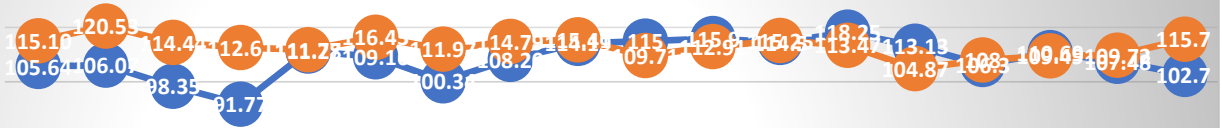
In April of 2023, the NCE was administered to nine (9) students of the cohort graduating in May of 2023. The program had a 77.78% pass rate\* on the NCE (7 students passing out of 9). National pass rate is 80.59%. Of the

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%

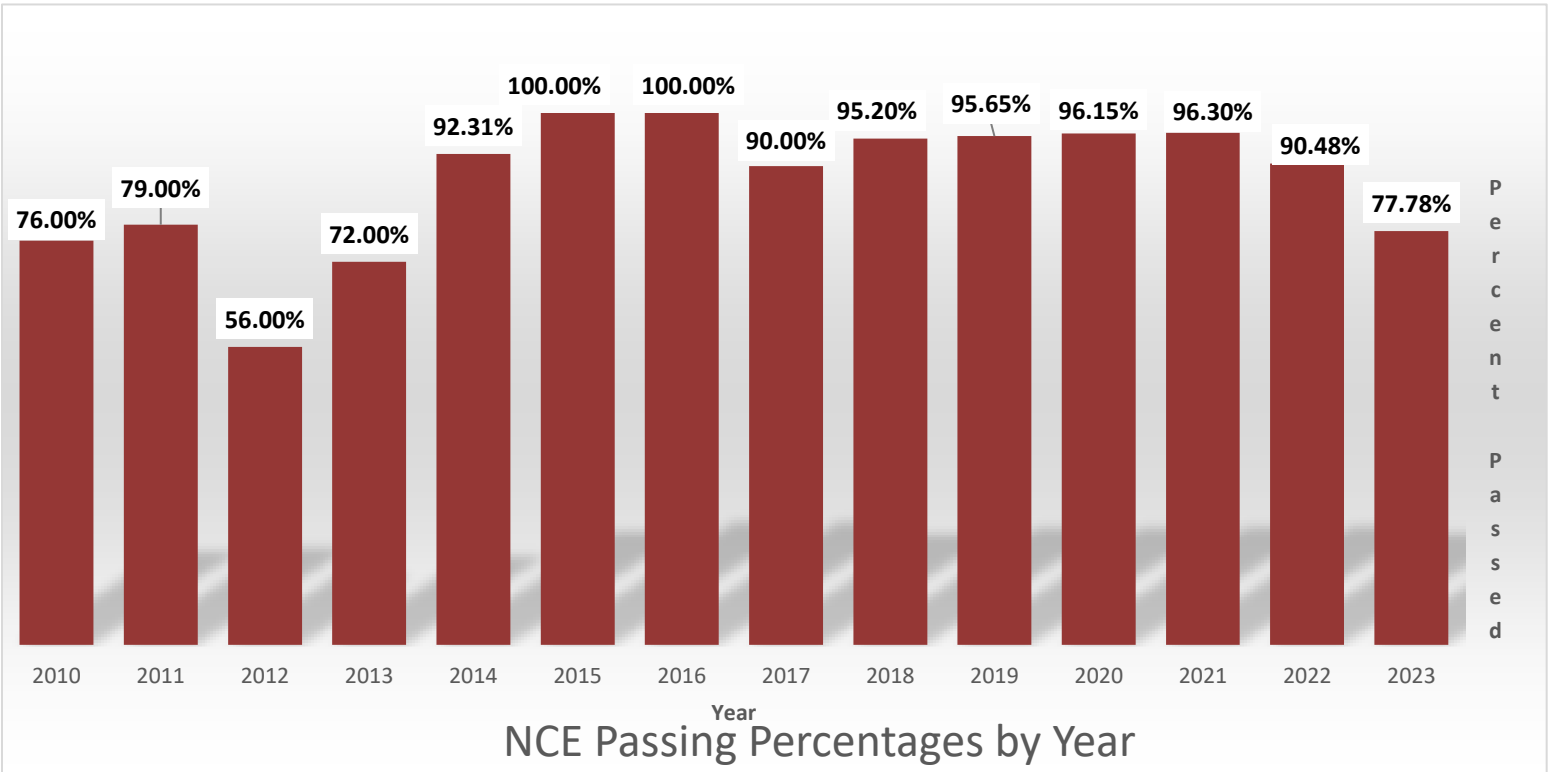


From 2014 – 2021 (4 NCE examinations), 193 out of 200 students have passed the NCE (96.50%).



### NCE - Program

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Wilmington University	105.64	106.07	98.35	91.77	111.28	109.16	100.34	108.20	114.19	115	115.9	114.5	118.25	113.13	106.3	110.69	107.48	102.7
CACREP	115.10	120.53	114.44	112.61	111.77	116.43	111.97	114.79	115.41	109.71	112.91	115.25	113.47	104.87	108	109.49	109.72	115.7







<b>NCE Spring 2023 Cohort 2020</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>	10	2.1	9.4	2.0
<i>Social and Cultural Diversity</i>	2.8	1	5.9	1.6
<i>Human Growth and Development</i>	10	1.7	10.9	2.3
<i>Career Development</i>	8.3	1	15.4	3.4
<i>Counseling and Helping Relationships</i>	32.7	4.4	30.3	6.2
<i>Group Counseling and Group Work</i>	19.6	1.9	21.9	3.6
<i>Assessment and Testing</i>	15.2	2.9	19.4	3.5
<i>Research and Program Evaluation</i>	4.1	0.8	2.7	1.3



### 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.

#### Applicants Accepted in Percentage by academic year

Cohort Entry Year	Applicants	Applicants Accepted	Percentage Rate
2013	111	40	36%
2014	75	45	60%
2015	165	40	24%
2016	162	45	25%
2017	155	40	26%
2018	116	42	36%
2019	122	43	35%
2020*	127	47	37%
2021**	115	29	25%
2022	173	24	14%
2023***	111	29	26%

\* 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. The program is reviewing possible marketing opportunities to increase applicants for next year.



**Admissions Report 2023**

Metrics	2022	2023	Difference
<b>Current Enrollment</b>	69	52	
<b>Students Graduating in May</b>	29	19	(10)
<b>Open Seats</b>	20	41	(21)
<b>Applications</b>	109	111	2
<b>Completed Applications Reviewed</b>	84	67	(17)
<b>Interview Invitations</b>	41	51	10
<b>Admissions Offers</b>	24	35	11
<b>WGC</b>	16	19	3
<b>Dover</b>	8	16	8
<b>Admitted Applicants</b>	23	29	6
<b>WGC</b>	15	18	3
<b>Dover</b>	8	11	3
<b>Diversity of Applicants</b>			
<b>White</b>	58	57	(1)
<b>Black or African-American</b>	39	33	(6)
<b>Asian</b>	4	3	(1)
<b>More than one race</b>	3	7	4
<b>Other- not disclosed</b>	2	7	5
<b>Hispanic/Latino</b>	2	3	1
<b>American Indian</b>	1	0	(1)
<b>Gender of Applicants</b>			
<b>Male</b>	20	16	(4)
<b>Female</b>	89	95	6
<b>Diversity of Admitted Students</b>			
<b>White</b>	16	17	1
<b>African-American</b>	7	8	1
<b>Asian</b>		0	
<b>More than one race</b>		3	3
<b>Other – not disclosed</b>		1	1
<b>Gender of Admitted Students</b>			
<b>Male</b>	4	6	2
<b>Female</b>	19	23	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.*



## Practicum and Internship Summary Report 2022 – 2023

Wilmington University's Clinical Mental Health Counseling Program had a total of 20 student interns completing their 3<sup>rd</sup> year Practicum and Internship in 2022-2023 academic year, 2 of whom were returning from an earlier cohort. Of the 20 students entering Practicum, 18 completed their clinical year in April 2023.

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 one faculty supervising the Dover cohort and one 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. Brenda Wright, Dr. James Walsh, Dr. Doris Lauckner, Dr. Carl Chenkin and teaching faculty, Dr. Lois Grande.

**\*Formerly Wilson Graduate Center (WGC)**

Practicum and Internship sites span the four-state area (Delaware, Pennsylvania (no sites in this state used in 2022-2023), New Jersey, and Maryland). The Spring 2022 interns were placed at 16 different sites covering Maryland, New Jersey, and DE areas. In the 2022-2023 internship year, the program was able to contract with 4 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 2022-2023 Practicum/Internship year were conducted in person and via virtual meetings. Throughout the year, however, all sites were contacted by CMHC faculty at several points through the year via phone calls and /or email communications. Similar to past years, site personnel were enthusiastically supportive and positive regarding the preparation and performance of our 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.

This year the Site Supervisor's Workshop was conducted by Dr. Melissa Lemons and alumnus Ms. Jennifer Owens on the topic of "*Micro-interventions: Antidote to Microaggressions*" on March 29th, 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 2022-2023

### Program Changes

- Continued to work with a Hybrid model and included additional face to face meetings in courses identified as needing additional face to face practice.
- Summer 2022 the CMHC program reviewed the Mission Statement and included the tenets of Mindfulness as a component of the CMHC Mission statement.
- CMHC reviewed the results of the CACREP Site Visit and planned for changes in the upcoming years.
- Creation of a CMHC advisor plan and training of new personnel for improving mentorship and advising for CMHC year 1 and 2 students.
- Created a Newsletter to students and faculty with program highlights. The document will be distributed quarterly in digital format.
- Revised and implemented a new Program of Study:
  - 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.

