

Wilmington University Clinical Mental Health Counseling Program
Annual Report
May 2021 to April 2022



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

Table of Contents

I.	Introduction.....	
	1) Wilmington University Mission.....	3
	2) Wilmington University Vision and Institutional Values.....	4
	3) CMHC Program Mission, Vision, and Objectives.....	4
	4) CMHC Program Profile.....	5
	5) CMHC Program of Study.....	6
II.	CMHC Faculty and Staff.....	9
III.	CMHC 2021-2022 Evaluation of the Program	10
	1) Program Evaluation Model.....	13
	2) CMHC Program Vital Statistics.....	18
	3) Admissions Report 2021.....	24
	4) Practicum and Internship Summary Report 2021- 2022.....	25
	5) CMHC Full Program Outcomes.....	26
IV.	Clinical Mental Health Counseling (CMHC) - Goals 2022- 2023..	56

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 21st 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).

	Course	Credits	Term	Year	Grade
	MHC 6505 Ethics & Practices of Clinical Mental Health Counseling	3	Summer	1	
	MHC 6501 Tools, Techniques and Strategies of Counseling I	3	Summer	1	
	MHC 7605 Counseling Diverse Populations	3	Fall	1	
	MHC 6402 Human Development	3	Fall	1	
	MHC 6401 Theories of Counseling	3	Spring	1	
	MHC 6502 Tools, Techniques, & Strategies of Counseling II	3	Spring	1	
	MHC 8094 Psychopharmacology for Counselors	1	Spring	1	
	MHC 7806 Methods of Research & Program Evaluation	3	Summer	2	
	MHC 7501 Family Counseling	3	Summer	2	
	MHC 6901 Diagnosis & Treatment of Psychopathology	3	Fall	2	
	MHC 7202 Group Counseling	3	Fall	2	
	MHC 8011 Adv. Sem.: Counseling Children & Adolescents*	2	Fall	2	
	MHC 8062 Adv. Sem.: Cognitive Behavioral Counseling**	2	Fall	2	
	MHC 7805 Appraisal Techniques	3	Spring	2	
	MHC 8020 Addictions Counseling	3	Spring	2	
	MHC 8012 Adv. Sem.: Evidence-Based Family Treatment*	2	Spring	2	
	MHC 8064 Adv. Sem.: Motivational Interviewing**	2	Spring	2 Choice	

	MHC 7203 Counseling for Career Development	3	Summer	3	
	MHC 8092 Sem.: Consultation for Counselors	2	Fall	3	
	MHC 8093 Sem.: Supervision for Counselors	2	Spring	3	

* Child Elective ** Adult Elective

COURSE SUBSTITUTIONS (Maximum of 6 Credit Hours Total)

MHC Course #	Substitute Course # / Title / College	Credits	Term	Year	Grade

CLINICAL FIELD EXPERIENCE

	Course	Credits	Term	Year	Grade
--	--------	---------	------	------	-------

	MHC 7905 Practicum	4	3 Summer		
Site:					
Site Supervisor:					
Faculty Supervisor:					

	MHC 9001 Internship I	4	3 Fall		
Site:					
Site Supervisor:					
Faculty Supervisor:					

	MHC 9002 Internship II	4	3 Spring		
Site:					
Site Supervisor:					
Faculty Supervisor:					

Student Signature

Date

Faculty Signature

Date

CMHC Faculty and Staff Academic year May 2021-April 2022

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. Elizabeth Adair continued as the Chair and CACREP liaison and oversaw our CACREP alignment and self-study addendum process through the into its completion Summer 2021. She continued to oversee the CACREP accreditation process through Spring 2021. Dr. Melissa Lemons served in her third year as assistant professor and has taken on the role of Diversity Coordinator and Research and Scholarly Coordinator. Dr. Lori

Vien is a full-time faculty member in the assistant professor role and site coordinator for downstate Delaware area 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 2021 and May 2022 intern cohorts. Ms. Hooff assisted in the Spring 2022 admission process and the new student orientation in April. She also aided the Spring 2022 candidacy process as her role of 1st and 2nd 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, and Drs. James Walsh, Julius Mullen, Lois Grande, Carl Chenkin, and Lem Burnam, who assisted the program through the 2021-2022 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. LaShawn McCray left the program December 2021. A part-time hire replacement was Briana Borowski in Spring 2022.

