

**Wilmington University Clinical Mental Health Counseling Program  
Annual Report  
May 2020 to April 2021**



**WILMINGTON**  

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**UNIVERSITY**

Report Prepared by Elizabeth (Lisa) Adair, Ph.D., CMHC Chair

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### **Wilmington University Mission**

Wilmington University is committed to excellence in teaching, the relevancy of the curriculum, and individual attention to students. As an institution with admissions policies that provide access for all, it offers opportunities for higher education to students of varying ages, interests, and aspirations.

The university provides a range of exemplary career-oriented undergraduate and graduate degree programs for a growing and diverse student population. It delivers these programs at locations and times convenient to students and at an affordable price. 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.

### **Wilmington University Vision**

Wilmington University will distinguish itself as an open-access educational institution by building exemplary and innovative academic programs and student-centered services while anticipating the career and personal needs of those it serves.

### **Wilmington University Institutional Values**

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

In designing academic programs and student services, we support **INNOVATION** and actively seek faculty with **EXPERIENCE** in their fields who can provide students with an **EDUCATION** focused on practical application. We are especially committed to **CARING** for our students as customers and partners.

### **CMHC Program Mission Statement:**

The CMHC program is committed to providing 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 that highlights the humanistic perspective and thereby incorporates compassion, self-care, and resilience, empathy, awareness of self and others in the context of cultural diversity and the challenges of the 21<sup>st</sup> century.

### **CMHC Program Vision:**

- ❖ Establishing the values and curriculum, which are consistent with a counselor's identity.
- ❖ Creating an inclusive learning environment that provides for and expects optimal personal growth and professional development.
- ❖ Setting expectations for 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 Objectives:**

The following objectives demonstrate our mission and vision and are aligned with the American Counseling Association (ACA) and Council for Accreditation of Counseling and Related Education Program (CACREP) standards for professional practice.

Students who graduate from the CMHC Program will demonstrate foundational knowledge and skills in

- (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

### **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 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**

**Student Name:** \_\_\_\_\_ **ID#** \_\_\_\_\_

**Admission Term/Year:** \_\_\_\_\_ **Academic Advisor:** \_\_\_\_\_

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

**CURRICULUM REQUIREMENTS**

(Check-off any Course Substitutions and list below. Any changes to the signed document must be initialed and dated by the Academic Advisor and the student).

|  | <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              | Summer      | 1           |              |
|  | <b>MHC 6501</b> Tools, Techniques and Strategies of Counseling I        | 3              | Summer      | 1           |              |
|  | <b>MHC 7605</b> Counseling Diverse Populations                          | 3              | Fall        | 1           |              |
|  | <b>MHC 6402</b> Human Development                                       | 3              | Fall        | 1           |              |
|  | <b>MHC 6401</b> Theories of Counseling                                  | 3              | Spring      | 1           |              |
|  | <b>MHC 6502</b> Tools, Techniques, & Strategies of Counseling II        | 3              | Spring      | 1           |              |
|  | <b>MHC 8094</b> Psychopharmacology for Counselors                       | 1              | Spring      | 1           |              |
|  | <b>MHC 7806</b> Methods of Research & Program Evaluation                | 3              | Summer      | 2           |              |
|  | <b>MHC 7501</b> Family Counseling                                       | 3              | Summer      | 2           |              |
|  | <b>MHC 6901</b> Diagnosis & Treatment of Psychopathology                | 3              | Fall        | 2           |              |
|  | <b>MHC 7202</b> Group Counseling  | 3              | Fall        | 2           |              |

|   |   |        |             |  |
|---|---|--------|-------------|--|
| <b>MHC 8011</b> Adv. Sem.: Counseling Children & Adolescents* | 2 | Fall   | 2           |  |
| <b>MHC 8062</b> Adv. Sem.: Cognitive Behavioral Counseling**  | 2 | Fall   | 2           |  |
| <b>MHC 7805</b> Appraisal Techniques                          | 3 | Spring | 2           |  |
| <b>MHC 8020</b> Addictions Counseling                         | 3 | Spring | 2           |  |
| <b>MHC 8012</b> Adv. Sem.: Evidence-Based Family Treatment*   | 2 | Spring | 2           |  |
| <b>MHC 8064</b> Adv. Sem.: Motivational Interviewing**        | 2 | Spring | 2<br>Choice |  |
| <b>MHC 7203</b> Counseling for Career Development             | 3 | Summer | 3           |  |
| <b>MHC 8092</b> Sem.: Consultation for Counselors             | 2 | Fall   | 3           |  |
| <b>MHC 8093</b> Sem.: Supervision for Counselors              | 2 | Spring | 3           |  |

\* Child Elective      \*\* Adult Elective

**COURSE SUBSTITUTIONS** (Maximum of 6 Credit Hours Total)

| <b>MHC Course #</b> | <b>Substitute Course # / Title / College</b> | <b>Credits</b> | <b>Term</b> | <b>Year</b> | <b>Grade</b> |
|---------------------|--|----------------|-------------|-------------|--------------|
|                     |  |                |             |             |              |
|                     |  |                |             |             |              |

**CLINICAL FIELD EXPERIENCE**

|  | <b>Course</b> | <b>Credits</b> | <b>Term</b> | <b>Year</b> | <b>Grade</b> |
|--|---------------|----------------|-------------|-------------|--------------|
|--|---------------|----------------|-------------|-------------|--------------|

|  |                           |   |             |  |  |
|--|---------------------------|---|-------------|--|--|
|  | <b>MHC 7905</b> Practicum | 4 | 3<br>Summer |  |  |
|--|---------------------------|---|-------------|--|--|

|                     |  |
|---------------------|--|
| Site:               |  |
| Site Supervisor:    |  |
| Faculty Supervisor: |  |

|  |                              |   |        |  |  |
|--|------------------------------|---|--------|--|--|
|  | <b>MHC 9001</b> Internship I | 4 | 3 Fall |  |  |
|--|------------------------------|---|--------|--|--|

|                     |  |
|---------------------|--|
| Site:               |  |
| Site Supervisor:    |  |
| Faculty Supervisor: |  |

|  |                               |   |          |  |  |
|--|-------------------------------|---|----------|--|--|
|  | <b>MHC 9002</b> Internship II | 4 | 3 Spring |  |  |
|--|-------------------------------|---|----------|--|--|

|                     |  |
|---------------------|--|
| Site:               |  |
| Site Supervisor:    |  |
| Faculty Supervisor: |  |

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Student Signature

---

Date

---

Faculty Signature

---

Date



## **CMHC Faculty and Staff Academic year May 2020-April 2021**

### **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. Dr. Todd Grande left the program after Spring 2020. Dr. Elizabeth Adair continued as the Acting Chair and CACREP liaison and oversaw our CACREP alignment and self-study process this year through the Summer into its completion Fall 2020. She continued to oversee the CACREP accreditation process through Spring 2021. Dr. Melissa Lemons served in her second year as assistant professor and has taken on the role of Diversity Coordinator. Dr. Lori Vien, who has been with the program as an adjunct professor since May 2018 prior to coming on full-time January 2020 and completed her doctorate in Fall 2020. She is a full-time faculty member in the assistant professor role and has taken the role of Practicum and Internship Site Coordinator for Downstate DE and Eastern Shore MD clinical placements.

### **Program Faculty**

There are two part-time program faculty, Dr. Lois Grande and Carlyle Hooff, M.Ed. Dr. Lois Grande is also an adjunct professor for Practicum and Internship. She facilitated and assessed practicum and internship site placements for the May 2020 and May 2021 intern cohorts. Ms. Hooff assisted in the Spring 2021 admission process and the new student orientation in April. She also aided the Spring 2021 candidacy process as her role of 1<sup>st</sup> and 2<sup>nd</sup> year student advisor.

### **Non-Core Faculty and Graduate Teaching Assistants**

The program also employs numerous adjunct faculty and graduate teaching assistants. Adjunct faculty teaching in the program is selected in consideration of their expertise and clinical experience in the subjects/courses they are teaching. The adjunct faculty included Ms. Leanne Thomas, Ms. Monica Morrow, Ms. Rhonda Quinn, Ms. Gayle Martinez Waters, Ms. Megan Blackwell, Ms. Kyara Beck, and Drs. James Walsh, Julius Mullen, Lois Grande, Carl Chenkin, and Lem Burnam, who assisted the program through the 2020-2021 academic year. Teaching assistants were alumni Michael Miller, Roberto Donati, and LaShawn Waters.

### **Administrative Assistants**

The program utilizes a number of administrative assistants to complete the variety of administrative responsibilities in the program. The main administrative assistants who assisted the program this year were LaShawn McCray and Dawn Dresden.

# Evaluation of the Program Explained

2020-2021

## Program Evaluation Overview

The program evaluation was reviewed for compliance to the 2016 CACREP standards. Dr. Adair revised the program evaluation plan and 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 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 2020 semester courses through Spring 2021.

The student's 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. Because the program evaluation was revised Summer 2020, comparison data for collection points 2 and 3 will be available in the 2021-2022 and 2022-2023 annual reports.

## 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

### Advisory Guidance

- Core Faculty
- Adjunct Faculty
- Student Feedback
- Alumni Feedback
- Site Supervisor Assessments
- Social Climate and Community Needs
- 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

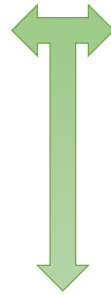


#### **Program Effectiveness Evaluation Points**

- 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

#### **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
- College Meeting

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.

### Program Evaluation Model According to Year and Semester

#### Admissions Application

Demographic Data Collection and Information

#### Year One

##### Semester One (Summer)

MHC 6505 Ethics and Practices of CMHC

- *Final Ethical Vignette 5*

MHC 6501 Strategies of Counseling I

- *Counseling Role Play Final*

##### Semester Two (Fall)

MHC 7605 Counseling Diverse Population

- *Investigative Project*
- *Cultural Presentation*
- *Final Exam*

MHC 6402 Human Development

- *Self-Development Analysis Paper*

##### Semester Three (Spring)

MHC 6401 Theories of Counseling

- *Theory Case  
Conceptualization*

#### Year Two

##### Semester One (Summer)

MHC Family Counseling

- *Family Genogram*

MHC 7806 Methods of Research and Program Evaluation

- *Research Proposal*

##### Semester Two (Fall)

MHC 7202 Group Counseling

- *Group Design Project*
- *Student Evaluation Form*

##### Semester Three (Spring)

MHC 7805 Appraisal Techniques

- *Intake Interview and Report*

**Year Three**

**Semester One (Summer)**

MHC Careers in Counseling

- *Final Exam*

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

MHC 9002 Internship II

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

**Semester Two (Fall)**

MHC 9001 Internship I

- Intake Interview Rubric\*

MHC 8092 Consultation Course

- CPCE Exam\*

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

**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)\*

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

|   |   |   |  |  |
|---|---|---|--|--|
|   |   |   | <p>Student Files are kept in the CMHC Faculty Canvas Course.</p> <p>Alumni are surveyed report includes demographic data and employment information extracted from surveys through the University Alumni Association</p>   |  |
| <p>CACREP Standard 4.B.3. Follow-up studies of constituents<br/> <b>To assess effectiveness of the CMHC Mission Statement and Program Objectives from the perspective of alumni, employers of graduates, and clinical field site supervisors.</b></p>   | <p><b>Evidence of Assessment:</b><br/> <i>Alumni Survey Report</i><br/> <i>Site Supervisor Evaluation</i></p> | <p>Staff initiate surveys by calling for faculty review and revision of assessment instruments.</p> <p>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.<br/> <b>Use of evaluation data to inform program modification</b><br/>         To verify continual program evaluation processes.<br/>         To document relationship between evaluation information and program modifications in relation to CMHC Mission Statement and Program Objectives.</p> | <p><b>Evidence of Assessment:</b><br/> <i>Faculty Meeting Minutes</i><br/> <i>Faculty Retreat Agendas</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 faculty meeting or retreat.</p> <p>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.</p> <p>Meeting minutes documenting decisions are completed within two weeks of 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><b>CACREP Standard 4.D.</b><br/> <b>CMHC Annual Report</b><br/>         To compose and publish <i>CMHC Annual Report</i> to inform constituencies of program evaluation findings, and subsequent decisions and modifications to the CMHC program.</p> | <p><b>Evidence of Assessment:</b><br/> <i>CMHC Annual Report</i></p> | <p>All evaluation processes occurring during the previous year are reviewed. Occurs primarily through the use of faculty meeting and retreat minutes that reflect discussion and documentation of data analyses and findings, and resulting program modifications.</p> | <p>Department chair reviews minutes and composes <i>CMHC Annual Report</i> for faculty review and approval prior to publication. Responses to the report are discussed in subsequent meetings of the faculty. Review of program evaluation efforts and results occur during the summer, and the report will be constructed and posted in August of each year. Staff post the <i>CMHC Annual Report</i> to the Wilmington University website and send an email notification to all identified constituencies.</p> | <p><b>Findings are evaluated by faculty and used to complete the following.</b><br/>         Identify program strengths and weaknesses.<br/>         .<br/>         Measure results of changes implemented through the Program Evaluation Outcomes</p> |
|--|--|--|--|--|