### CPCE Fall 2022/Cohort 2020

In the 2022-2023 academic year, twenty-three CMHC students completed their CPCE exam in Fall 2022. Twenty-three students took four different versions of the CPCE exam and the following table is a combined score for those students mean scores for each domain and full exam. 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 65.7. Students' lowest total score was a 66 and the highest score was 117. All twenty-three students were within passing range with the lowest passing score of 66. Five students did retake the exam to improve upon their initial scores; three students increased their total score ranging from four to 19 points.

Cohort 2020 saw an increase in mean scores for six of the eight domain areas from Cohort 2019 with a slight decrease in Professional Counseling Orientation and Ethical Practice and Social and Cultural Diversity. However, Wilmington students scored higher than the national mean in those two areas. Overall, Wilmington students scored above the national mean in every domain.



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>

**Previous Year/Cohort Results:**

CPCE Exam Scores Fall 2021-Spring 2022/Cohort 2019			Wilmington University			National
Section	Items	n	Mean	SD	Mean	SD
C1: Professional Counseling Orientation and Ethical Practice	17	24	11.2	2.13	11.6	2.43
C2: Social and Cultural Diversity	17	24	9.23	1.6	9.77	2.47
C3: Human Growth and Development	17	24	10.4	1.93	9.73	2.27
C4: Career Development	17	24	9.23	1.83	9.77	2.7
C5: Counseling and Helping Relationships	17	24	8.96	1.8	9.23	2.67
C6: Group Counseling and Group Work	17	24	11.27	2.13	11.2	2.8
C7: Assessment and Testing	17	24	9.4	2.4	9.43	2.53
C8: Research and Program Evaluation	17	24	10.03	2.5	10.1	2.63
<b>Total</b>	<b>All</b>	<b>24</b>	<b>79.3</b>	<b>12.3</b>	<b>80.9</b>	<b>15.5</b>

*\*Note Cohort 2018 did not take the CPCE exam due to Covid but were administered an alternate exam utilizing the AATBS exam program.*



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

Three collection points ummer 2022		
• <b>MHC 6505 Ethics and Practices of Counseling</b>	Cohort 2022	Collection Point 1
• <b>MHC 7203 Career Counseling</b>	Cohort 2020	Collection Point 1
• <b>MHC 7806 Research and Program Evaluation</b>	Cohort 2021	Collection Point 2
• <b>MHC 7605 Counseling Diverse Population</b>	Cohort 2022	Collection Point 1
•		
• <b>MHC 6402 Human Development</b>	Cohort 2022	Collection Point 1
• <b>MHC 7202 Group Counseling</b>	Cohort 2021	Collection Point 2
• <b>MHC 6501 Strategies of Counseling I</b>	Cohort 2022	Collection Point 1
• <b>MHC 8092 Consultation for Counselors: (CPCE Exam Results 2022)</b>	Cohort 2020	Collection Points 2/3
Three collection points in Spring 2023		
• <b>MHC 9001 Internship II</b>	Cohort 2020	Collection Point 2
• <b>MHC 6401 Theories of Counseling</b>	Cohort 2022	Collection Point 2
• <b>MHC 7203 Career Counseling</b>	Cohort 2021 and 2022*	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 2022 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. A total of 21 students were measured for this competency.

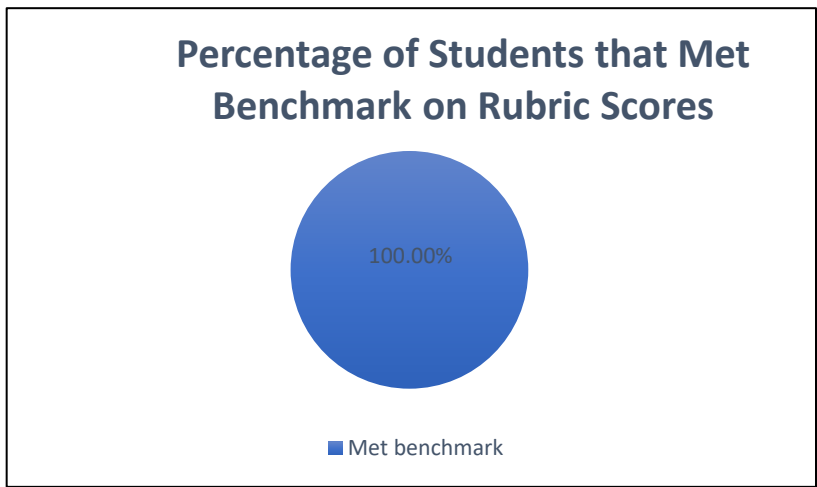
Cohort 2022

These students were evaluated in two sections for a total of 21 students. All twenty-one (21) students met the overall benchmark, which was 100% of the cohort.

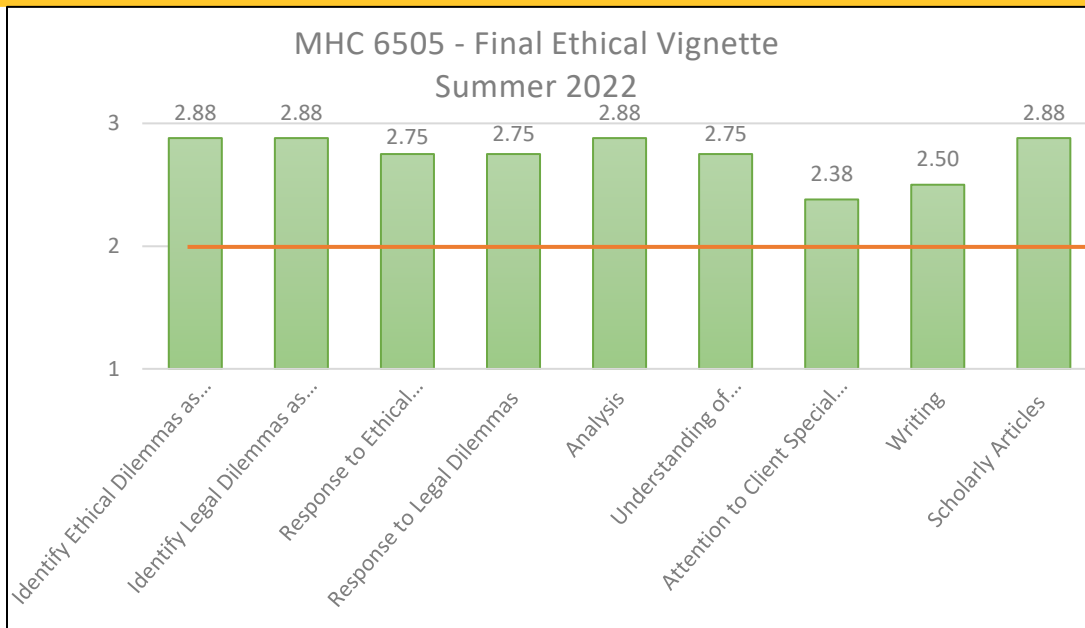
The final exam scores for this domain were equally impressive and were congruent with rubric scores. In comparison of the last three years, the final exam pass rate has continued to increase.

<i>MHC 6505 Ethics &amp; Practices of CMHC Final Exams</i>	Benchmark	WGC	Dover	Cohort passing rate	Cohort Year	N=
<i>Cohort 2020 Year 1</i>	74%	91.67%	66.67%	80.95%	2020	42
<i>Cohort 2021 Year 1</i>		90%	90%	90%	2021	20
<i>Cohort 2022 Year 1</i>		100%	87.50%	95.24%	2022	21

Means and Standard Deviation of assignment: Based on 3-point scale, and benchmark of two (2).



<b>Mean Score</b>	2.85
<b>Standard Deviation</b>	0.70



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

**Program Response**

Additional collection points for Cohort 2022 will occur in their 2<sup>nd</sup> year Fall 2023 in MHC 7202 Group Counseling and in their 3<sup>rd</sup> year Spring 2025 in MHC Internship II 9002. The CMHC program will be reviewing alternate exam assessments for this area using a standardized assessment. In addition, CPCE exam outcomes will be used as a second collection point when this cohort reaches Fall 2024.

**Cohort 2021 Year 2 Outcomes:**

As was noted in the 2021-2022 review, cohort 2021 comprehended the content knowledge for *Professional Counseling Orientation and Ethical Practice* as seen by the Final Exam scores Summer 2021:

	Benchmark	WGC	Dover	Cohort passing rate	Cohort Year	N=
<i>MHC 6505 Ethics &amp; Practices of CMHC</i>	74%	90%	90%	90%	2021	20

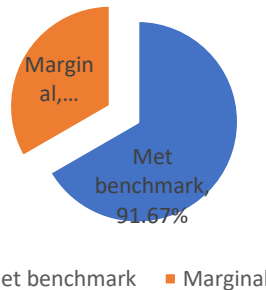
It was noted in the previous review that when asked to apply the concepts of this domain area, they were much more successful. The second collection point for this group to evaluate the demonstration of skills for *Professional Counseling Orientation and Ethical Practices* was in Fall 2022 in *MHC 7202 Group Counseling Student Evaluation* in the sections of: Interpersonal Factors and Professional Behavior in Fall 2022 is noted below.