Evaluation of the Program Explained 2021-2022

Program Evaluation Overview

The program evaluation begun Summer 2020 continues to be the plan for 2021-2022. Dr. Adair implemented the new program evaluation plan with the assistance of Dawn Dresden who assisted in the collection and analysis of outcome data.

The CMHC program assesses the students with aggregate student assessment data that address student knowledge, skills, and professional dispositions. In addition, 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 2021 semester courses through Spring 2022.

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, limited comparison data was obtained for collection points 2 and 3, additional data will be assessed in the 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
- Student and Faculty needs

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

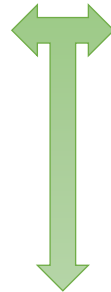


Program Effectiveness Evaluation Points

- 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
- Advisory Board Feedback

Student Learning Evaluation Points

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



Program Evaluation Plan and Student Assessment

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



Annual Reporting and Discussion

- Written and posted to Website
- Faculty Outcomes Meeting
- 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
- 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: (and connection to Program Objectives)	Assessment point and data to be collected:	How data will be collected:	How data will be reviewed or analyzed and when	How data will be used for curriculum and program improvement
<p>CACREP Standard 4.B.1 Student Knowledge, Skills, and Professional Dispositions</p> <p>To evaluate student Knowledge acquisition.</p> <p>To evaluate student clinical skill Development.</p> <p>To evaluate student personal and professional conduct and dispositions.</p> <p>To evaluate attainment of the CMHC Program Goals and Objectives</p> <p>To evaluate fulfillment of the CMHC Mission Statement.</p>	<p>Data Collection Points outlined in Table 4B1</p> <p>Candidacy and Clinical Final Reports from Student Evaluation Forms and Course Assessments</p> <p>Faculty Supervisor and Site Supervisor Assessments</p>	<p>Data will be collected via CANVAS, Wufoo Forms and Supervision Assist.</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>Findings are evaluated by faculty and used to complete the following.</p> <p>Revise program-of-study design.</p> <p>Review teaching methods and resources.</p> <p>Initiate curriculum changes and improved methods of admission and retention</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></p> <p>Construct CMHC <i>Annual Report</i>.</p>
<p>4.B.2. Demographic data for applicants and students</p> <p>To evaluate fulfillment of the CMHC Mission Statement.</p> <p>To construct Annual Statistical Report.</p> <p>To determine marketing trends, statistical reports and Cognos</p>	<p>Evidence of Assessment:</p> <p><i>Alumni Survey Report</i></p> <p><i>CMHC Annual Report</i></p> <p><i>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>Findings are evaluated by faculty and used to complete the following.</p> <p>Write <i>Annual Statistical Statement</i>.</p> <p>Write CMHC <i>Annual Report</i>.</p>

			<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</p> <p>To assess effectiveness of the CMHC Mission Statement and Program Objectives from the perspective of alumni, employers of graduates, and clinical field site supervisors.</p>	<p>Evidence of Assessment:</p> <p><i>Alumni Survey Report</i></p> <p><i>Site Supervisor Evaluation</i></p>	<p>Staff initiate surveys by calling for faculty review and revision of assessment instruments.</p> <p>Surveys are completed in Supervision Assist by Site Supervisors and results are collected by the Outcome Coordinator</p>	<p>Findings are evaluated by faculty and used to complete the following.</p> <p>The results are discussed as related to programmatic functioning and outcomes.</p> <p>Faculty review summary reports of each survey at the next faculty Outcome meeting or retreat.</p>	<p>Inform program design. Initiate curricular changes. Revise program and materials regarding employment trends.</p>
<p>CACREP Standard 4.C.</p> <p>Use of evaluation data to inform program modification</p> <p>To verify continual program evaluation processes.</p> <p>To document relationship between evaluation information and program modifications in relation to CMHC Mission Statement and Program Objectives.</p>	<p>Evidence of Assessment:</p> <p><i>Faculty Meeting Minutes</i></p> <p><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>Findings are evaluated by faculty and used to complete the following.</p> <p>Ensure ongoing, scheduled implementation of program evaluation processes. Maintain scheduled assessments on a regular basis, and document evidence of findings and the connection to decision making. Ensure application of faculty approved changes.</p>