**Vital Statistics**

**Job Placement Rate (percentage)**

Employment information was available for seven (25%) of the 28 students who graduated from the Wilmington University CMHC Program in May of 2021. Of those seven, all (100%) were employed in a counseling or human service-related position or had been accepted for a position starting within three months of graduation. Six students (86%) received direct employment opportunities in the CMHC field immediately following graduation; all of those positions (100%) were full-time. One (14%) of the graduates had a full-time human service-related position. Of the seven students, all seven (100%) were already employed in the counseling or human service field; five students (71%) indicate promotional opportunities will arise for them for their CMHC degree; two (29%) indicate promotional opportunities within their agencies will not arise.

Wilmington University’s CMHC Program has implemented a new procedure to improve the response rate.

Alumni Job Placement Rates Last 4 years

| Graduation Year | Graduate n | Survey response n | Response percentage | Job Placement Response Percentage FT or PT in the field of |
|-----------------|------------|-------------------|---------------------|--|
|-----------------|------------|-------------------|---------------------|--|

|              |    |    |     | <b>Human Services</b> |
|--------------|----|----|-----|-----------------------|
| <b>2017</b>  | 30 | 19 | 19% | 63%                   |
| <b>2018</b>  | 23 | 20 | 87% | 100%                  |
| <b>2019</b>  | 27 | 23 | 85% | 74%                   |
| <b>2020*</b> | -  | -  | -   | -                     |
| <b>2021</b>  | 28 | 7  | 25% | 100%                  |

\*The year of the pandemic. Students were online and the survey was not completed.

### **The number of Program Graduates from the Past Year**

In 2021, the Clinical Mental Health Counseling Program graduated 28 students.

### **Completion Rate (percentage)**

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 82.35%). 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).

| <b>Cohort Entry Year</b> | <b>Cohort enrolled n</b> | <b>Graduate Year</b> | <b>Graduate n</b> | <b>Completion Rate*</b> | <b># of graduates from prior year</b> |
|--------------------------|--------------------------|----------------------|-------------------|-------------------------|---------------------------------------|
| <b>2016</b>              | 30                       | 2019                 | 23                | 80%                     | 3                                     |
| <b>2017</b>              | 33                       | 2020                 | 28                | 84.84%                  | 1                                     |
| <b>2018</b>              | 34                       | 2021                 | 28                | 82.35%                  | 1                                     |

\*Reflects adjustments for students deferring/returning

### **Program Retention Rate (Percentage):**

In the 2020-2021 academic year, we had 100 students actively enrolled in the program, and one student deferred to 2021-2022.

In the 2019-2020 academic year, we had 106 students actively enrolled in the program, and four students deferred to 2020-2021.

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 |
|-------------------|------------------------|--|--|--|--|--|--|---|
| 2017              | 33                     | -3   | -7   | +2   | 92.7%  | 69.97%                                       | 73.73%                                       | 80%   |
| 2018              | 34                     | -3   | -4   | +3   | 92.7%  | 79.95%                                       | 87.24%                                       | 80%   |
| 2019              | 41                     | -3   | -8   | -1   | 92.7%  | 73.18%                                       | 60.74%                                       | 63%   |
| 2020              | 41                     | -4   | -7   | Summer 2021                                  | 98%  | 71%  | Summer 2021                                  | -   |

Cohort 2020 went from 41 students to 37 students after the first semester and down to 30 students after Spring 2021.

### WU Retention Rate (Percentage):

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 (percentage) and NCE

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%

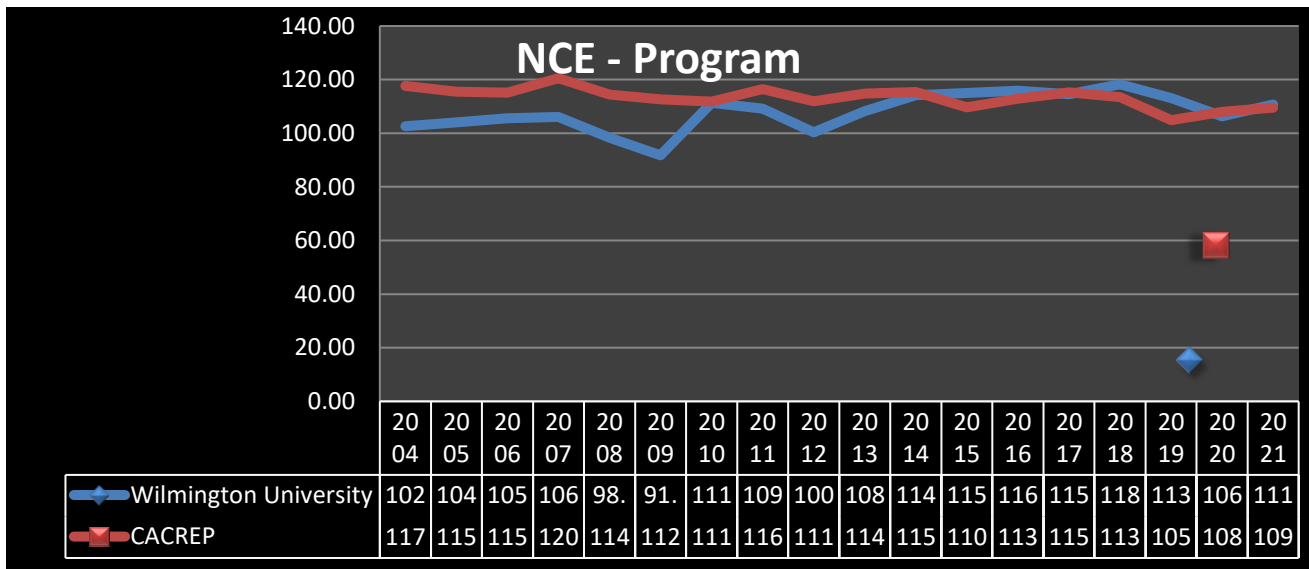
From 2015 – 2020 (6 NCE examinations), 142 out of 148 Wilmington students have passed the NCE (95.95%).

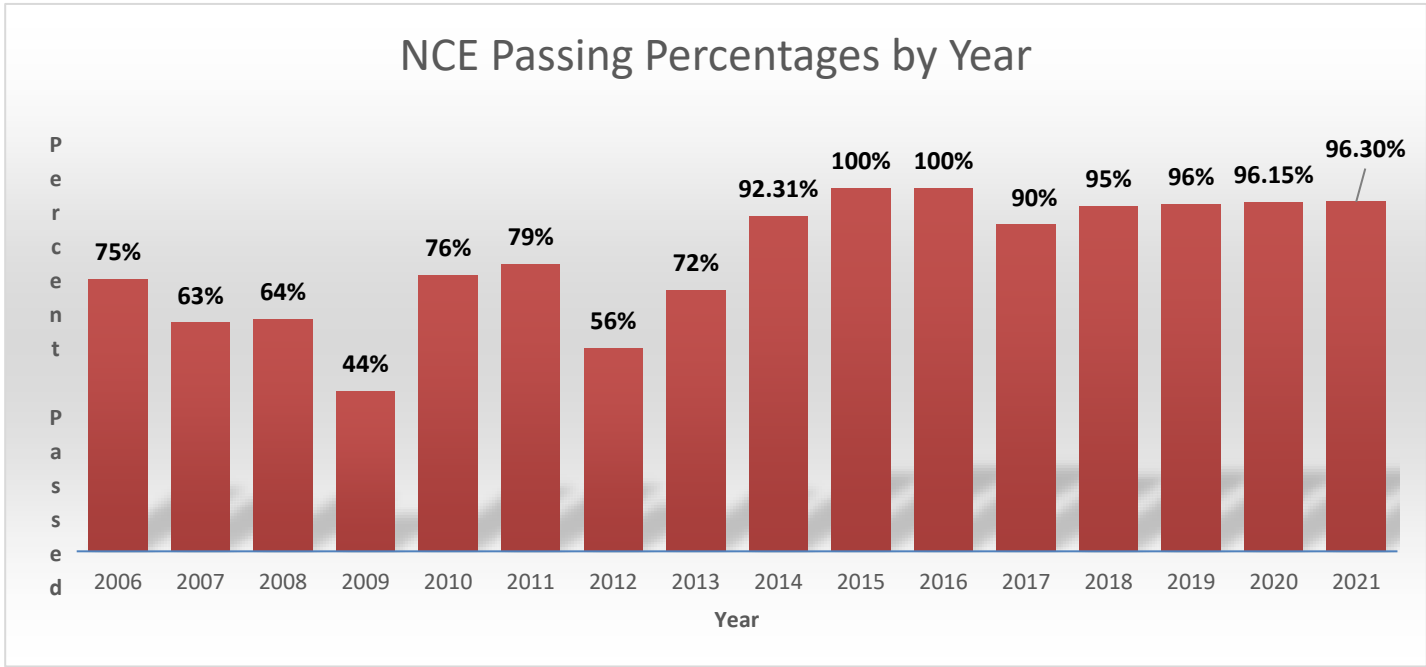
Wilmington CMHC program exceeded the national mean score for text takers in the 2021 with a slight increase from 2020.

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%).





**Applicants Accepted (percentage)**

The admissions process was consistent from the years 2013 to 2020. The applicants submitted an admissions 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. 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.

| 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 | 219 | 29 | 13% |
|------|-----|----|-----|

### Number of Enrolled Students

In the 2020-2021 academic year, we had 100 students actively enrolled in the program, and one student deferred until next year. The ratios for Core vs Non-Core faculty were met for both cohorts. At this time the Full-Time student to Faculty ratio was not met at the WGC cohort with a 13.3:1 ratio. The CMHC program is reviewing the schedules, program course model, and admissions for the upcoming 2021-2022 academic year to return the ratio to a 12:1 as per CACREP standards.