One section with a total of 12 students from Cohort 2021 was measured for this competency in its second collection point. Eleven (11) of the 12 students met the overall benchmark, which was 91.67% of the remaining cohort. One student was marginal and needed improvement, which after being addressed the student’s self-awareness was elevated and markedly improved in all aspects.



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

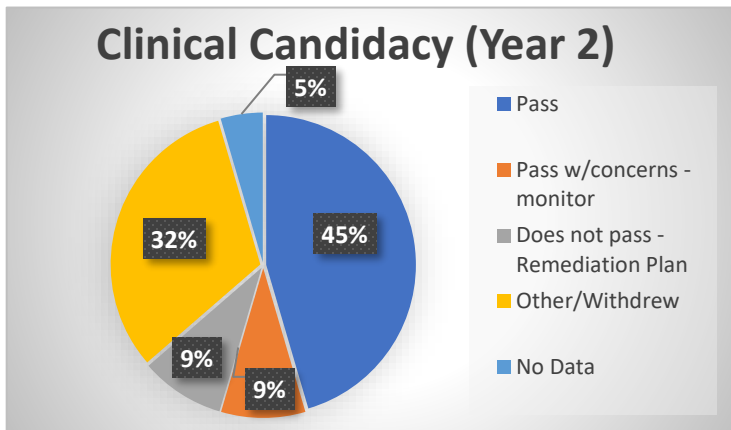
Percentage of Students that Met Benchmark for MHC 7202 Group Student Evaluation: Interpersonal Factors and Professional Behavior Cohort 2021



<b>Mean Score</b>	<b>2.98</b>
<b>Standard Deviation</b>	<b>0.08</b>

**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 2021. This data will be compared to this group’s previous student



evaluation forms, transcripts, and any faculty advising reports. While this cohort scored high in early demonstration of these skills (100% met the benchmark), it seems there is more of a challenge when students are in clinical trainings with peers, such as in the group course. The faculty at the time of the student evaluation meet with students to review their evaluation and encourage a plan for addressing any

areas that are marginal and need improvement. The CMHC faculty discussed ways to improve training in this domain area. This chart reflects students who were reviewed for clinical candidacy after the evaluations from year 2 were compiled, including the *MHC 7202 Group Counseling Student Evaluation Form*. Students who did not pass or passed with concerns were provided mentorship and advising to resolve the issues. Those who did not continue were offered options in other university programs. No Data reflects a voluntary withdrawal from the program prior to evaluation for candidacy. Although at least one of these students returned, was assessed and passed into candidacy.

The third data point for comparison for Cohort 2021 for the demonstration of skills will be collected in Spring 2024 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 2020 Year 2 Outcomes:

NCE Spring 2023 Cohort 2020

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	10	2.1	9.4	2.0

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 2022, Cohort 2020 (23 students 2 of whom were from Cohort 2019) 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 Fall 2022		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

The MHC 9002 Internship II *Site Supervisor Evaluation* results for Spring 2023 reflect the overall performance and a second collection point for the 2020 cohort. Cohort 2020 had 19 students who entered Practicum and Internship; however, 20 were measured for this competency, as one student was from a previous cohort.

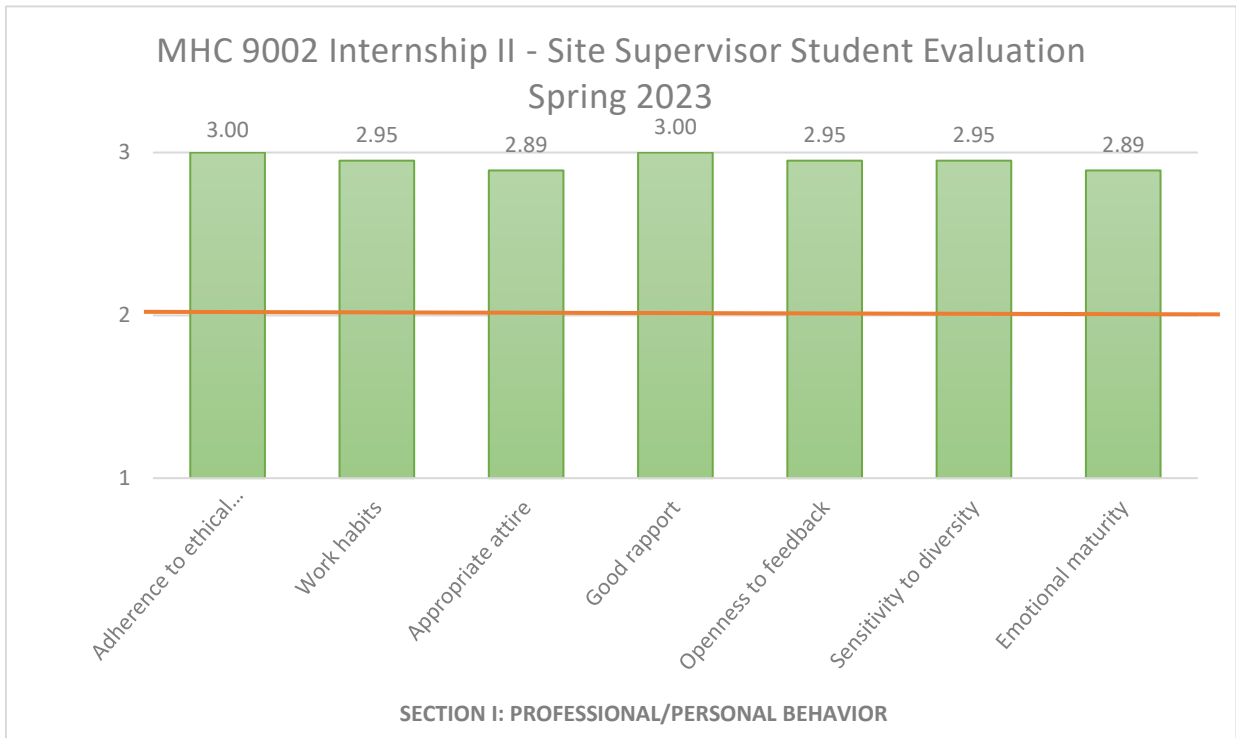
All 20 students met the benchmark for both *Professional/Personal Behavior* and *Counseling Competencies* are related to the objectives stated above for *Professional Counseling Orientation and Ethical Practice*. Cohort 2020 demonstrated a program consistency with past CPCE exams in regards to the mean score for the area of *Professional Counseling Orientation and Ethical Practice*. Students improved on their rubric benchmark scores for the Ethical Vignette as compared to past years.



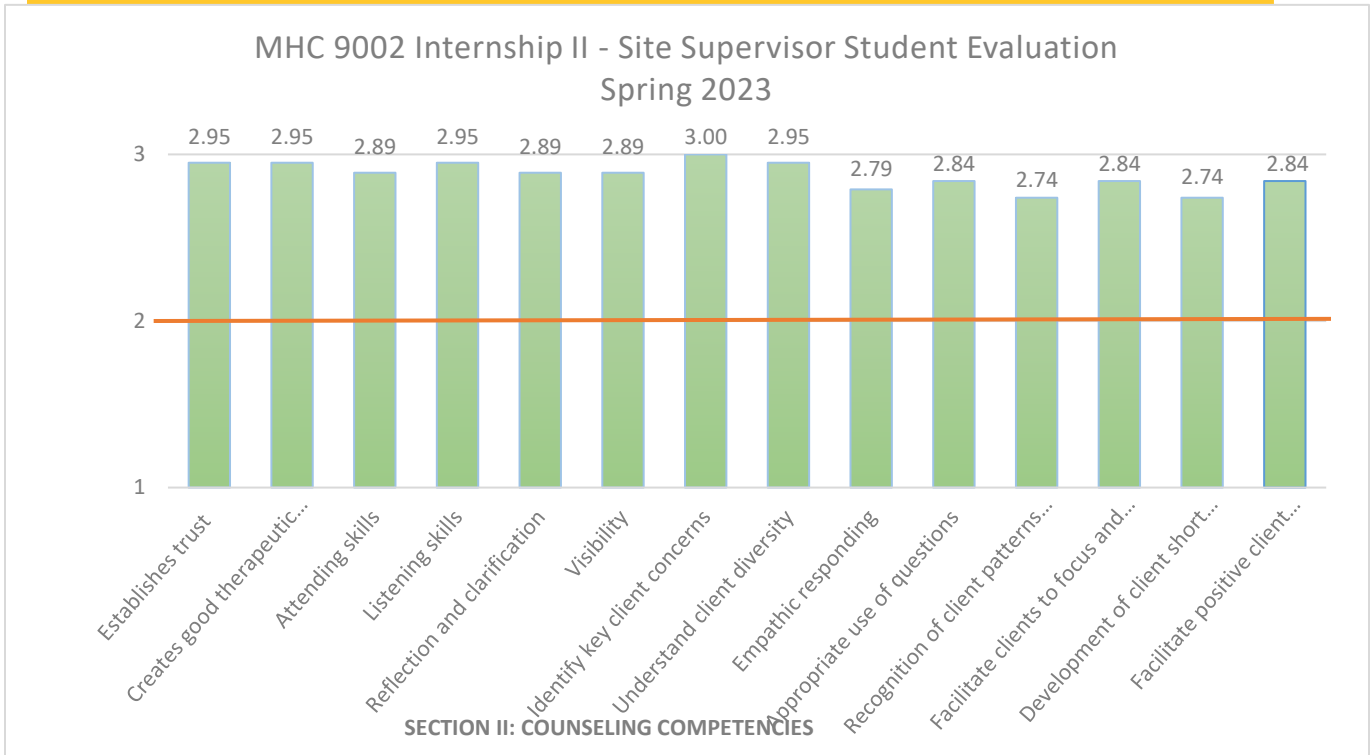
Percentage of Students that Met Benchmark MHC 9002 Site Supervisor Evaluation



Professional/Personal Behavior Means and Standard Deviation:



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



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 Cohort 2019 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 have shown a strong passing rate for benchmark assessment of professional skills/behavior in the area of **Professional Counseling Orientation and Ethical Practice** in their clinical work and at the culmination of their program studies.