<p>CACREP Standard 4.D. CMHC Annual Report To compose and publish CMHC <i>Annual Report</i> to inform constituencies of program evaluation findings, and subsequent decisions and modifications to the CMHC program.</p>	<p>Evidence of Assessment: CMHC <i>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 CMHC <i>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 CMHC <i>Annual Report</i> to the Wilmington University website and send an email notification to all identified constituencies.</p>	<p>Findings are evaluated by faculty and used to complete the following. Identify program strengths and weaknesses. . Measure results of changes implemented through the Program Evaluation Outcomes</p>
--	--	--	---	--

Vital Statistics

Job Placement Rate (percentage)

Employment information was available for ten (35%) of the 29 students who graduated from the Wilmington University CMHC Program in May of 2022. Of those ten, nine (90%) were employed in a counseling or human service-related position or had been accepted for a position starting within three months of graduation. Nine students (90%) received direct employment opportunities in the CMHC field immediately following graduation; Seven of those positions (70%) were full-time. Of the nine students employed, all nine (90%) were already employed in the counseling or human service field; eight students (80%) indicate promotional opportunities will arise for them for their CMHC degree; one (10%) indicate promotional opportunities within their agencies will not arise.

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

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 Human Services
2017	30	19	19%	63%
2018	23	20	87%	100%
2019	27	23	85%	74%
2020*	-	-	-	-
2021	28	7	25%	100%
2022	29	10	35%	90%

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

The number of Program Graduates from the Past Year

In 2022, the Clinical Mental Health Counseling Program graduated 29 students.

Completion Rate (percentage)

In 2019, the CMHC program accepted 44 students and enrolled 35. In 2022, 29 students graduated, 28 of which were accepted and enrolled in 2019 (representing 82.85%). There was one graduate who started in 2018 increasing number of graduates for that cohort to 28 and the graduation rate for that cohort to 82.35%.

In 2018, the CMHC program accepted 42 students and enrolled 34. In 2021, 28 students graduated, 27 of which were accepted and enrolled in 2018 (representing 79.41%). There was one graduate who started in 2017.

In 2017, the CMHC program accepted 40 students and 35 enrolled. In 2020, 28 students graduated, 26 of which were accepted and enrolled in 2017 and one graduated in 2021 (representing a revised graduation rate of 77.14%). There was one graduate who started in 2016, and one graduate who started in 2015.

In 2016, the CMHC program accepted 45 students and 30 enrolled. In 2019, 27 students graduated, 23 of which were accepted and enrolled in 2016, and one graduated in 2020

(representing a revised graduation rate of 80%). There were 3 graduates who started in 2015 (representing a revised graduation rate of 71% for the 2015 cohort). And, there was one graduate who started in 2014 (representing a revised graduation rate of 68% for the 2014 cohort).

Cohort Entry Year	Cohort enrolled n	Graduate Year	Graduate n	Completion Rate*	# of graduates from prior year
2016	30	2019	23	80%	3
2017	33	2020	28	84.84%	1
2018	34	2021	28	82.35%	1
2019	41	2022	28	68.29%	1

*Reflects adjustments for students deferring/returning

Program Retention Rate (Percentage):

In the 2021-2022 academic year, we had 101 students actively enrolled in the program with 73 enrolled and not deferred in courses in Spring 2022.

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

In 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 2nd 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 n Summer	# of students leaving/deferring after Semester 1	# of Students leaving/deferring after Year 1	# of Students leaving/deferring after Year 2	Percentage of students retained after one semester	Percentage of students retained after Year 1	Percentage of students retained after Year 2	Percentage of students retained into Year 3
2017	33	-3	-7	+2	92.7%	69.97%	73.73%	80%
2018	34	-3	-4	+3	92.7%	79.95%	87.24%	80%
2019	41	-3	-8	-1	92.7%	73.18%	60.74%	63%
2020	41	-4	-7	-3	98%	71%	68.85%	61%
2021	21	-2	-6	Summer 2022	71%	62%		

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

WU Retention Rate (Percentage):

Based on the 41 enrolled students from Cohort 2019 The WU retention is 73.17% two students deferred graduation completion but remained in the program.