Calculated Ratios for Core vs. Non-Core Faculty

| Overall AY 2020-2021         |     | Dover | WGC |
|------------------------------|-----|-------|-----|
| Student Total (Actual)       | 107 |       |     |
| Non-Core - generated credits | 64  | 30    | 34  |
| Core - generated credits     | 66  | 28    | 38  |
| Total Credits in CMHC        | 130 |       |     |
| % Non-Core                   | 49% | 23%   | 26% |
| % Core                       | 51% | 22%   | 29% |

| AY 2020-2021 Dover |             |       | AY 2020-2021 WGC |             |       |
|--------------------|-------------|-------|------------------|-------------|-------|
| 20 Sections        |             |       | 24 Sections      |             |       |
|                    | 2           | 0.444 |                  | 2.5         | 0.556 |
|                    | 2           | 0.364 |                  | 3.5         | 0.636 |
|                    | 4           | 0.444 |                  | 5           | 0.556 |
|                    | 1           | 0.125 |                  | 2           | 0.25  |
|                    | Sections:   | 9     |                  | Sections:   | 13    |
|                    | FTE         | 1.378 |                  | FTE:        | 2.00  |
|                    | Sections:   | 11    |                  | Sections:   | 11    |
|                    | Adjuncts:   | 1.375 |                  | Adjuncts:   | 1.375 |
|                    | FT/Adjunct: | 2.753 |                  | FT/Adjunct: | 3.372 |
|                    |             | 820   |                  |             | 1,215 |
|                    |             | 283   |                  |             | 428   |
|                    |             | 58    |                  |             | 72    |

|                            |             |               |
|----------------------------|-------------|---------------|
|                            | 30.37       | 45            |
| <b>Fac./Student Ratio:</b> | <b>11:1</b> | <b>13.3:1</b> |

### 2020-2021 Alumni Survey

We are currently gathering data from our alumni regarding their experience in the CMHC program.

## Admissions Report 2021

| Metrics                               | 2020 | 2021 | Difference |
|---------------------------------------|------|------|------------|
| Current Enrollment                    | 106  | 100  | (6)        |
| Students Graduating in May            | 28   | 30   | 2          |
| Open Seats                            | 40   | 25   | (15)       |
| Applications                          | 127  | 115  | (12)       |
| Completed Applications Reviewed       | 79   | 86   | 7          |
| Interview Invitations                 | 72   | 73   | 1          |
| <b>Admissions Offers</b>              | 47   | 29   | (18)       |
| WGC                                   | 26   | 22   | (4)        |
| Dover                                 | 21   | 7    | (14)       |
| <b>Admitted Applicants</b>            | 43   | 25   | (18)       |
| WGC                                   | 25   | 19   | (6)        |
| Dover                                 | 18   | 6    | (12)       |
| <b>Diversity of Applicants</b>        |      |      |            |
| White                                 | 61   | 62   | 1          |
| Black or African-American             | 45   | 39   | (6)        |
| Asian                                 | 4    | 4    | 0          |
| More than one race                    | 8**  | 6    | (2)        |
| Other- not disclosed                  | 8    | 4    | (4)        |
| <b>Gender of Applicants</b>           |      |      |            |
| Male                                  | 22   | 27   | 5          |
| Female                                | 105  | 88   | (17)       |
| <b>Diversity of Admitted Students</b> |      |      |            |
| White                                 | 26   | 15   | (11)       |
| African-American                      | 10   | 6    | (4)        |
| Asian                                 | 2    | 2    | 0          |
| More than one race                    | 4    | 1    | (3)        |
| Other – not disclosed                 | 1    | 1    | 0          |
| <b>Gender of Admitted Students</b>    |      |      |            |
| Male                                  | 6    | 3    | (3)        |
| Female                                | 37   | 22   | (15)       |



## Practicum and Internship Summary Report 2020 – 2021

Wilmington University's Clinical Mental Health Counseling Program had a total of 31 student interns completing their 3<sup>rd</sup> year Practicum and Internship in 2020-2021 academic year. The students attended both the Dover site (12 students) and Wilson Graduate Center (WGC)/ New Castle, Delaware site (19 students).

Faculty supervisory coverage for these students consisted of the following breakdown: Two Group Supervision Seminar Instructors with one faculty supervising the Dover group and two faculty supervising the WGC groups. The group supervision consisted of no greater than twelve students in each section. The Individual/triadic Supervisors covering both Dover and WGC were comprised of core and non-core faculty. The non-core faculty assisting in triadic supervision included: Dr. Brenda Wright, Dr. James Walsh, and the teaching faculty, Drs. Lois Grande, Carl Chenkin, and Rhonda Quinn.

Practicum and Internship sites span the four-state area (Delaware, Pennsylvania, New Jersey, and Maryland). The Spring 2020 interns for the Dover site were placed at 8 different sites covering Maryland and DE areas. In the 2020-2021 internship year, the program was able to contract with one new site for field placements. The interns for the Dover site were placed at fifteen different sites of which nine were new with locations in Practicum covering DE, PA, and NJ. Any new sites for either location are vetted by the Practicum and Internship Site Coordinators, Drs. Lori Vien and Lois Grande

Site Visits for the 2020-2021 Practicum/Internship year were conducted in person and via virtual meetings. Throughout the year, however, all site visits were contacted by CMHC faculty several times through phone calls and /or email communications. Faculty kept close contact with the sites, especially their needs during the COVID breakouts, and monitored the transitions that were necessitated by COVID protocols and safety concerns. Similar to the past years, site personnel were enthusiastically supportive and positive regarding the preparation and performance of our interns. This internship year ended with having to work in very close contact with our sites regarding the transitions to telehealth and virtual counseling. It was a difficult transition for many of our interns to be able to obtain their individual contact hours once the pandemic came. The sites very accommodating to us, in ensuring that each student was able to graduate, even with some small delays. The CMHC program adopted the Supervision Assist online filing program that was designed to facilitate better management of Practicum and Internship documentation (i.e. site and student agreements, professional liability insurance, hours/activity logs, and evaluations). This allowed for accommodating the concerns of the pandemic and provided an organized format for the students to submit documentation virtually.

This year the Site Supervisor's Workshop was conducted by Dr. Brenda Wright on the topic of "***Implicit Bias: The Influence of Neuroscience and Attribution Theory***" on February 17<sup>th</sup>, 2021. As is traditional, the training was open to the clinical supervisors from the various field placements as well as the triadic supervisors and interns.

## **DATA Collection, Review, and Program Changes**

The following changes were made in response to COVID:

- The admissions process in Spring 2021 continued with the online format designed in the admissions process for Spring 2020.
- Canvas was used for live online classroom using the Zoom platform post March 2020.
- Wilmington University staff assisted and reviewed the online content for quality control.
- Faculty also receive any type of equipment needed at home to be able to successfully teach courses on line from their homes.
- CMHC faculty provided a “*Best Practices for Online Teaching*” for core and non-core faculty May 2020.
  - Additional online resources for students and staff were provided. E-books were made available, and MHC 6501 integrated an online skills training program called Theravue.
- MHC 7905 Practicum and MHC 9001/9002 Internship I and II transitioned to Supervision Assist, a completely online documenting system that files all relevant documents for the Practicum and Internship year.
- Interns in MHC 7905 Practicum normally complete the group counseling requirement in practicum. They were afforded the ability to complete this requirement in internship. Students were also allowed to engage in telehealth, and conduct a telehealth counseling group.
- Orientation Day for new students in Spring 2021 was revised to an online orientation with both live and pre-recorded presentations, and online and video access to resources.

### **Other program changes:**

- Completion of the syllabi templates and revisions for all course syllabi in the CMHC program based on review of data, student responses, and review of CACREP guidelines.
- Began the revision of rubrics, rubric scoring, and improved rubric criteria alignment with CMHC program goals and CACREP standards to maximize the information collected within the courses.
- Review of online learning and Canvas content that supported student learning.
- Assisted in students and faculty obtaining e-resources and e-books (i.e. AATBS textbooks were given in e-book form.

### **CPCE**

For the 2019-2020 academic year, the CMHC students completed their CPCE exam in Spring 2020. Twenty-six students took two 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 67%.

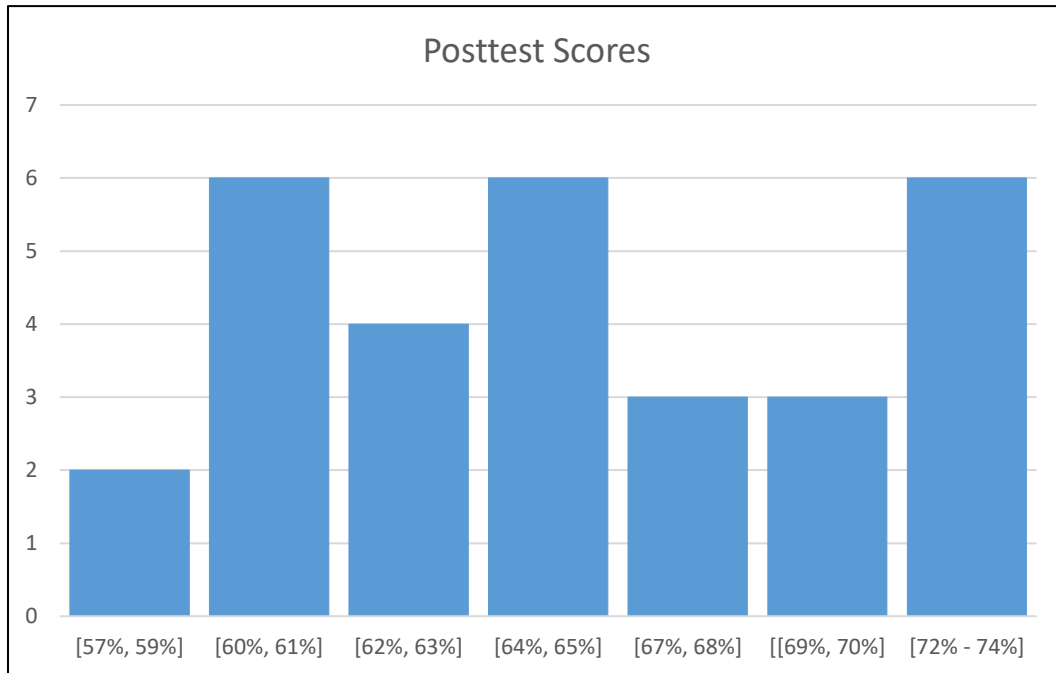
Students' lowest total mean score was a 60% with one student not passing the benchmark and the highest mean was 96%. The student who did not pass, was remediated and given an alternative assessment, passing with a second attempt. Twenty-five of the Twenty-six students were within range of passing with the lowest passing score of 69%.

| CPCE Exam Scores Fall 2019-Spring 2020 Cohort 2018 Year 3    |            |             |             |               |             |
|--|------------|-------------|-------------|---------------|-------------|
| Section  | Items      | Mean        | SD          | National Mean | National SD |
| C1: Professional Counseling Orientation and Ethical Practice | 17         | 11.3        | 2.1         | 11.8          | 2.2         |
| C2: Social and Cultural Diversity                            | 17         | 9.2         | 1.9         | 10.2          | 2.1         |
| C3: Human Growth and Development                             | 17         | 10.4        | 2.3         | 10.7          | 2.5         |
| C4: Career Development                                       | 17         | 10.9        | 1.6         | 10.6          | 2.3         |
| C5: Counseling and Helping Relationships                     | 17         | 10.9        | 2.0         | 11.4          | 2.2         |
| C6: Group Counseling and Group Work                          | 17         | 10.1        | 2.6         | 10.7          | 2.4         |
| C7: Assessment and Testing                                   | 17         | 10.1        | 2.9         | 10.3          | 2.3         |
| C8: Research and Program Evaluation                          | 17         | 8.5         | 1.4         | 9.1           | 2.4         |
| <b>Total</b>   | <b>All</b> | <b>81.3</b> | <b>16.6</b> | <b>84.5</b>   | <b>18.3</b> |