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

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

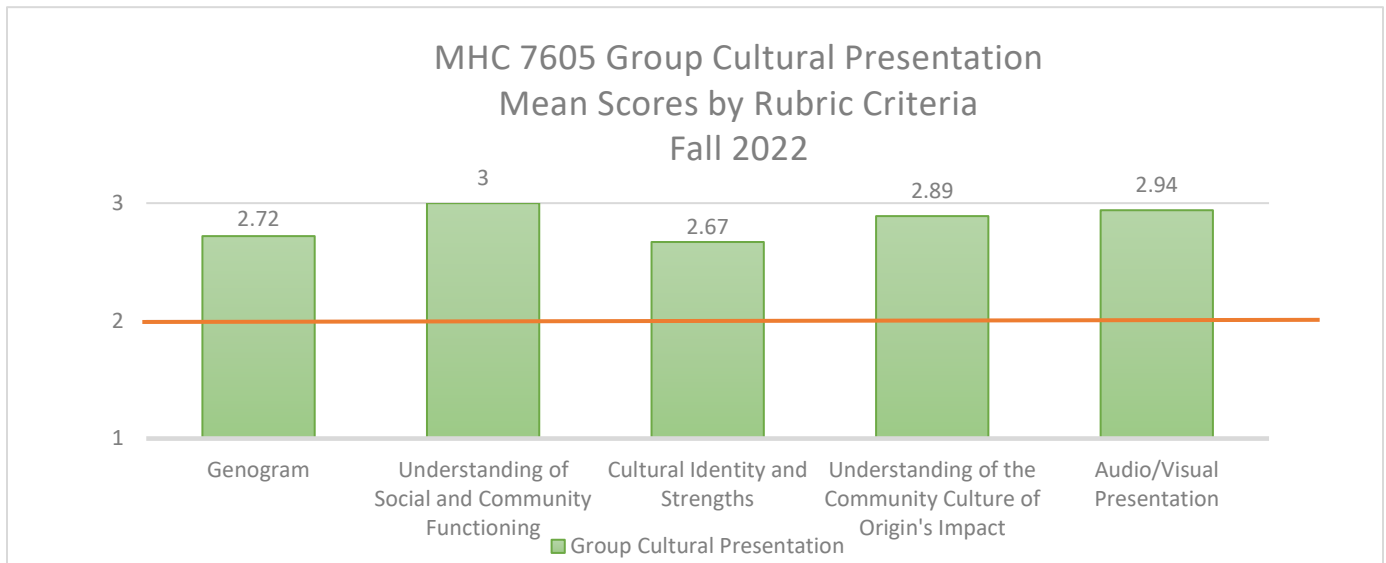
### Cohort 2022 Year 1 Outcomes:

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 Group Cultural Presentation (Rubric Criteria mirrored the 2021 assignment used for assessment) and the Final Exam. Using the benchmark of 2 out of 3, 100% of the students passed ( $n = 18$ ). Mean scores provided below. There was a 100% pass rate on the final exam (all 18 students passed).



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 79%. The mean score was 91.81% and the standard deviation was 7.76. The mean score was lower than for the previous cohort by 1.82%.

	Genogram (Content)	Understanding of Social & Community Functioning	Cultural Identity and Strengths	Understanding of the Community Culture of Origin's Impact	Audio/Visual Presentation (Delivery – Oral Communications)
Means:	2.72	3.00	2.67	2.89	2.94



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

**Comparison DATA**

A comparison data point was collected Spring 2023 *MHC 6401 Theories of Counseling* skills demonstration. The data for these collection points was collected for Cohort 2022. Seventeen students were evaluated using the *MHC 6401 Theory Case Conceptualization Paper*. As for previous collection points, pass rate of the assignment was 100% with a mean score based on 3-point scale of 2.64 and a standard deviation of 0.27. Scores for this assessment showed an overall consistency with a minimal decline over scores from Cohort 2021 in the same content area by 0.02 mean, last year's cohort had a 2.66 mean score. Additional data will be collected for this group in Fall 2023 *MHC 7202 Group Counseling*.

**Program response**

Cohort 2022 showed a strong baseline for content knowledge in this area. A review of the assessments and their rubrics as well as exam items may be needed for validity.





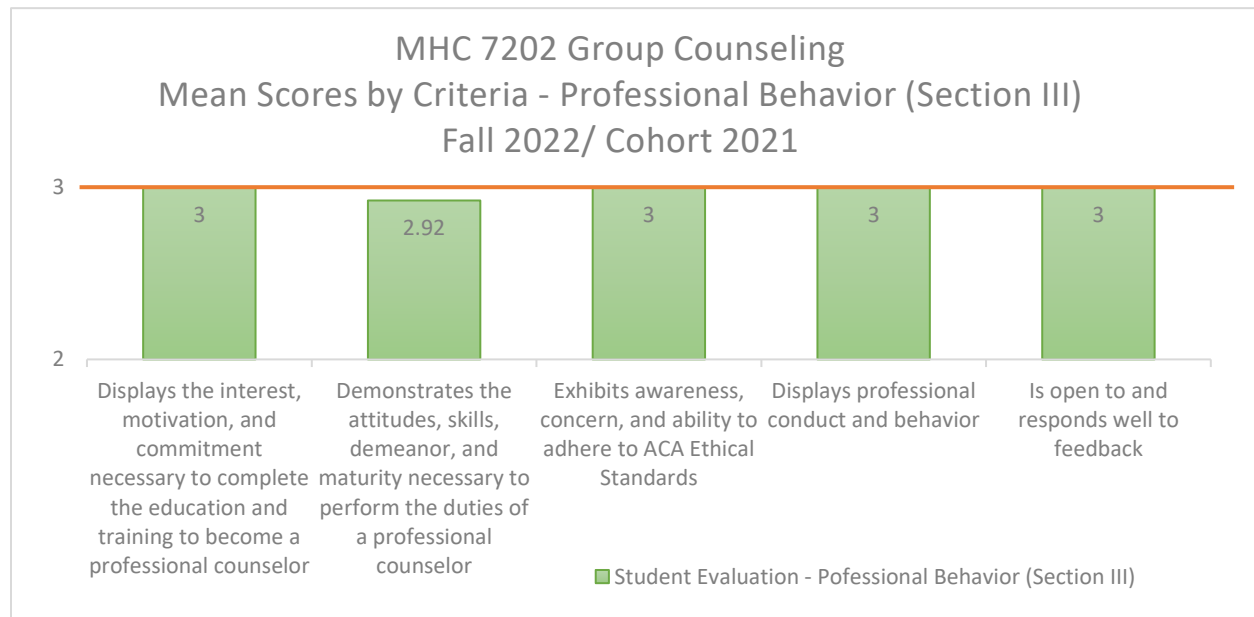
**Cohort 2021 Year 2 Outcomes:**

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 2022 from *MHC 6401 Theories of Counseling* with skills demonstration. The data for these collection points was collected for Cohort 2021 in the previous year.

As was noted in the report from 2021-2022, students from Cohort 2021 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*. Twelve students were evaluated with a passing rate of 100% with a mean score based on 3-point scale of 2.66 and a standard deviation of 0.36. Scores for this assessment showed improvement over scores from Cohort 2020 in the same content area by 3.12%.

Additional data was collected for this group in Fall 2022 in the *MHC 7202 Group Counseling* course. There were 12 students measured for this competency. All 12 students met benchmark, 100% of the 12 students). This group will be assessed in MHC 9002 Internship II with the Site Supervisor Evaluation in sections I and II during Spring 2024.



**Program response**

Students in Cohort 2021 seemed to show consistency in each of the benchmark assessments and have greater success than the prior cohort. When challenged to demonstrate skills in a peer reviewed setting, the group had an overall higher benchmark passing score than 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 2020 Year 3 Outcomes:**

The domain competency for Social and Cultural Diversity with Cohort 2020 (19 students completed the course for the assessment) was assessed using the *MHC 9002 Site Supervisor Student Evaluation* Section I /Personal/Professional Behavior and Section II /Counseling Competencies.

These scores were presented in the previous domain above. Student mean scores on the individual criteria ranged from 2.90 with a standard deviation of 0.08, meeting the 2 point and above benchmark score. Included in the criteria was sensitivity to diversity, and a demonstration counselor demeanor and skills.

When reviewing the comparison data for this group using the assessment from Fall 2021 *MHC 7202 Group Counseling Student Evaluation* as seen in last year’s outcome report, 24 students measured for this competency and 100% met benchmark. For those students from cohort 2020 (19 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 taken in Fall 2022 demonstrated a mean score that was 0.6 points higher than the national and 0.3 standard deviation difference which was a slight improvement from previous cohorts. The NCE scores show a reverse trend with Wilmington CMHC scoring a lower mean by 3.1 and a .6 standard deviation difference\*.