Based on the 34 enrolled students from cohort 2018 and the student that changed her major. The WU retention is 88.24%.

Based on the 35 enrolled students from cohort 2017 and the students that changed majors. The WU retention rate is 85.71. Wilmington University also acquired two additional students that chose to change majors prior to accepting the CMHC invitation.

Based on the 30 enrolled students from cohort 2016 and the student that changed majors. The WU retention rate is 83.31%. Wilmington University also acquired five additional students that chose to change majors prior to accepting the CMHC invitation.

Certification Pass Rate (percentage) and NCE

In April of 2022, the NCE was administered to 21 students of the cohort graduating in May of 2022. The program had a 90.48% pass rate on the NCE (19 students passing out of 21). National pass rate is 70.67%. Of the eight CACREP domain mean scores, the program score was higher than the national in six domains when averaging the *mean* and *sd* scores of four NCE exams: Professional Counseling Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Group Counseling and Group Work, Assessment and Testing, and Research and Program Evaluation.

From 2014 – 2022 (4 NCE examinations), 211 out of 222 students have passed the NCE (95.05%).

In April of 2021, the NCE was administered to 27 students of the cohort graduating in May of 2021. The program had a 96.30% pass rate on the NCE (26 students passing out of 27).

Of the eight CACREP domain mean scores, the program score was higher than the national mean in three domains. Wilmington CMHC students item score mean exceeded that of the national mean item score by 2.

The 2021 National Counselor Exam (NCE) pass rate for the **national** was 81.67%. Wilmington exceeded the national pass rate by 14.63%