In the 2020-2021 the AATBS exam created from the AATBS NCE/CPCE online study program (offered to CMHC students in their third year to assist them in preparation for the CPCE and ultimately the NCE) in lieu of the CPCE exam. While the data is not compared to the national mean scores as is the case with the CPCE exam, it does provide some information on how this cohort scored for each of the eight domains. The benchmark score for the AATBS exam was and aggregate score of 60%. Three students did not pass the benchmark the first assessment but did the second time. These scores reflect the first exam. The domain areas where students did not meet the benchmark score were in the areas of Research and Program Evaluation, Career Development, and Assessment and Testing.

| General Info AATBS Exam Scores Fall 2020                     |            | Wilmington University |                 |
|--|------------|-----------------------|-----------------|
| Section  | Items      | n                     | Class Average % |
| C1: Professional Counseling Orientation and Ethical Practice | 30         | 30                    | 71              |
| C2: Social and Cultural Diversity                            | 20         | 30                    | 79              |
| C3: Human Growth and Development                             | 25         | 30                    | 67              |
| C4: Career Development                                       | 25         | 30                    | 47              |
| C5: Counseling and Helping Relationships                     | 30         | 30                    | 67              |
| C6: Group Counseling and Group Work                          | 20         | 30                    | 72              |
| C7: Assessment and Testing                                   | 25         | 30                    | 48              |
| C8: Research and Program Evaluation                          | 25         | 30                    | 51              |
| <b>Total</b>   | <b>200</b> |                       | <b>62</b>       |

Data from the 2020 administration of the AATBS exam was analyzed. Using a z-score (a standard score with a mean of zero and a standard deviation of 1) of -1.00 as the benchmark, 93% of the students ( $n = 30$ ) passed the exam and met the 60% benchmark score noted above. The mean score on the exam was 66%, and the standard deviation was 5%. Eleven students took the exam more than once to get a higher score and/or pass. The higher scores are reflected in this outcome.



Prior to the changes in the Program Evaluation Summer of 2020. Final exam scores were collected for each of the eight domains. The exam scores and subsequently the exam items were assessed for greater understanding of which standards most needed attention and improved understanding.

**Final Exams**

From Summer of 2020 through Spring of 2021, eight multiple-choice final exams were administered, one in each of the courses corresponding with the eight CACREP core domains. These exams were design to mirror the content and difficulty of the NCE. The benchmark for these exams is based on the graduate grading scale and a passing grade of 74 or higher. The scores are calculated independently for each exam by site (WGC & Dover).

The first year Dover cohort did not meet the benchmark for both the counseling profession and ethical practice in counseling and human development, while the WGC group exceeded the benchmark. As a response the CMHC program revised the assignments and rubrics in both courses. The program evaluation included collection of these new rubrics to review areas within the standards that may need to be addressed specifically. The outcome data for these rubrics is below.

Research and program evaluation scores did not meet the benchmark in both sections for the second-year students. It is anticipated that a review of the course will be done Summer 2021 with Dr. Melissa Lemons newly teaching the course.

The WGC section did not pass the benchmark for the careers counseling exam which is within the goals for counseling theories and practice while the Dover section missed the benchmark by less than 2%. Review of the exam items was conducted. Additional review of the Careers Course will be forthcoming.

|  | Benchmark | WGC    | Dover  | Cohort passing rate | Cohort Year | N= |
|--|-----------|--------|--------|---------------------|-------------|----|
| <b>MHC 6505 Ethics &amp; Practices of CMHC</b>               | 74%       | 87.50% | 66.67% | 77%                 | 2020        | 42 |
| <b>MHC 6402 Human Development</b>                            | 74%       | 76.19% | 37.50% | 57%                 | 2020        | 39 |
| <b>MHC 7605 Counseling Diverse Populations</b>               | 74%       | 90.91% | 76.47% | 83.69%              | 2020        | 39 |
| <b>MHC 6401 Theories of Counseling</b>                       | 74%       | 57.89% | 86.67% | 72.28%              | 2020        | 35 |
| <b>MHC 7806 Methods of Research &amp; Program Evaluation</b> | 74%       | 57.89% | 33.33% | 45.61%              | 2019        | 34 |
| <b>MHC 7202 Group Counseling</b>                             | 74%       | 78.95% | 100%   | 89.48%              | 2019        | 32 |
| <b>MHC 7805 Appraisal Techniques</b>                         | 74%       | 94.12% | 100%   | 97.06               | 2019        | 30 |

|   |     |        |        |        |      |    |
|---|-----|--------|--------|--------|------|----|
| <b>MHC 7203 Counseling for Career Development</b> | 74% | 33.33% | 72.73% | 53.03% | 2018 | 29 |
|---|-----|--------|--------|--------|------|----|

\*Exam data are not collected from the same cohort. The first four exams are delivered to first-year students, the next three are delivered to second-year students, and the last exam is taken by third-year students.

### Semester Data Collection reports

Three collection points in Summer 2020 were completed from following courses:

|   |             |                    |
|---|-------------|--------------------|
| • MHC 6505 Ethics and Practices of Counseling | Cohort 2020 | Collection Point 1 |
| • MHC 7203 Career Counseling                  | Cohort 2018 | Collection Point 1 |
| • MHC 7806 Research and Program Evaluation    | Cohort 2019 | Collection Point 2 |
| • MHC 7605 Counseling Diverse Population      | Cohort 2020 | Collection Point 1 |

The collection points in Fall 2020 were completed from the following courses:

|  |             |                       |
|--|-------------|-----------------------|
| • MHC 6402 Human Development   | Cohort 2020 | Collection Point 1    |
| • MHC 7202 Group Counseling  | Cohort 2019 | Collection Point 2    |
| • MHC 6501 Strategies of Counseling I  | Cohort 2020 | Collection Point 1    |
| • MHC 8092 Consultation for Counselors: (AATBS exam results in lieu of the CPCE) | Cohort 2018 | Collection Points 2/3 |

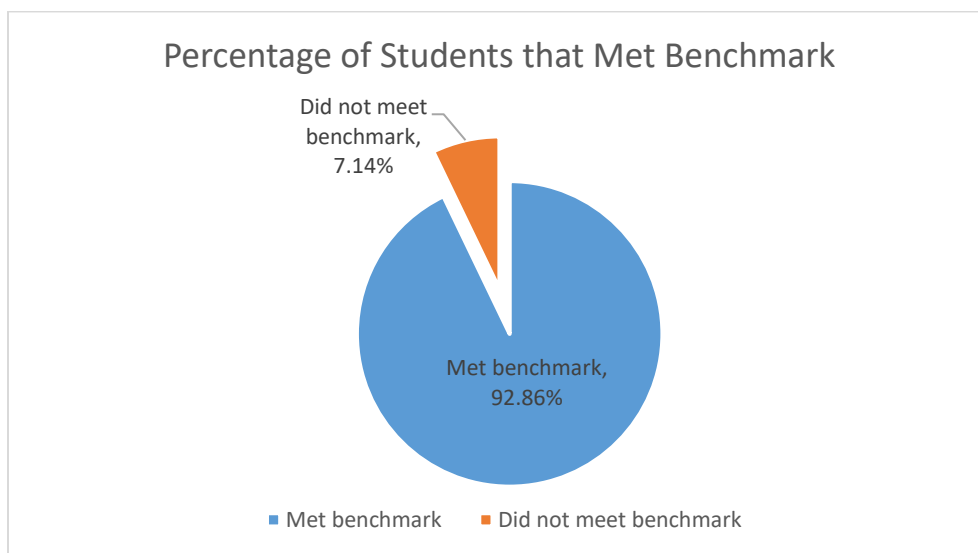
The collection points in Spring 2021 were completed from the following courses:

|                                   |             |                    |
|-----------------------------------|-------------|--------------------|
| • MHC 9001 Internship II          | Cohort 2018 | Collection Point 2 |
| • MHC 6401 Theories of Counseling | Cohort 2020 | Collection Point 2 |

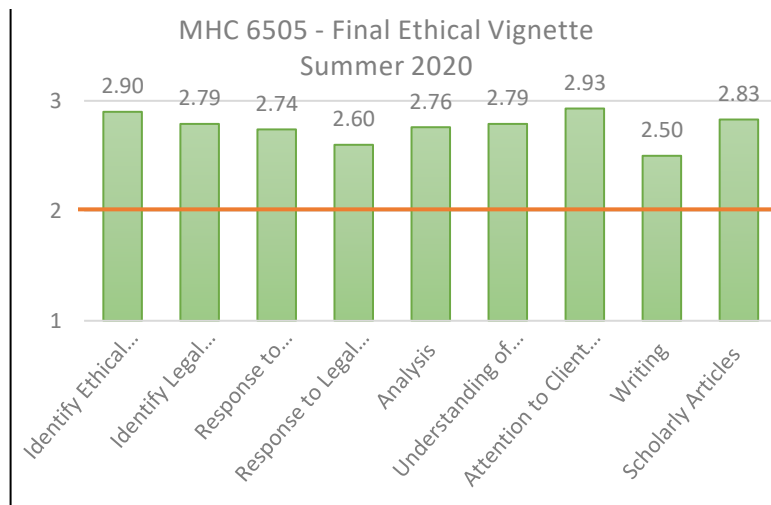
## 2.F.1 KPI: Professional Counseling Orientation and Ethical Practice & CMHC Contextual Dimensions

| KPI 2.F.1 | 2.F.1 KPI: Professional Counseling Orientation and Ethical Practice & CMHC Contextual Dimensions   |                                 | Collection Point 1            | Collection Point 2   | Assessment Method   | Courses   | Areas of Interest  |
|-----------|--|---------------------------------|-------------------------------|--|---|---|--|
|           |  |                                 | Knowledge and Skills Practice |  |   |   |  |
|           | 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 | MHC 6505 Final Ethical Vignette | Knowledge                     | Mean and SD scores on Ethical Vignette Rubric Total Score  | Assessments are collected at the end of the course unless otherwise noted.                      | MHC6505 Ethics & Practices of Clinical Mental Health Counseling | Outcome data will be used to improve the MHC 6505. Program will evaluate other ways that Counselor Orientation and Ethical Practice Standards are included in curricula. |
|           | 2.f.c counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams  |                                 |                               | CPCE Exam Score for Section Professional Counselor Orientation and Ethical Practice  | Mean and SD scores for CPCE Exam  | MHC 8092 Consultation for Counselors                            |  |
|           | 2.f.i ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling   |                                 |                               | Skills Demonstration   | Mean and SD scores for Student Evaluation Form Section for Interpersonal Relationships          | MHC 7202 Group Counseling                                       | Program will evaluate MHC 8092 study materials and methods for Counselor Orientation and Ethical Practice.   |
|           | C.2. I. legal and ethical considerations specific to clinical mental health counseling   |                                 |                               | MHC 7202 Group Counseling: Student Evaluation Form: Professional Behavior  | Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section I and II | MHC 9002 Internship II  |  |
|           |  |                                 |                               | Site Supervisor Student Evaluation Form: Section I Professional/Personal Behavior and Section II Counselor Competencies Composite Scores | 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 2020 students were evaluated. Two sections, a total of 42 students, were measured for this competency. Thirty-nine (39) of the 42 students met the overall benchmark, which was 92.86% of the cohort.



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.



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

In 2019, students on the CPCE exam cohort 2017 had a mean score .5 under the national mean in the area of Professional Counseling Orientation and Ethical Practice. In 2020, for cohort 2018, this area had a 71.11% class average on the AATBS assessment test that was similar to the cohort 2020 final exam scores.

***Program Response:***

The CMHC program faculty recognized that while cohort 2020\* struggled with the content knowledge for ***Professional Counseling Orientation and Ethical Practice*** as seen by the Final Exam scores, when asked to apply the concepts of this domain area, they were much more successful. In Spring 2021 prior to the next outcome data collection, faculty reviewed the rubric for ***Final Ethical Vignette*** and revised the assessment areas to more fully capture the domain.