*\*Noted above that full data in regards to the NCE for this cohort is not complete.*

CPCE Exam Scores Fall 2022 Cohort 2020					
Section	Items	Mean	SD	National Mean	National SD
C2: Social and Cultural Diversity	17	8.7	2.6	8.1	2.4

NCE Spring 2023 Cohort 2020	Wilmington average mean and SD scores			National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Social and Cultural Diversity		2.8	1	5.9	1.6

**Program response**

The final exam scores seem consistent with the passing rate of Cohort 2020 as seen in the CPCE exam from 2022. The CMHC faculty conducted a review of the assessment for **MHC 7605 Community and Cultural Genogram** in 2021-2022 academic year and revised the assignment to better align with the standards. As in other domains, a validity review of the assessments may be warranted with additional information in the coming cohorts.



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

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

Cohort 2022 Year 1 Outcomes:

The Human Development and CMHC Foundations of Counseling competency was assessed for Cohort 2022 in collection point one using the MHC 6402 Human Development course Self-Development Analysis paper. There were 18 students evaluated with a pass rate of 88.89% (16 of 18 students passed). This was an 11.11% decline from Cohort 2021 discussed below. The mean score was 92.19%, with a standard deviation of 8.64. The final exam score demonstrated a 61% passing rate for this group, which was incongruent with assignment scoring, and was an increase from Cohort 2021 results. As has been noted and discussed amongst our faculty, many students self-reported test anxiety suggesting that final examinations may not assess student capability for the course. The program has been reviewing ways to improve client support (see program initiatives and goals).

This cohort will be assessed for collection point two in Summer 2023 using MHC 7501 Family Therapy Family Genogram and the CPCE exam in Fall 2024.

**Cohort 2021 Year 2 Outcomes:**

This cohort of 16 students was assessed in Fall 2021 for this competency using the *MHC 6402 Self-Development Analysis* paper in the *MHC 6402 Human Development* course. Pass Rate on assignment was 100% (all 16 students passed) with a mean score of 98.44% and standard deviation of 3.51. This group was also assessed using the final exam, however, the exam score had a passing rate of 50%. This cohort collection point 2 was assessed in Summer 2022 using the *MHC 7501 Family Therapy Family Genogram*. There were 11 students evaluated with a pass rate on the assignment of 100% and a mean score of 99.55 % based on a 100-point grading system. Although the rubric was modified to reflect the 3-point grading system, the original course rubric was used. Since the new benchmark is 2-points (86-91%) on a 3-point scale, all students exceeded the benchmark with the lowest score of 95%, and a standard deviation of Since the 2.58 on a 3-point scale with a standard deviation of 1.51%. 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
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 Fall 2023.

**Program response**

It seems that when students were challenged to apply the content, their pass rate increased. This cohort also scored higher than the previous Cohort 2020. While percentage of students meeting benchmark is high, a review of validity and more comprehensive alignment between the two rubrics may be warranted to improve validity.

**Cohort 2020 Year 3 Outcomes:**

As reviewed in last year's report, the 24 students evaluated from Cohort 2020 for *Human Development and CMHC Foundations of Counseling* has a pass rate on the *MHC 7501 Family Therapy Family Genogram* assignment of 87.50% (21 of 24 passed) with a mean score of 2.58 (based on a 3-point scale) and a standard deviation of 0.36. This group completed the CPCE exam Fall 2022 and scored 1.4 points above the national mean in this competency with a .5 difference in standard deviation. The NCE scores show a reverse trend with Wilmington CMHC scoring a slightly lower mean by .90 and a .6 standard deviation difference.



CPCE Exam Scores Fall 2022 Cohort 2020					
Section	Items	Mean	SD	National Mean	National SD
C3: Human Growth and Development	17	12.1	2.9	10.7	2.6

*NCE Spring 2023 Cohort 2020*

Wilmington average mean and SD scores

National average mean and SD scores

	Items	Mean	SD	Mean	SD
Human Growth and Development		10	1.7	10.90	2.3

***Program response***

Students in Cohort 2020 show a consistency of knowledge acquisition in the final collection point for this domain with CPCE scores reflecting a higher mean than the national.



2.F.4 KPI: Career and Lifestyle Development

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

Cohort 2021 and 2022 Year 1 and 2 Outcomes

Assessment for Career Development competency will be completed in year 3 for this group. The CMHC new program of study implemented in fully Summer 2023 with some changes beginning in Spring 2023, namely with the MHC Career Counseling Course. The course listed in Spring 2023 for Year 1 and 2 students. In the upcoming year, the MHC Career Counseling Course will be for year 1 students in the third semester of their first year.

Cohort 2020 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 2020 comprised of 29 students were 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 Fall 2022. The cohort mean score on the section was 1.4 higher than the national mean and a .4 standard deviation difference. This was incongruent with the NCE mean scores for this cohort.

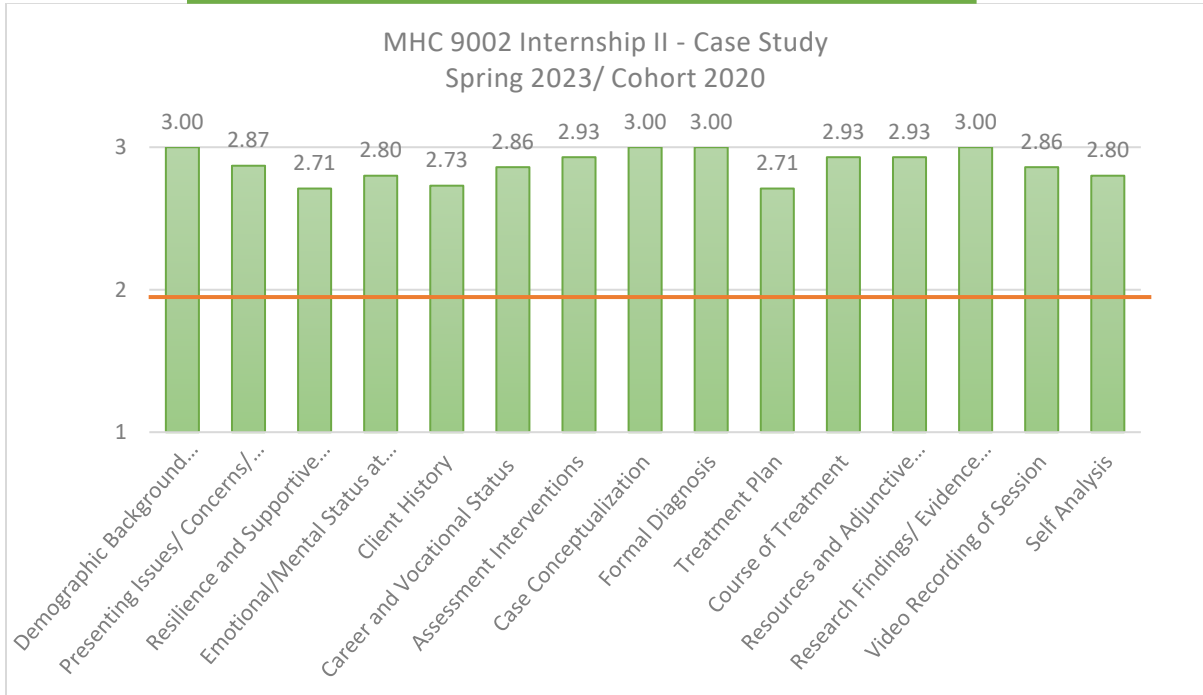
CPCE Exam Scores Fall 2022 Cohort 2020						
Section	Items	n	Mean	SD	National Mean	National SD
C4: Career Development	17	23	11.5	2	10.1	2.4

<i>NCE Spring 2023 Cohort 2020</i>	Wilmington average mean and SD scores			National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Career Development		8.3	1	15.4	3.4

This group also was assessed in Spring 2023 in *MHC 9002 Internship II* using the Written Case Study Review. The 15 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	2.87	2.71	2.80	2.73	2.86	2.93	3
<b>Std. Dev.</b>	0	0.35	0.47	0.41	0.47	0.36	0.26	0
<b>Min.</b>	3	2	2	2	2	2	2	3
<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>	3	2.71	2.93	2.93	3	2.86	2.80
<b>Std. Dev.</b>	0	0.47	0.26	0.26	0	0.36	0.41
<b>Min.</b>	3	2	2	2	3	2	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 Data used for Comparison	Analysis
<p>2.5.f. counselor characteristics and behaviors that influence the counseling process 2.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>C.1. b. theories and models related to clinical mental health counseling C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<p>MHC 6501 Counseling Skills CRP assignment <b>*Score in Final CRP of 6501</b></p>	<p>MHC 9002 Counseling Skills Rubric</p>	<p>Mean and SD scores on the MHC 6501 Counseling Interview Rubric Mean and SD scores on the MHC 9002 Advanced Counseling Interview Rubric</p>
	<p>CPCE Exam Section Area of Clinical Focus ** Multiple sections included may not give a complete picture of this specific topic</p>	<p>Site Supervisor Student Evaluation Form: Section II Counselor Competencies Composite Scores and Section III Knowledge and Communication Skills</p>	<p>CPCE Exam Section Area of Clinical Focus Compare data from Collection Point(s) 1 to Collection Point(s) 2</p>
			<p>Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section II and III</p>
			<p>Compare data from Collection Point(s) 1 to Collection Point(s) 1 Compare reliability between Collection Points in Collection Point 2 Categories Review of percentage of students meeting KPI expectations</p>



**Cohort 2022 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 20 students measured for this competency assignment with a pass rate on assignment of 100%. The mean score for this cohort was 2.98 (using the 3-point rubric scale) with a standard deviation of 0.06.