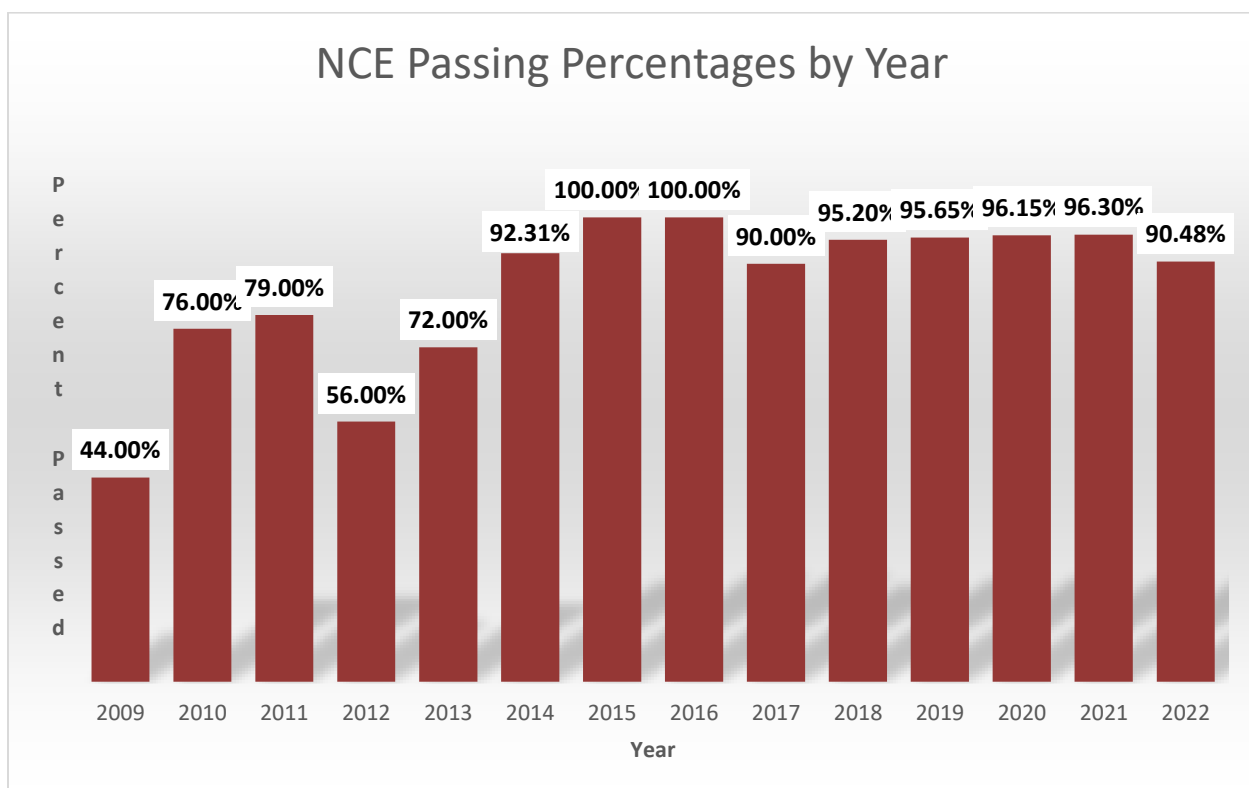
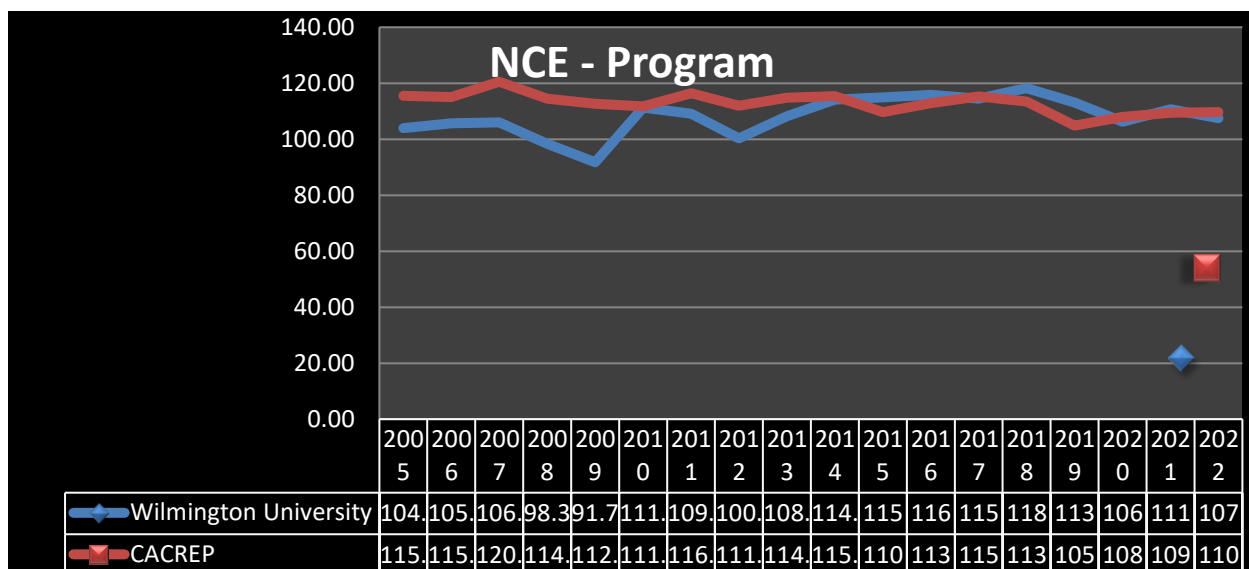
From 2015 – 2020 (6 NCE examinations), 142 out of 148 Wilmington students have passed the NCE (95.95%).

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

In April of 2020, 27 students of the graduating students in May of 2020 took the NCE. The program had a 96.15% pass rate on the NCE (26 students passing out of 27).

The 2020 National Counselor Exam (NCE) **national** pass rate average was 81%

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



<i>NCE Spring 2022 Cohort 2019</i>		Wilmington average mean and SD scores		National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Professional Counseling Orientation and Ethical Practice		10.75	1.85	10.15	2.08

Social and Cultural Diversity		4.5	0.86	4.23	1.09
Human Growth and Development		9.53	1.32	9.16	2.03
Career Development		11.04	2.06	12	2.56
Counseling and Helping Relationships		34.32	3.56	34.5	6.15
Group Counseling and Group Work		18.48	2.41	18.2	3.4
Assessment and Testing		17.2	2.44	16.6	3.35
Research and Program Evaluation		4.87	1.03	4.65	1.33