The program evaluation was also updated to include more comprehensive collection points and data (see above chart). Additional collection points for Cohort 2020 will occur in their 2<sup>nd</sup> year Fall 2021 in MHC 7202 Group Counseling and in their 3<sup>rd</sup> year Spring 2023 in MHC Internship II 9002. Final Exam scores are in review to determine if final exams should be used for outcome data. CPCE exam outcomes will be used as a second collection point when this cohort reaches Fall 2022.

\*One student in the MHC 6505 Ethics and Principles of Counseling course was from Cohort 2019.



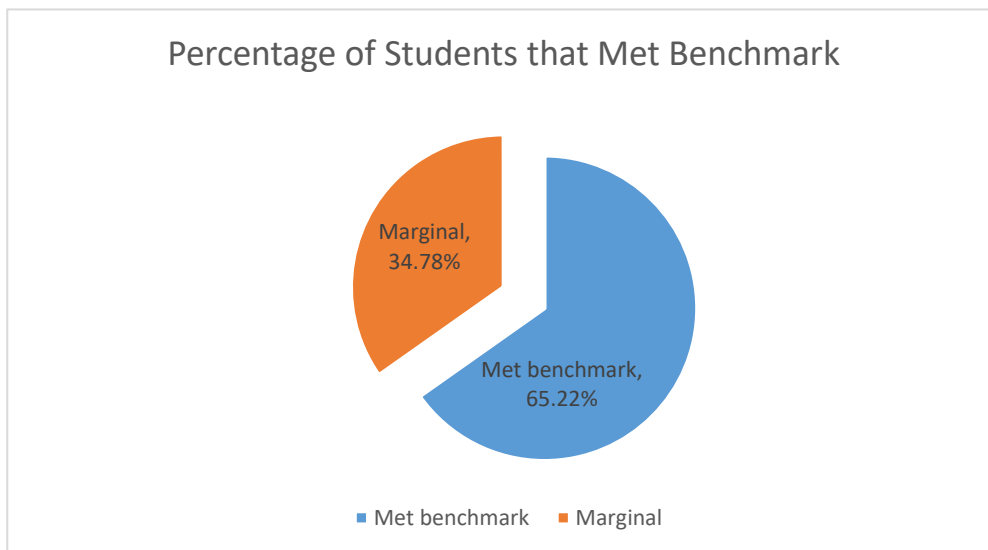
To evaluate the demonstration of skills for Professional Counseling Orientation and Ethical Practices, two data points are collected: one in MHC 7202 and MHC 9002: MHC 7202 Group Counseling Student Evaluation – sections: Interpersonal Factors and Professional Behavior

**Program Competencies:**

- Become knowledgeable about counseling profession and ethical practice in counseling
- Become knowledgeable about social and cultural diversity
- Become knowledgeable about helping relationships, counseling theories and the counseling process from individual and family system perspectives
- Proficient knowledge base in each subject area

Two sections with a total of 23 students from Cohort 2019 were measured for this competency. Fifteen (15) of the 23 students met the overall benchmark, which was 65.22% of the remaining cohort. Eight students were marginal and needed moderate improvement.

**Program response:** The CMHC faculty reviews all sections of the MHC 7202 Group Counseling Student Evaluation Form as a component of their clinical candidacy review for Cohort 2019. This data will be compared to this group’s previous student evaluation forms, transcripts, and any faculty advising reports.



Means and Standard Deviation of assignment

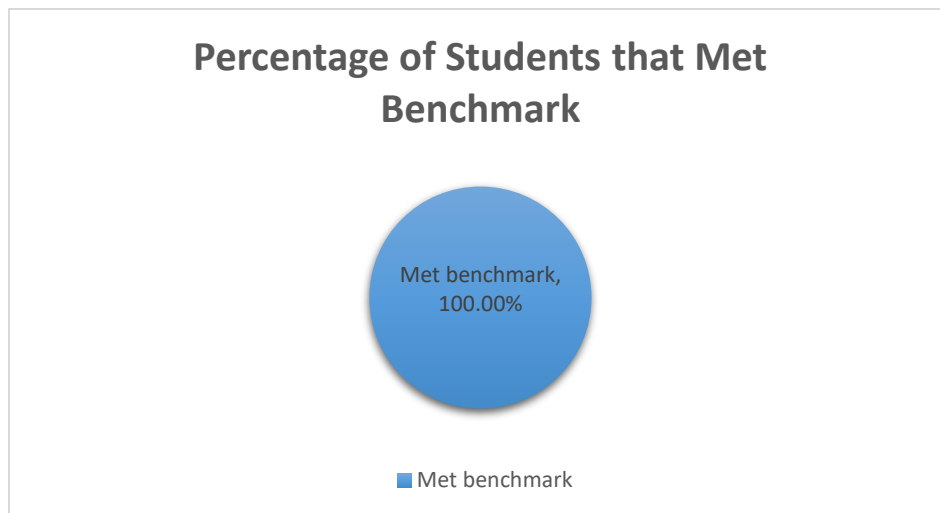
|                    |        |
|--------------------|--------|
| Mean Score         | 88.41% |
| Standard Deviation | 0.49   |

The second data point for comparison for Cohort 2019 for the demonstration of skills will be collected in Spring 2023 in MHC 9002 Internship II, using the Site Supervisor Evaluation Sections *Professional/Personal Behavior* and *Counselor Competencies Composite Score*.

The MHC 9002 Internship II *Site Supervisor Evaluation* results for Spring 2021 reflect the overall performance of the 2018 cohort. Cohort 2018 had 32 students who entered Practicum and Internship; however, 28 were measured for this competency due to one student in retention and three students being deferred – (took a leave of absence from the program) and/or needing extensions for Internship completion.

All 28 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**. Their scores on the CPCE exam taken in Fall 2019 demonstrated a mean score that was .5 lower than the national and .1 standard deviation difference.

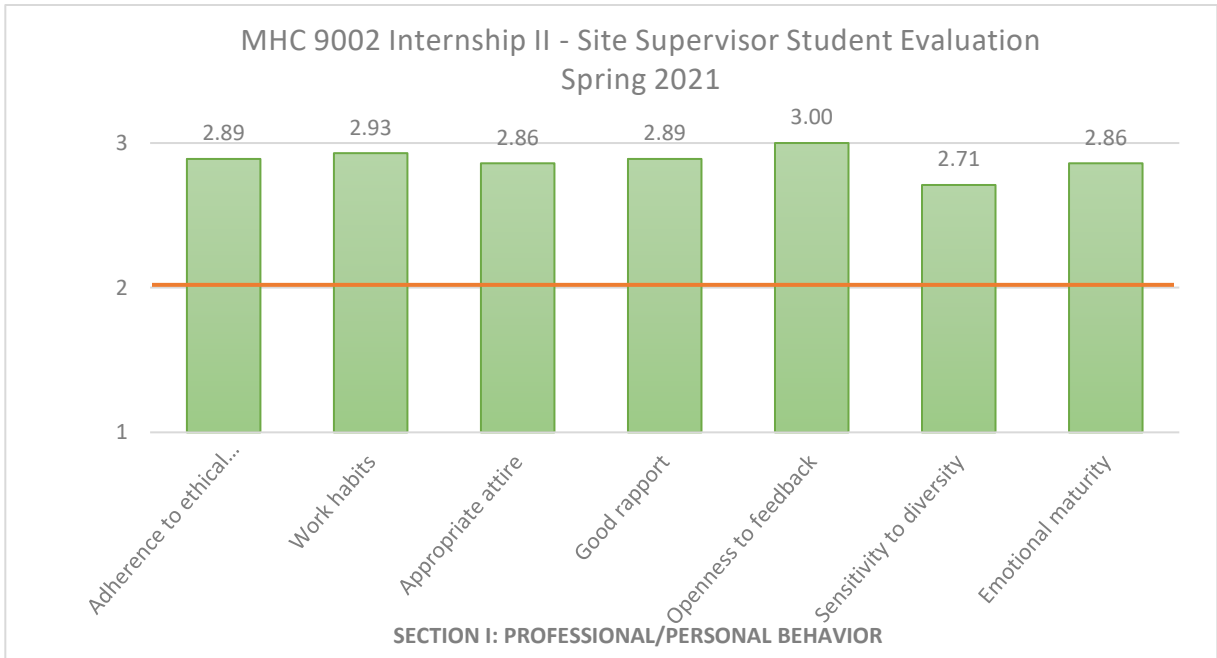
| General Info   |       | Mean | SD  | National Mean | National SD |
|--|-------|------|-----|---------------|-------------|
| Section  | Items |      |     |               |             |
| C1: Professional Counseling Orientation and Ethical Practice | 17    | 11.3 | 2.1 | 11.8          | 2.2         |



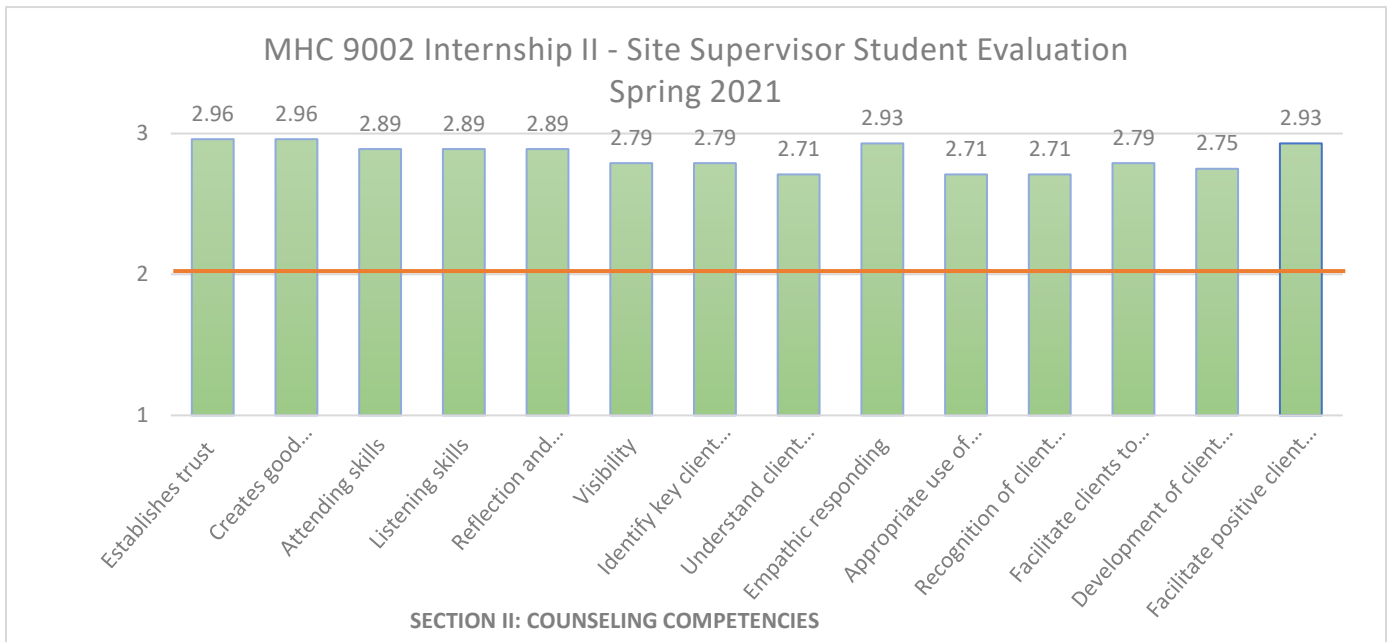
Professional/Personal Behavior Means and Standard Deviation:

|                    |      |
|--------------------|------|
| Mean Score*        | 96%  |
| Standard Deviation | 0.18 |

\*Note: Mean score of 2.88 out of 3-point scale was converted to percentage.