**Program response**

The MHC 6501 Counseling Skills Scoring Rubric has been updated for this academic year Summer 2022. The Summer 2021 cohort was scored using a rubric with four dimensions:

- a. Empathic Connection and Cultural Sensitivity
- b. Attending Skills
- c. Listening Skills
- d. Following Skills

The revised rubric now has nine dimensions:

- a. Rapport and Non-Verbal Skills
- b. Encouragers
- c. Question,
- d. Basic Counseling Responses
- e. Advanced Counseling Responses
- f. Session Focus and Management
  - i. Professional Behavior, Attention to Client Special Needs or Diversity Issues
  - ii. Counselor Competencies and Therapeutic Alliance Building
  - iii. Session Closing

These skills for this cohort will be reassessed in their third year Fall 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 2 Outcomes**

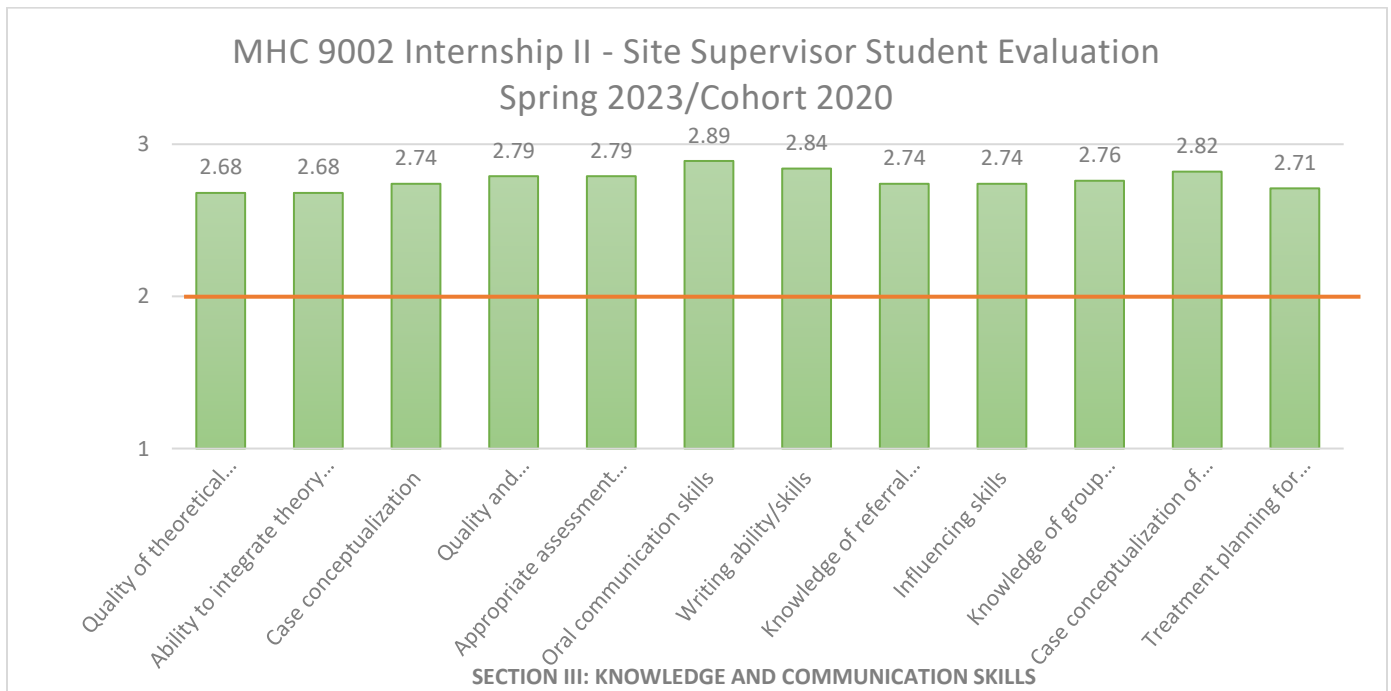
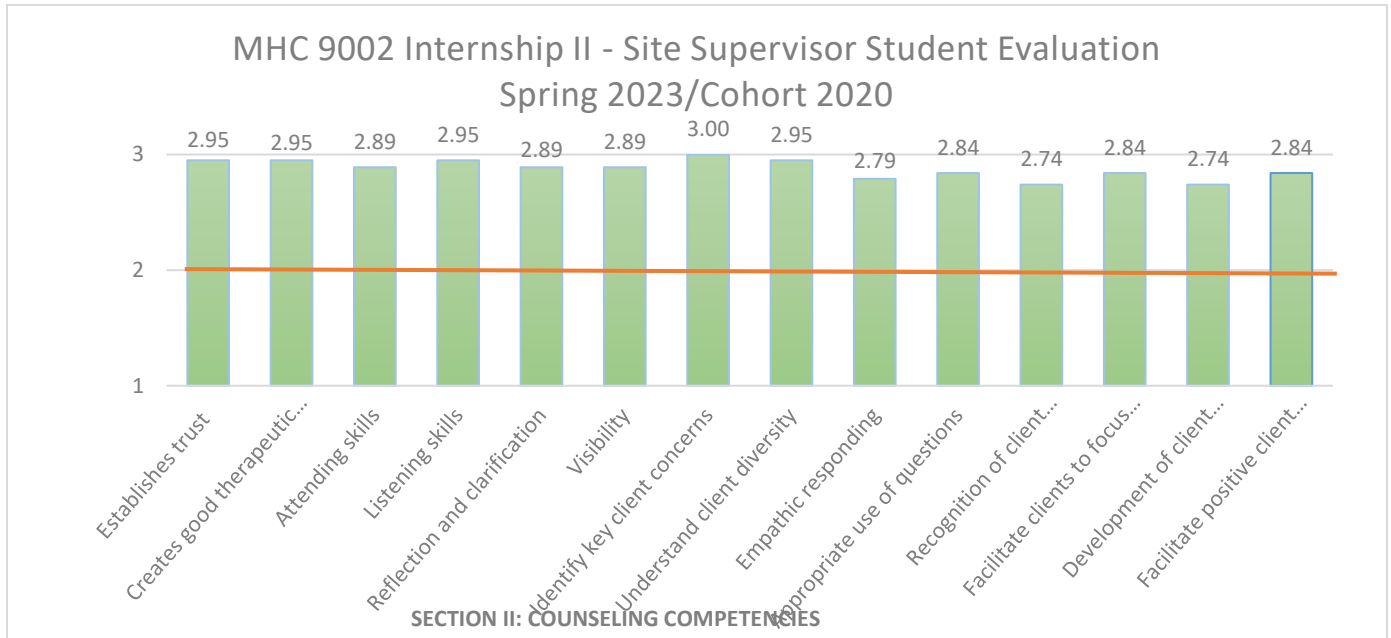
Cohort 2021, comprised of 15 students, were assessed in Summer 2021 using the 3<sup>rd</sup> CRP Assignment in **MHC 6501 Counseling Skills** with a 100% pass rate. The mean scores were 94.93% with a Standard Deviation of 2.84. These skills for this cohort will be reassessed in their third year Fall 2023 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.

**Cohort 2020 Year 3 Outcomes**

Cohort 2020, comprised of 43 students, were assessed in Summer 2020 using the 3<sup>rd</sup> CRP Assignment in **MHC 6501 Counseling Skills** with a 100% pass rate. The mean scores were 93.74% with a Standard Deviation of 3.71. These skills for this cohort were reassessed in their third year Fall 2022 and Spring 2023 using the **CPCE exam** and **MHC 9002 Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge and Communication Skills**



respectively. There were 20 students measured for this competency with a pass rate of 100%. Mean scores for each section ranged from 2.77 – 2.88 out of a 3-point scale with a standard deviation of ranged from 0.05-0.08.



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



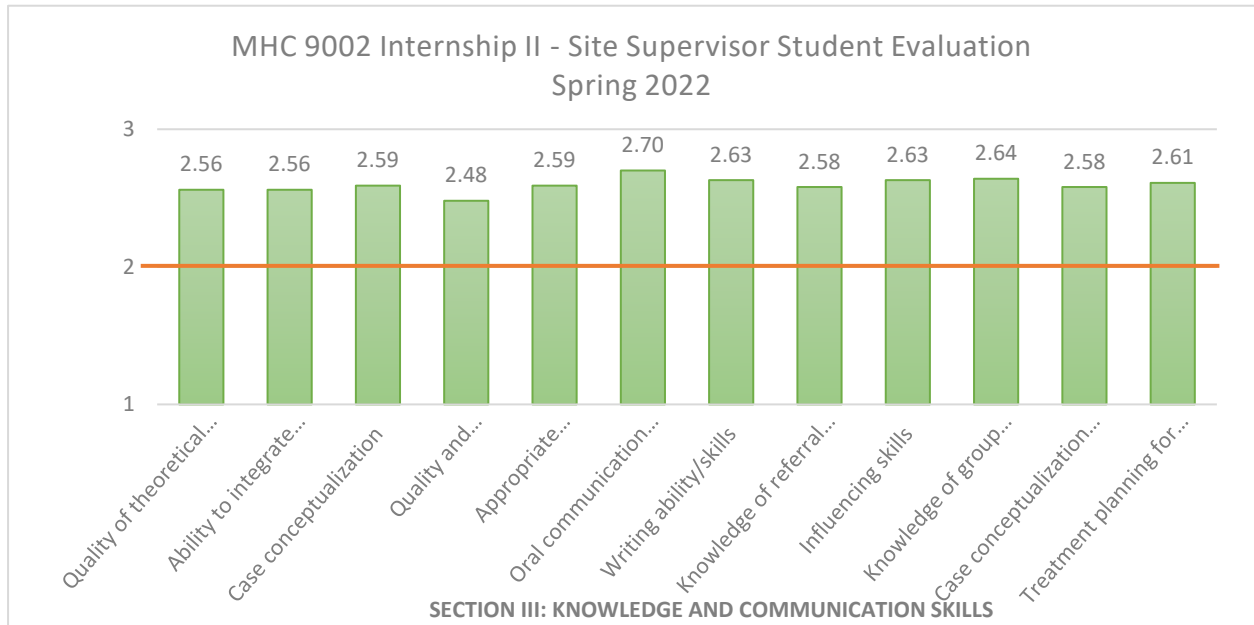
Section II:	Establish Trust	Creates a good therapeutic alliance	Attending Skills	Listening Skills	Reflection and clarification	Visibly able to tune in to client	Identify key client concerns	Understanding of client diversity
<b>Mean</b>	2.95	2.95	2.89	2.95	2.89	2.89	3	2.95
<b>Std. Dev.</b>	0.23	0.23	0.32	0.23	0.32	0.32	0	0.23
<b>Min.</b>	2	2	2	2	2	2	3	2
<b>Max.</b>	3	3	3	3	3	3	3	3

Section II:	Empathic Thinking	Appropriate use of questions	Recognition of client patterns of thinking	Facilitate clients to focus and explore salient issues	Development of client short and long-term goals	Facilitate positive client awareness and change
<b>Mean</b>	2.79	2.84	2.74	2.84	2.74	2.84
<b>Std. Dev.</b>	0.42	0.37	0.45	0.37	0.45	0.37
<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>	2.68	2.68	2.74	2.79	2.79	2.89
<b>Std. Dev.</b>	0.48	0.48	0.45	0.42	0.42	0.32
<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>	2.84	2.74	2.74	2.76	2.82	2.71
<b>Std. Dev.</b>	0.37	0.45	0.45	0.44	0.39	0.47
<b>Min.</b>	2	2	2	2	2	2
<b>Max.</b>	3	3	3	3	3	3



**Program response**

Summer 2020, CMHC faculty piloted an online skills training program for beginner level counseling skills training. The program was called *Theravue* in Summer 2020. This platform is now called *Skillsetter*. After piloting the program and discussing the feedback from students, the CMHC program adopted the platform for their *MHC 6501 Strategies of Counseling I* for Summer 2021 and was utilized more fully for this cohort. In addition to this change, the course added a bi-weekly meeting schedule for live role-play practice and professor feedback. These changes continued for the new cohort 2022.

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 .8 with a .4 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.

CPCE Exam Scores Fall 2022 Cohort 2020					
Section	Items	Mean	SD	National Mean	National SD
C5: Counseling and Helping Relationships	17	10.4	2.2	9.6	2.6

	NCE Spring 2023 Cohort 2020			Wilmington average mean and SD scores		National average mean and SD scores	
	Items	Mean	SD	Mean	SD	Mean	SD
Counseling and Helping Relationships		32.7	4.4	30.3	6.2		

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

### Cohort 2022 Year 1 Outcomes

Data will be collected in Fall 2023 for this cohort year.

### Cohort 2021 Year 2 Outcomes

Cohort 2021, comprised of 12 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 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.

**Cohort 2020 Year 3 Outcomes**

As was reviewed in data from 2021-2022, Cohort 2020, 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 64% with a mean score of 2.15 based on a 3-point grading rubric and a standard deviation of .54.

MHC 7202 Group Counseling Final exam scores reflect a similar trend of competency scores with a 66.66% passing rate when sections are combined.

The MHC 7202 Group Design project had a pass rate of 64% with a mean score of 2.15 and a standard deviation of .54. Final exam data showed a similar rate of passing consistent with the project scores of 66.66%.

	WGC	Dover
MHC 7202 Group Counseling	73.33%	60%

This cohort tested this competency on the CPCE exam and scored 1.6 higher than the national mean with a .0 standard deviation difference. The NCE scores show an incongruent result for this cohort.

CPCE Exam Scores Fall 2022 Cohort 2020					
Section	Items	Mean	SD	National Mean	National SD
C6: Group Counseling and Group Work	17	12.7	2.5	11.1	2.5

**NCE Spring 2023 Cohort 2020**

Wilmington average mean and SD scores

National average mean and SD scores

	Items	Mean	SD	Mean	SD
Group Counseling and Group Work		19.6	1.9	21.9	3.6

**Program response**

There was a significant improvement of cohort 2021 scores in comparison to cohort 2020. The exam pass rate increased from 66.66% to 83.33%, and the MHC 7202 Group Design project mean scores improved from 64% to 97.38%. The factor that may have contributed to the lower scores in 2020 was the start of the COVID-19 pandemic and the change program format. The course



was reviewed for Fall 2022 and new faculty took over the course with some mentorship and assistance. The adjustments and new ideas may have also supported student success in this area.





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

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

Cohort 2022 Year 1 Outcomes

No data collected at this time. Courses will be taken in Spring 2024. 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 2 Outcomes

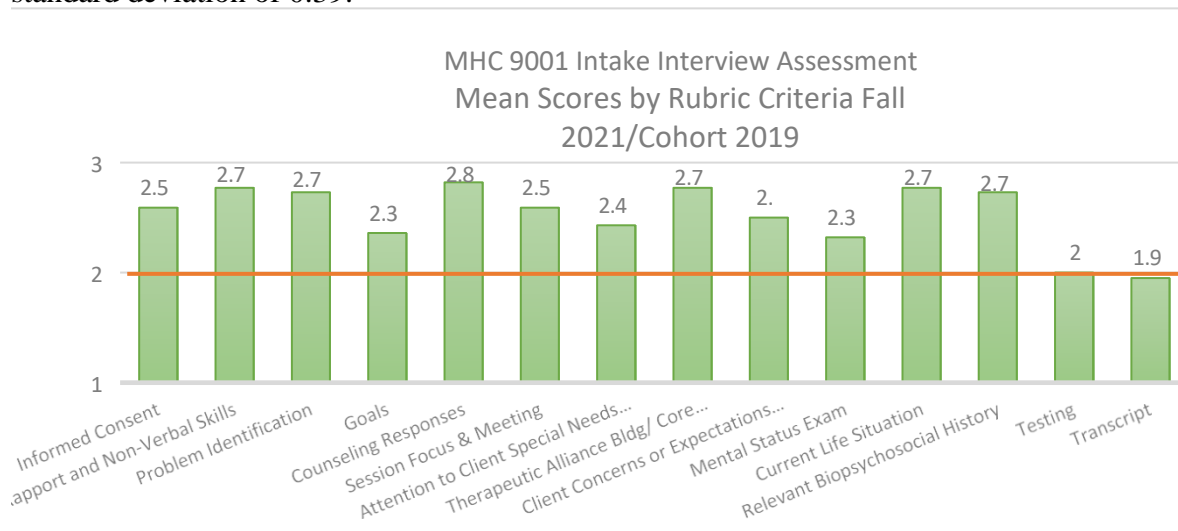
Cohort 2020 Year 3 Outcomes

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. A final exam was completed with a 90% passing rate. This group will be assessed in Fall 2023 with the MHC 9001 Internship I Intake Assessment completed with a real client in their clinical year. No collected for this cohort year due to issues of technology.

Cohort 2019

As reviewed in data 2021-2022, Cohort 2019, 30 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 pass rate of 100% with a mean score of 98.83% and a standard deviation of 2.34. A final exam was completed with a 96.04% passing rate. This group was assessed in Fall 2021 with the MHC 9001 Internship I Intake Assessment completed with a real client in their clinical year. There were 16 students measured for this competency with a rubric based on a 3-point rating scale. The mean score was 2.50 with a standard deviation of 0.39.



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:



	Inform ed Conser nt	Rapport & Non-Verbal Skills	Problem Identification	Goals	Counseling Responses	Sessio n Focus & Meetin g	Attention to Client Special Needs or Diversity Issues
Mean	2.59	2.77	2.73	2.36	2.82	2.59	2.43
Std. Dev.	0.59	0.43	0.55	0.66	0.39	0.50	0.75
Minimum	1.00	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

	Therapeuti c Alliance Bldg./ Core Relationshi p Variables	Client Concerns or Expectation about Counseling	Ment al Stat us Exa m	Current Life Situati on	Relevant Biopsychosocial History	Testin g	Transcri pt
Mean	2.77	2.50	2.32	2.7	2.73	2.00	1.95
Std. Dev.	0.43	0.74	0.72	0.53	0.46	0.75	0.65
Minimum	2.00	1.00	1.00	1.00	2.00	1.00	1.00
Maximum	3.00	3.00	3.00	3.00	3.00	3.00	3.00

The Cohort 2020 scores on the CPCE exam taken in Fall 2022 demonstrated a mean score that was 1.5 points higher than the national and .2 standard deviation difference. The NCE scores demonstrated a strong mean score in relation to the national mean for this area for Cohort 2020.