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



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

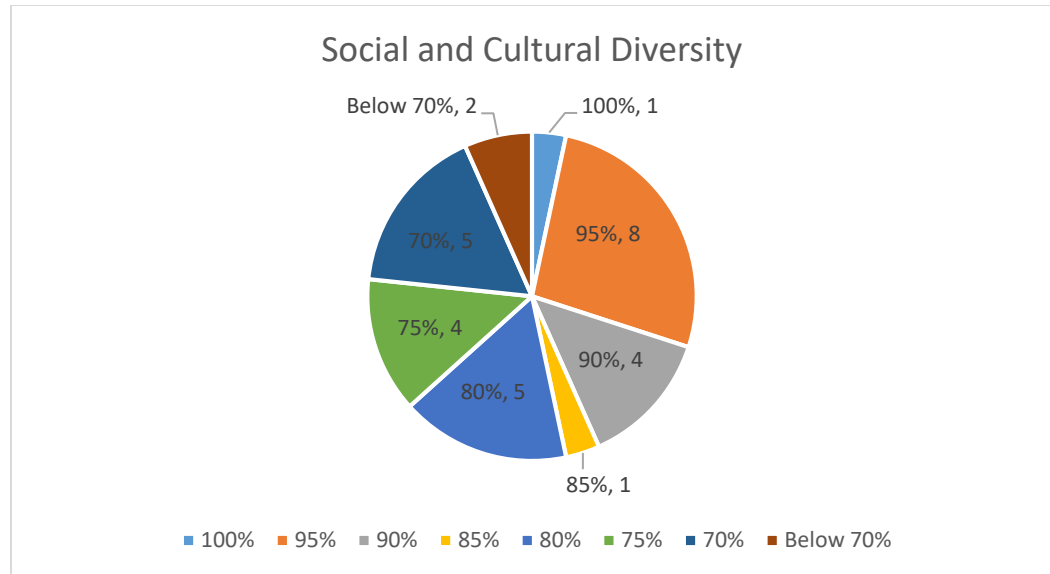
**Program response:** No comparison data is available for either the MHC 9002 Internship II Site Supervisor Evaluation form data, however, it is significant to note that student scores demonstrate that the CMHC students, when assessed in real world settings by objective raters, are found to meet benchmark for **Professional Counseling Orientation and Ethical Practice**. Additional data in an alumni survey will need to be collected to confirm whether this level of behavior is rewarded with job placement at the sites.

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

| 2.F.2 KPI: Social and Cultural Diversity & CMHC Contextual Dimensions |   | Collection Point 1   | Collection Point 2  | Assessment Method   | Courses   | Areas of Interest  |
|---|---|--|---|---|---|--|
| KPI 2F2   |   | Knowledge and Skills Practice  |   | Mean and SD scores for MHC 7605 Community and Cultural Genogram                                 | Assessments are collected at the end of the course unless otherwise noted. Rubrics will be taken from CANVAS outcomes. Assessments are collected through CANVAS, WuFoo forms, or Supervision Assist Downloads. The data is converted to Excel sheets. | Outcome data will be used to improve the MHC 7605 Counseling Diverse Populations                         |
|   | 2.F.2.c. - multicultural counseling competencies  | MHC 7605 Community and Cultural Genogram   |   | Mean and SD scores for MHC 7605 Multicultural Competencies Quiz                                 | MHC 7605 Counseling Diverse Populations   | Program will evaluate other ways that Social and Cultural Diversity Standards are included in curricula. |
|   | 2.f.d the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others                  | MHC 7605 Multicultural Competencies Quiz or Final Exam in Diversity** May need to be created | Skills Demonstration  | Mean and SD scores for MHC 6401 Theory Case Conceptualization Rubric                            | MHC 9002 Internship II  |  |
|   | 2.f.h strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination |  | MHC 6401 Theory Case Conceptualization Paper Rubric   | Mean and SD scores for Student Evaluation Form Section for Interpersonal Relationships          |   |  |
|   |   |  | MHC 7202 Group Counseling: Student Evaluation Form: Professional Behavior   | Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section I and II |   |  |
|   | C.2.j, cultural factors relevant to clinical mental health counseling   |  | Site Supervisors Student Evaluation Form: Section I Professional/Personal Behavior and Section II Counselor Competencies Composite Scores | 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   |   |   |  |

Student assessment data on assignment(s) within courses to evaluate the key performance indicator for Social and Cultural Diversity competencies:

The **Knowledge and Skills Practice** is assessed in the MHC 7605 Counseling Diverse Populations course using two collection points: The Community and Cultural Genogram and the Final Exam. The data for these collection points was collected for Cohort 2020. Additional data will be collected for this group in Fall 2021 MHC 7202 Group Counseling. A comparison data point was collected Spring MHC 6401 Theories of Counseling skills demonstration.



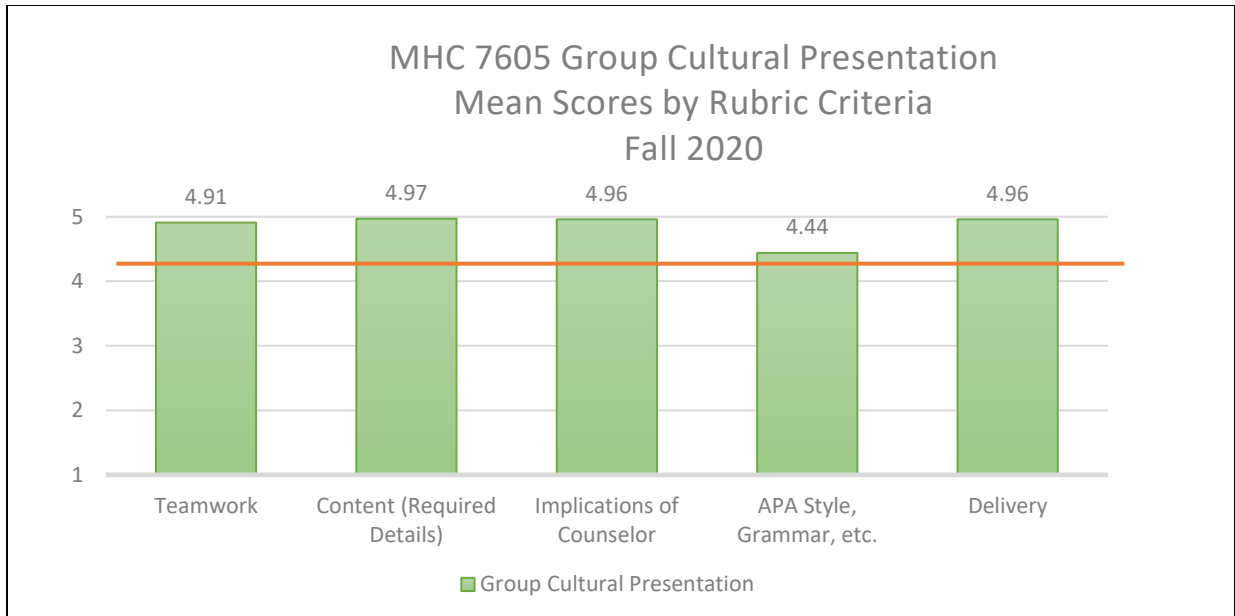
The 39 students from Cohort 2020 had high passing rate for both the **MHC 7605 Community and Cultural Genogram** and **MHC 7605 Counseling Diverse Populations Final Exam** benchmark scores with 100% and 84.87% respectively. Mean scores provided below. Students highest mean scores were in the categories of Criteria 2 and 3.

Assessments areas for Criteria 2 Required Sections included:

- Acculturation issues for this particular group
- Education and any issues pertaining to education
- Economics issues and SES
- Current social issues (in the last 5 years)
- Two additional issues of choice (i.e. spirituality, age-related issues, marital and parenting issues, oppression, discrimination, health-care, social system concerns, needs particular of the group pertinent to the group)

Assessment areas for Criteria 3: Implications of Counselors

- Mental Health concerns for this group.
- Ethical concerns in counseling for this group, Advocacy and Social Justice needs, treatment plan for a common counseling concern regarding your cultural group.
- Goals of counseling, objectives to obtain those goals completed by the client, interventions of the therapist, and obstacles to treatment

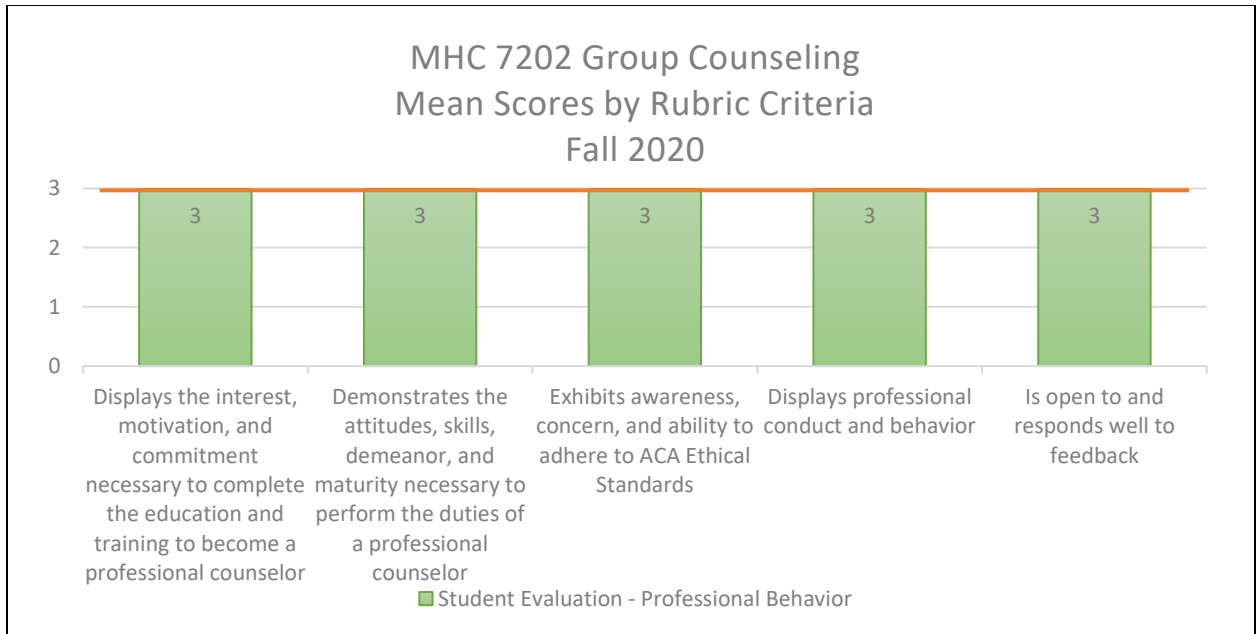


Rubric scores were converted to a five-point rating scale: Benchmark = 4.30

The next collection points for Cohort 2020 was in **MHC 6401 Theory Case Conceptualization Paper**. Thirty-two students were evaluated with a passing rate of 96.88% (one student out of 32 did not pass). The Mean score was 95.03 and the Standard Deviation was 8.13. The content areas of the assignment included considerations for multicultural clients and a view of client problems, strengths and limitations in using clinical approaches and the role of the counselor therein.

**Program response:** The final exam scores seem consistent with the passing rate of Cohort 2018 as seen in the AATBS exam and for Cohort 2017 as seen in the CPCE exam from 2019. Although the mean scores for Cohort 2017 were one point lower than the national mean in the area of **Social and Cultural Diversity** on the CPCE. The CMHC faculty recognize a need to improve the assessment measures on the **MHC 7605 Community and Cultural Genogram** to better capture the individual areas of Criteria 2 and 3 for data collection. A review of the assessments will occur for the 2021-2022 academic year.