CPCE Exam Scores Fall 2022 Cohort 2020					
Section	Items	Mean	SD	National Mean	National SD
C7: Assessment and Testing	17	11.1	2.3	9.6	2.5

	<i>NCE Spring 2023 Cohort 2020</i>		Wilmington average mean and SD scores		National average mean and SD scores	
	Items	Mean	SD	Mean	SD	
Assessment and Testing		15.2	2.9	2.7	1.3	

***Program response***

There was no comparison data available for Cohort 2019 or 2018, but scores seem to show consistent success for cohort 2019. Cohort 2018 scores on the AATBS show a deficiency in demonstrating



understanding of content for this group. Although scores on the prior year for the CPCE exam were consistent with the national mean. The increase in scores for Cohort 2020 may be as a result of changes made to the course after a thorough review of the coursework for *Assessment and Testing & CMHC Practice and Contextual Dimensions* and standards conducted in the 2021-2022 academic year.

or it is also possible that the impact of increased review and study in the MHC Consultation course and study for the CPCE exam. Additional data may be needed but the trend to improved scores in this area is promising. For Cohort 2021, the course was reviewed and revised by core faculty to align better with the NCE content.



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

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



### Cohort 2022 Year 1 Outcomes

Cohort 2022, 17 students, were assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores** Spring 2023. There were 17 students measured for this competency assignment with a passing rate of 100%. The mean score was 2.64 based on a 3-point grading scale with a standard deviation of .27. The pass rate for the Final Exam was 66.67%, which was incongruent with scoring on the demonstration of knowledge assessment.

### *Program response*

Students in cohort 2022 demonstrated improvement from the previous cohort and continue to demonstrate a high rate of passing. There is some review of course materials for Cohort 2024 and a new textbook may dictate some course revision.

### Cohort 2021 Year 2 Outcomes

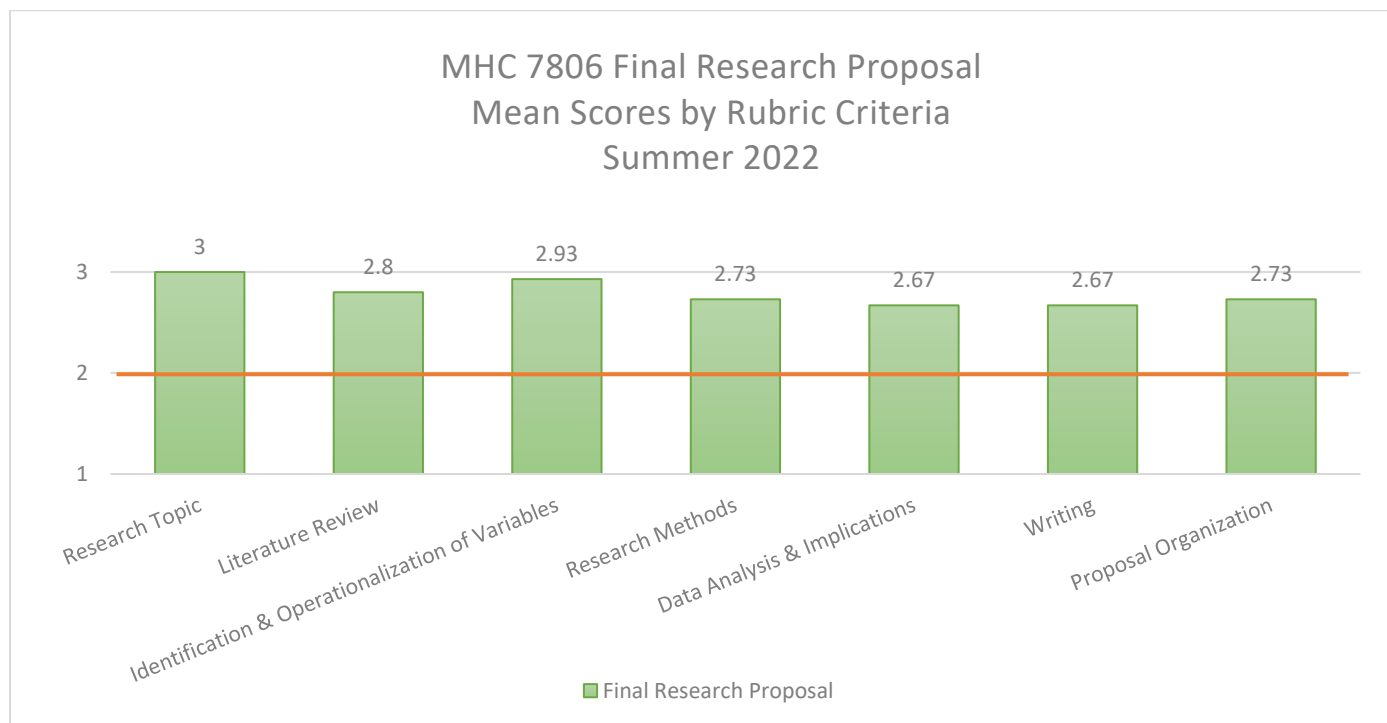
As reviewed in data from 2021-2022, 12 students from Cohort 2021, were assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores**. Their pass rate was 100% with a mean score of 2.66 based on a 3-point grading scale and a standard deviation of .36. A 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 15 students measured for this competency with a 100% pass rate on this assignment. The percentage of students that met benchmark in various criteria were as follows:

- Research Topic: 100%
- Literature Review: 100%
- Identification & Operationalization of Variables: 100%
- Research Methods: 100%
- Data Analysis and Implications: 100%
- Writing: 100%
- Proposal Organization: 100%



The following graph shows mean scores by rubric criteria: The mean score was 2.79 (out of 3-point scale) with a standard deviation of 0.37.



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
Mean	3.00	2.80	2.93	2.73	2.67	2.67	2.73
Std. Dev.	0.00	0.41	0.26	0.46	0.49	0.49	0.46
Minimum	3	2	2	2	2	2	2
Maximum	3	3	3	3	3	3	3

**Program response**

In the past, students struggled in some of the more complex areas of this competency; however, this cohort demonstrated a higher level of comprehension and application. An additional textbook was introduced in 2021 that focused on the practical details of creating a proposal. The CMHC program continues to review data for this domain. Some discussion on where this course falls in the course outline is in progress.



\*Orcher, L. T. (2014). Conducting research: Social and behavioral science methods (2nd ed.). Pyrczak Publishing.

**Cohort 2020 Year 3 Outcomes**

Cohort 2020, 23 students completed the **MHC 7806 Research Proposal** with a passing rate of 74%; mean score of 2.31 and Standard Deviation 0.62 and the **MHC Research and Program Evaluation Final Exam** with a 66.67% passing rate.

The Cohort 2020 scores on the CPCE exam taken in Fall 2022 demonstrated a mean score that was .02 point higher than the national and .5 standard deviation difference. This showed improvement from previous years on this exam. The NCE exam also reflected higher mean scores for Wilmington CMHC students for **MHC Research and Program Evaluation**.

CPCE Exam Scores Fall 2022		Wilmington University			National	
Section	Items	n	Mean	SD	Mean	SD
C8: Research and Program Evaluation	17	23	11.7	2.3	10.3	2.8

*NCE Spring 2023 Cohort 2020*

Content Area	Wilmington University Average Mean and SD Scores		National Average Mean and SD Scores	
	Mean	SD	Mean	SD
Research and Program Evaluation	4.1	0.8	2.7	1.3

**Program response**

A review of the course and assignments completed prior to Summer 2022 seemed to reflect some success in this cohort’s assessments in the third year. This may account for some students’ remediation in the course for **MHC Research and Program Evaluation** or the impact of increased review and study in the **MHC Consultation in Counseling** course and study for the CPCE exam. Additional data may be needed but the trend to improved scores in this area is promising. The CMHC program also changed the Program of Study to have the **MHC Research and Program Evaluation** in Spring of the second year to potentially improve the student’s understanding of counseling prior to completing research on the topics.





## Program Goals for 2022 – 2023

(Based on outcomes and program review meetings)

- Work with AATBS/Triad to pilot and review their domain assessment exams for use in the program evaluation plan.- It was decided that the testing would not be useful at this time and that other initiatives were better for obtaining data for the program evaluation. We will continue to be in dialogue with AATBS on this topic.
  - Create and input resources and program information on a student Canvas page.- In progress with the new program assistant Jesse Howard
  - Review the hybrid format and complete a digital delivery substantive change report post Spring 2022.- Completed Fall 2022
  - Establish biannual Full (Adjunct and Program Faculty) Faculty Meetings- Completed and continuing into 2023-2024
  - Add Mindfulness Advanced Skills Course to Curriculum – Faculty-Completed but did not have the interest that was needed to run the course. We will obtain additional information on how to include this again in the elective list.
  - 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- In progress
  - Review CMHC program mission statement and program goals and objectives-Completed Summer 2022
  - Review Course Outline for improvement in layout to account for student learning.- Completed and a new program of study was created and included in this report
  - Review textbooks in MHC 6402 Human Development and MHC 6401 Theories of Counseling.
    - We began using new textbooks in both courses in 2022 and both texts claimed to focus on CACREP core knowledge areas. Student input was informally obtained. Additional titles are being reviewed for that course.
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## **Program Goals for 2023 – 2024**

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

- Complete initiatives that are outstanding from 2022-2023
- Improve Admissions writing sample and plan for additional improvements for 2025
- Discuss with administration the increasing of faculty for additional resources and to support future initiatives of the program
- Research adding an additional Masters program and/or a PhD program to CMHC. Review the new and current electives to create certificate programs for current and post-Masters students.
- Improve marketing documentation
- Revise the program outcomes in the 8 core areas and review competency documentation for each area.
- 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
- Complete the CACREP progress report for Fall 2024