When reviewing the scores in this area for Cohort 2019 on the **MHC 7202 Group Counseling – Student Evaluation-Professional Behavior section**, which would be a second collection point under the new program evaluation, the same consistency of benchmark passing is seen. There were 32 students measured for this competency and 100% met benchmark. A last collection point for this group will be in Spring 2022 in the MHC 9002 Internship II.



Benchmark = 3 (at or above the expected level for a CMHC student)

When reviewing the scores in the domain of Social and Cultural Diversity for Cohort 2018 using the **MHC 9002 Site Supervisor Student Evaluation** –Section I – Personal/Professional Behavior and Section II – Counseling Competencies, student mean scores on the individual criteria ranged from 2.84-2.88 meeting the 2 point and above benchmark score. Included in the criteria was sensitivity to diversity, and a demonstration counselor demeanor and skills. No comparison data is available for the MHC 9002 Internship II Site Supervisor Evaluation form data, however, 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 **Social and Cultural Diversity**. Their scores on the CPCE exam taken in Fall 2019 demonstrated a mean score that was 1 point lower than the national and .2 standard deviation difference.

| General Info CPCE Exam Scores Fall 2019-Spring 2020 |       |      |     |               |             |
|---|-------|------|-----|---------------|-------------|
| Section   | Items | Mean | SD  | National Mean | National SD |
| C2: Social and Cultural Diversity                   | 17    | 9.2  | 1.9 | 10.2          | 2.1         |

The following tables describe statistics on how well the students scored on the evaluation criteria. Additional information is available under the **Professional Counseling Orientation and Ethical Practice** of this report.

| Section I: | Adherence to Ethical Standards | Work Habits | Appropriate Attire | Good Rapport | Openness to Feedback | Sensitive to Diversity | Emotional Maturity as it impacts counseling |
|------------|--------------------------------|-------------|--------------------|--------------|----------------------|------------------------|---|
| Mean       | 2.89                           | 2.93        | 2.86               | 2.89         | 3.00                 | 2.71                   | 2.86  |
| Std. Dev.  | 0.31                           | 0.26        | 0.36               | 0.31         | 0.00                 | 0.46                   | 0.36  |
| Min.       | 2                              | 2           | 2                  | 2            | 3                    | 2                      | 2   |
| Max.       | 3                              | 3           | 3                  | 3            | 3                    | 3                      | 3   |



|             |                 |                                     |                  |                  |                              |                                   |                              |                                   |
|-------------|-----------------|-------------------------------------|------------------|------------------|------------------------------|-----------------------------------|------------------------------|-----------------------------------|
| Section II: | Establish Trust | Creates a good therapeutic alliance | Attending Skills | Listening Skills | Reflection and clarification | Visibly able to tune in to client | Identify key client concerns | Understanding of client diversity |
| Mean        | 2.96            | 2.96                                | 2.89             | 2.89             | 2.89                         | 2.79                              | 2.79                         | 2.71                              |
| Std. Dev.   | 0.19            | 0.19                                | 0.32             | 0.31             | 0.31                         | 0.42                              | 0.42                         | 0.46                              |
| Min.        | 2               | 2                                   | 2                | 2                | 2                            | 2                                 | 2                            | 2                                 |
| Max.        | 3               | 3                                   | 3                | 3                | 3                            | 3                                 | 3                            | 3                                 |

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

| 2.F. 3KPI: Human Development & CMHC Foundations of Counseling |  | Collection Point 1                       | Collection Point 2   | Assessment Method   | Courses   | Areas of Interest   |
|---|--|--|--|---|---|---|
| KPI 2F3   |  | Knowledge and Skills Practice            | Knowledge  |   | Assessments are collected at the end of the course unless otherwise noted. Rubrics will be taken from CANVAS outcomes. Assessments are collected through CANVAS, WuFao forms, or Supervision Assist Downloads | Outcome data will be used to improve the MHC 7605 Human Development               |
|   | F.3.a theories of individual and family development across the lifespan  | 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 | Mean and SD scores on the MHC 6402 Human Development Self-Development Analysis Rubric | MHC 6402 Human Development  | Program will evaluate other ways that Human Development is included in curricula. |
|   | F.3.e biological, neurological, and physiological factors that affect human development, functioning, and behavior |  | Skills Demonstration   |   | MHC 7501 Family Therapy   |   |
|   | F.3.f systemic and environmental factors that affect human development, functioning, and behavior                  |  | MHC 7501 Family Therapy Family Genogram  | Mean and SD scores on the MHC 7501 Family Therapy Family Genogram Rubric              |   |   |
|   | C.1.b. theories and models related to clinical mental health counseling  |  |  | 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  |   |   |   |

To assess the **Human Development and CMHC Foundations of Counseling** competency, we are using two collection points for the knowledge and skills practice and one collection point to show demonstration of skills. The MHC 6402 Self-Development Analysis paper was collected for Cohort 2020, 39 students, in the MHC 6702 Human Development course. Pass Rate on assignment: 97.44% (38 of 39 passed) with a mean score of 90.49% and standard deviation of 8.91. This group was also assessed using the final exam, however, the exam score had a passing rate of 57%. This cohort collection point 2 will be Summer 2021 using the **MHC 7501 Family Therapy Family Genogram and the CPCE exam in Fall 2022**.

There were 33 students evaluated from Cohort 2019 for **Human Development and CMHC Foundations of Counseling** using the MHC 7501 Family Therapy Family Genogram. The pass rate on the assignment was 96.97% (32 of 33 passed) with a mean score of 96.61% and a standard deviation of 5.81. This group completed the Human Development final exam with a 57% score.

Cohort 2018 group comprised of 30 students was also assessed for **Human Development and CMHC Foundations of Counseling** using the AATBS exam, with a passing rate of 67%.

Cohort 2017 was assessed for this area in Fall 2019 using the CPCE Exam, noted above. Their scores on the CPCE exam taken in Fall 2019 demonstrated a mean score that was .3 point lower than the national and .2 standard deviation difference.

| General Info CPCE Exam Scores Fall 2019-Spring 2020 |       |      |     |               |             |
|---|-------|------|-----|---------------|-------------|
| Section   | Items | Mean | SD  | National Mean | National SD |
| C3: Human Growth and Development                    | 17    | 10.4 | 2.3 | 10.7          | 2.5         |

**Program Response:** No comparison data is available for the three cohorts discussed. However, passing rates on rubrics seems significantly higher when students are applying concepts verses exam scores where students must demonstrate knowledge. It is significant to note that the rubric and assignment were redesigned prior to the Fall 2020 semester in response to the new program evaluation. The rubric was aligned more completely to the CACREP standard and as response to improve data collection. The final exam items were reviewed.

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

| 2.F.5 KPI: Counseling and Helping Relationships & CMHC Practice/Foundation |   | Collection Point 1   | Collection Point 2   | Assessment Method   | Courses   | Areas of Interest  |
|--|---|--|--|---|---|--|
| KPI 2F5  | 2.5.f. counselor characteristics and behaviors that influence the counseling process                      | Knowledge and Skills Practice  | Knowledge  | Mean and SD scores on the MHC 6501 Counseling Interview Rubric  | Assessments are collected at the end of the course unless otherwise noted. Rubrics will be taken from CANVAS outcomes. Assessments are collected through CANVAS, WuFoo forms, or Supervision Assist Downloads | Outcome data will be used to improve the MHC 7203 Career Counseling  |
|  | 2.5.g. essential interviewing, counseling, and case conceptualization skills                              | MHC 6501/6502 Counseling Skills CRP assignment *Score in 3rd CRP of 6501 | CPCE Exam Section Area of Clinical Focus ** Multiple sections included may not give a complete picture of this specific topic                  | Mean and SD scores on the MHC 9002 Advanced Counseling Interview Rubric<br>Mean and SD scores on the CPCE Exam Section Area of Clinical Focus | MHC 6501 Strategies of Counseling   | Program will evaluate other ways that Career Counseling Standards are included in curricula.               |
|  | C.1. b. theories and models related to clinical mental health counseling                                  |  | Skills Demonstration   | Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section II and III   | MHC 9002 Internship II  | Program will evaluate MHC 8092 study materials and methods for Counselor Orientation and Ethical Practice. |
|  | C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues |  | MHC 9002 Counseling Skills   | Compare data from Collection Point(s) 1 to Collection Point(s) 1  |   |  |
|  |   |  | Site Supervisor Student Evaluation Form: Section II Counselor Competencies Composite Scores and Section III Knowledge and Communication Skills | Compare reliability between Collection Points in Collection Point 2 Categories  |   |  |
|  |   |  |  | Review of percentage of students meeting KPI expectations   |   |  |

To assess the Counseling and Helping Relationships and CMHC Practice/Foundation competencies, we used two collection points for the knowledge and skills practice and one collection point to show demonstration of skills. Cohort 2020, comprised of 43 students, were assessed 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 will be 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.

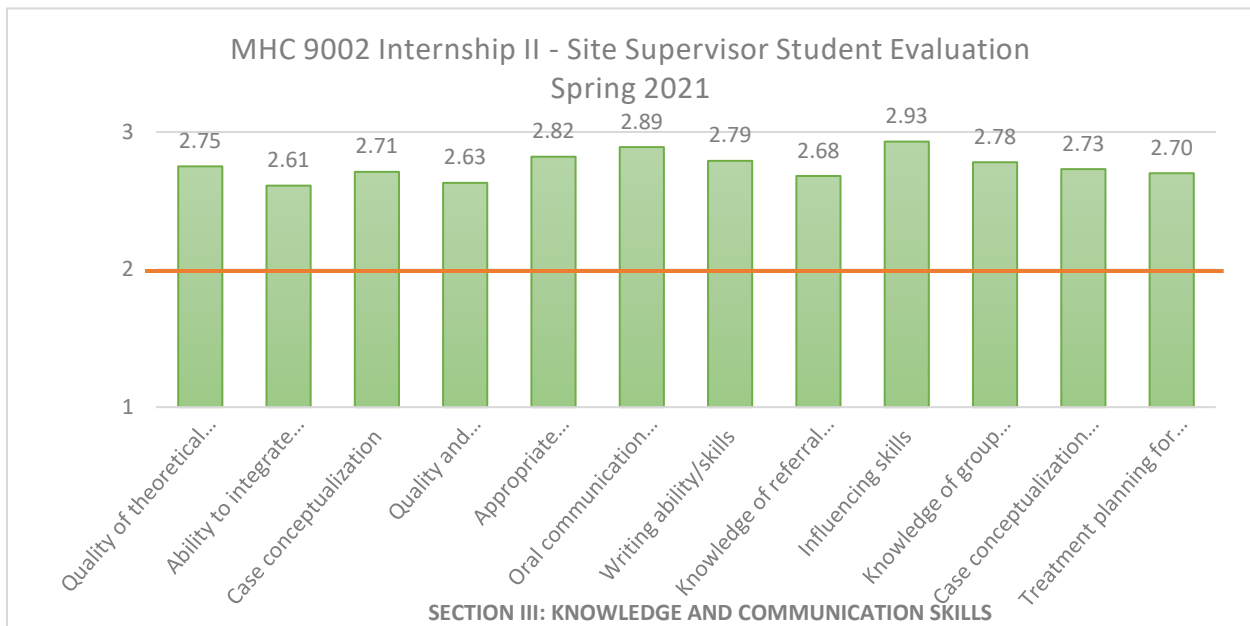
Cohort 2018 group comprised of 30 students was also assessed for using the AATBS exam, with a passing rate of 67%.

Cohort 2017, 28 students were assessed for this competency with **MHC 9002 Internship II Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge and Communication Skills**. Section II was used for domains discussed earlier in this report. Pass Rate on for both sections is at 100%.

The Section III – Knowledge and Communication Skills had a mean score of 2.75 and a standard deviation of 0.25. Their scores on the CPCE exam taken in Fall 2019 demonstrated a mean score that was .5 point lower than the national and .2 standard deviation difference.

**Program Response:** Similar to other domains, students seemed to show greater success in demonstrating skills and application of the domain areas. However, with mean scores on the exams showing a lower percentage of passing and a lower mean than the national, some discussion about improving feedback was discussed. Summer 2020, CMHC faculty piloted an online skills training program for beginner level counseling skills training. The program was called *Theravue*. After piloting the program and discussing the feedback from students, the CMHC program adopted the platform for their MHC 6501 Strategies of Counseling I. The online format of the skills training also assisted in the transition to online teaching during the pandemic Summer 2020 and upcoming in Summer 2021.

| General Info CPCE Exam Scores Fall 2019-Spring 2020 |       |      |     |               |             |
|---|-------|------|-----|---------------|-------------|
| Section   | Items | Mean | SD  | National Mean | National SD |
| C5: Counseling and Helping Relationships            | 17    | 10.9 | 2.0 | 11.4          | 2.2         |



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

|                | 2.F.6 KPI: Group Counseling and Group Work & CMHC Contextual Dimensions                          | Collection Point 1   | Collection Point 2   | Assessment Method   | Courses   | Areas of Interest  |
|----------------|--|--|--|---|---|--|
| <b>KPI 2F6</b> |  | <b>Knowledge and Skills Practice</b>   | <b>Knowledge</b>   |   | Assessments are collected at the end of the course unless otherwise noted. Rubrics will be taken from CANVAS outcomes. Assessments are collected through CANVAS, WuFao forms, or Supervision Assist Downloads | Outcome data will be used to improve the MHC 7202 Group Therapy  |
|                | 2.6.f. types of groups and other considerations that affect conducting groups in varied settings | MHC 7202 Group Design Project *This is a Group Project will not provide individual progress but a sample | 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 MHC 7202 Group Design Project Rubric                                    | MHC 7202 Group Counseling   | Program will evaluate other ways that Group Counseling and Group Work standards are included in curricula. |
|                | 2.6.g. ethical and culturally relevant strategies for designing and facilitating groups          |  |  | Mean and SD scores on the CPCE Exam Section Area of Counseling Skills                             | MHC 9002 Internship II  |  |
|                |  |  |  | Mean and SD scores for Site Supervisor Student Evaluation composite scores for Section II and III | MHC 8092 Consultation for Counselors  | Program will evaluate MHC 8092 study materials and methods for Counselor Orientation and Ethical Practice. |
|                | C.2.a. roles and settings of clinical mental health counselors                                   |  | Site Supervisor Student Evaluation Form: Section II Counselor Competencies Composite Scores and Section III Knowledge and Communication Skills     | Compare data from Collection Point(s) 1 to Collection Point(s) 1                                  |   |  |
|                |  |  |  | Compare reliability between Collection Points in Collection Point 2 Categories                    |   |  |
|                |  |  | Review of percentage of students meeting KPI expectations  |   |   |  |

Cohort 2019, comprised of 32 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 88.44% and a standard deviation of 7.04. Final exam dates show a high rate of passing consistent with the project scores of 89.48%.

Cohort 2018, 28 students were assessed for this competency with **MHC 9002 Internship II Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge and Communication Skills**. Section II was used for domains discussed earlier in this report.

The scores from cohort 2017 on the CPCE exam taken in Fall 2019 demonstrated a mean score that was .6 point lower than the national and .2 standard deviation difference.

**Program Response:** There was no comparison data available for Cohort 2019, scores seem to show consistent success. This was also true for cohort 2017. However, review of the course shows some areas to support other domains such as **Social and Cultural Diversity** and **Counseling and Helping Relationships & CMHC Practice/Foundation** due to qualitative data and student responses within the course.

| General Info CPCE Exam Scores Fall 2019-Spring 2020 |       |      |     |               |             |
|---|-------|------|-----|---------------|-------------|
| Section   | Items | Mean | SD  | National Mean | National SD |
| C6: Group Counseling and Group Work                 | 17    | 10.1 | 2.6 | 10.7          | 2.4         |

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

| 2.F.7 KPI: Assessment and Testing & CMHC Practice and Contextual Dimensions |  | Collection Point 1                             | Collection Point 2   | Assessment Method   | Courses   | Areas of Interest   |
|---|--|--|--|---|---|---|
| KPI 2F7   |  | Knowledge and Skills Practice                  | Knowledge  |   | Assessments are collected at the end of the course unless otherwise noted. Rubrics will be taken from CANVAS outcomes. Assessments are collected through CANVAS, WuFoo forms, or Supervision Assist Downloads | Outcome data will be used to improve the MHC 7805 Appraisal Techniques                            |
|   | 2.7.b. methods of effectively preparing for and conducting initial assessment meetings   | MHC 7805 Appraisal Intake Interview and Report | CPCE Exam Section Area of Intake, Assessment, and Diagnosis  | Mean and SD scores on the MHC 7805 Appraisal Intake Interview and Report Rubric | MHC 7805 Appraisal Techniques   | Program will evaluate other ways that Assessment and Testing Standards are included in curricula. |
|   | 5.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management   |  |  | Mean and SD scores on the CPCE Exam Section Intake, Assessment, and Diagnosis   | MHC 9001 Internship   |   |
|   | 5.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i> |  | Skills Demonstration   | Mean and SD MHC 9001 Internship Intake Assessment Rubric                        | MHC 8092 Consultation for Counselors  |   |
|   |  |  | MHC 9001 Internship I Intake Assessment (with real Client)** | Compare data from Collection Point(s) 1 to Collection Point(s) 1                |   |   |
|   |  |  |  | Compare reliability between Collection Points in Collection Point 2 Categories  |   |   |
|   |  |  | Review of percentage of students meeting KPI expectations    |   |   |   |

Cohort 2019, 30 students, to assess the **Assessment and Testing & CMHC Practice and Contextual Dimensions** competencies, we used 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** 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.

Cohort 2018, 30 students completed The AATBS exam for the **Assessment and Testing** section with a mean percentage of 48%

Cohort 2018, 15 students who completed the **MHC 9001 Internship I Intake Assessment** (with real Client) scored a mean of 3.81 out of a 5-point rating scale with a .42 standard deviation

The Cohort 2017 scores on the CPCE exam taken in Fall 2019 demonstrated a mean score that was .2 point lower than the national and .6 standard deviation difference.

| General Info CPCE Exam Scores Fall 2019-Spring 2020 |       |      |     |               |             |
|---|-------|------|-----|---------------|-------------|
| Section   | Items | Mean | SD  | National Mean | National SD |
| C7: Assessment and Testing                          | 17    | 10.1 | 2.9 | 10.3          | 2.3         |

**Program Response:** There was no comparison data available for Cohort 2019 or 2018, 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.

Additional review of the coursework for **Assessment and Testing & CMHC Practice and Contextual Dimensions** and standards will be completed in the coming 2021-2022 academic year.

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

|         | 2.F.8 KPI: Research and Program Evaluation & CMHC Practice  | Collection Point 1                                  | Collection Point 2  | Assessment Method  | Courses   | Areas of Interest  |
|---------|---|---|---|--|---|--|
| KPI 2F8 |   | Knowledge and Skills Practice                       | Knowledge   |  | Assessments are collected at the end of the course unless otherwise noted. Rubrics will be taken from CANVAS outcomes. Assessments are collected through CANVAS, WuFoo forms, or Supervision Assist Downloads | Outcome data will be used to improve the MHC 7806 Methods of Research and Program Evaluation               |
|         | 2.8.a the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice | MHC 6401 Theory Case Conceptualization Paper Rubric | CPCE Exam Section Area of Research and Program Evaluation | Mean and SD scores on the MHC 6401 Theory Case Conceptualization Rubric        | MHC 7806 Methods of Research and Program Evaluation   | Program will evaluate other ways that Research and Program Evaluation Standards are included in curricula. |
|         |   |   |   | Mean and SD scores on the CPCE Exam Section Research and Program Evaluation    | MHC 6401 Theories of Counseling   |  |
|         | 2.8.b. identification of evidence-based counseling practices  |   | Skills Demonstration                                      | Mean and SD scores on the MHC 7806 Research Proposal Rubric                    | MHC 8092 Consultation for Counselors  | Program will evaluate MHC 8092 study materials and methods for Counselor Orientation and Ethical Practice. |
|         |   |   | MHC 7806 Research Proposal                                | Compare data from Collection Point(s) 1 to Collection Point(s) 1               |   |  |
|         |   |   |   | Compare reliability between Collection Points in Collection Point 2 Categories |   |  |
|         |   |   | Review of percentage of students meeting KPI expectations |  |   |  |

Cohort 2020, 32 students, to assess the **Research and Program Evaluation & CMHC Practice competencies**, use the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores** to assess the benchmark. Their pass rate was 96.88% with a mean score of 95.03% and a standard deviation of 8.13. A final exam was completed with a 96.04% passing rate.

Cohort 2019, 30 students completed the **MHC 7806 Research Proposal** with a passing rate of 100%; mean score of 89.94% and Standard Deviation: 14.49 and the **Research and Program Evaluation Final Exam** with a 45.61% passing rate.

Cohort 2018, 30 students completed The AATBS exam for the **Research and Program Evaluation** section with a mean percentage of 51%.

The Cohort 2017 scores on the CPCE exam taken in Fall 2019 demonstrated a mean score that was .6 point lower than the national and 1.0 standard deviation difference.

**Program Response:** Similar to other domains, students seemed to show greater success in demonstrating skills and application of the domain areas. However, with mean scores on the exams showing a lower percentage of passing and a lower mean than the national. It would be important to note that the **MHC 7806 Research Proposal** rubric was redesigned as a part of the initiative to improve the program evaluation. A review of the course and assignments will be completed prior to Summer 2021.

| General Info CPCE Exam Scores Fall 2019-Spring 2020 |       |      |     |               |             |
|---|-------|------|-----|---------------|-------------|
| Section   | Items | Mean | SD  | National Mean | National SD |
| C8: Research and Program Evaluation                 | 17    | 8.5  | 1.4 | 9.1           | 2.4         |

## Program Goals for 2021 – 2022

(Based on outcomes and program review meetings)

- Dr. Adair and Dawn Dresden will continue to fully implement the Program Evaluation Plan and provide comparison for second and third collection points as is possible in the upcoming years.
- Rubrics revised, updated, and exported to Wufoo document links – Faculty
- Access for AATBS online program and ebook for the Cohort 2020 and subsequent first year students. (Completed)
- Develop and Implement Digitization Plan (Put student, files, outcomes, and relevant CMHC paperwork in electronic files-Ms. Carlyle Hooff and LaShawn Draper (Administrative Assistant)
- Develop Video Training Library for Faculty (In progress)
- Establish biannual Full (Adjunct and Program Faculty) Faculty Meetings (In progress)
- Determine if there should be different or more requirements to assure students are adequately prepared personally and emotionally to enter the counseling profession (i.e. require personal counseling or mindfulness training) (In progress)
- Add Mindfulness Advanced Skills Course to Curriculum – Faculty (In Progress)
- Facilitate opportunities for research and scholarly Activities
- Improve efforts to obtain additional community input about any changes or needs counseling profession to improve professional training in the CMHC program
- Improve Supervision Training Modules for site and faculty supervisors.