Applicants Accepted (percentage)

The admissions process was consistent from the years 2013 to 2019. The applicants submitted an admission's application, two essays, transcripts, and reviewed the CMHC ethical and retention policies. The applicants are then selected to take part in an interview day that includes a writing sample, and group and individual interviews. A group interview was not completed in admissions 2020 and 2021 because of the move to an online format. Interview questions for the Individual Interview as well as the writing sample were reviewed and revised to capture **Emotional Well-being/ Interpersonal Functioning/Self-Awareness, Professional Behavior, Communication/Awareness, and Diversity** for Spring 2020 and again in Spring 2021.

The number of applicants has been relatively stable through the years with a mean score of 137 applicants at an average acceptance rate of 31.28% when excluding the two outlier years; 2014 and 2021.

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

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

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

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

Number of Enrolled Students

In the 2021-2022 academic year, we had 101 students actively enrolled in the program. The ratios for Core vs Non-Core faculty were met in both WGC and Dover. Ratios for FTE were calculated in the Summer 2021, Fall 2021 and Spring 2022. The AY 2021-2022 provides information for an entire academic year Summer 2021-Spring 2022 in which the faculty to student ratio was 10.6:1 and the calculated full-time equivalent (FTE) was 8.73:1.

Summary	AY 2021-2022
Non-Core generated credits	49
Non-Core generated courses	17
Core – generated credits	83
Core – generated courses	30
Total Credits in CMHC	132
Total Courses in CMHC	45
% Non-Core faculty	37.12%
% Core faculty	62.88%

2021-2022 Alumni Survey

We are currently gathering data from our alumni regarding their experience in the CMHC program. The College of Social and Behavioral Science, Institutional Research completes the alumni report in December 2021. The data will be provided in an addendum to this annual report.

Admissions Report 2022

Metrics	2021	2022	Difference
Current Enrollment	100	69	(31)
Students Graduating in May	30	29	(1)
Open Seats	25	20	(5)
Applications	115	109	(6)
Completed Applications Reviewed	86	84	(4)
Interview Invitations	73	41	(32)
Admissions Offers	29	24	(5)
WGC	22	16	(6)
Dover	7	8	1
Admitted Applicants	25	23	(2)
WGC	19	15	(4)
Dover	6	8	2
Diversity of Applicants			
White	62	58	(4)
Black or African-American	39	39	0
Asian	4	4	0
More than one race	6	3	(3)
Other- not disclosed	4	2	(2)
Hispanic/Latino		2	2
American Indian		1	1
Gender of Applicants			
Male	27	20	(7)
Female	88	89	1
Diversity of Admitted Students			
White	15	16	1
African-American	6	7	1
Asian	2		(2)
More than one race	1		(1)
Other – not disclosed	1		(1)
Gender of Admitted Students			
Male	3	4	1
Female	22	19	(3)

Practicum and Internship Summary Report 2021 – 2022

Wilmington University's Clinical Mental Health Counseling Program had a total of 27 student interns and 1 returning student completing their 3rd year Practicum and Internship in 2021-2022 academic year. The students attended both the Dover site (17 students) and Wilson Graduate Center (WGC)/ New Castle, Delaware site (11 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 2021 interns for the Dover site were placed at 9 different sites covering Maryland and DE areas. In the 2021-2022 internship year, the program was able to contract with two new sites for field placements. The Spring 2021 interns for the WGC students were placed at six different sites of which one was 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 2021-2022 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 saw more transitioning to face to face counseling and reentering the offices. The CMHC program continued to utilize 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 continual accommodation with the concerns of the pandemic and provided an organized format for the students to submit documentation virtually. The CMHC program intends to keep a virtual filing system for current and future students.

This year the Site Supervisor's Workshop was conducted by Dr. Melissa Lemons on the topic of ***"Developing the JEDI mind as a counselor and supervisor"*** on February 9th, 2022. 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

Program Changes

- The course schedule was revised for a Block scheduling for first and some second-year courses.
- Fall 2021 the CMHC program piloted a Hybrid model with live online meeting times and at least one Face to Face meeting.
- Rubrics revised, updated, and exported to Wufoo document links for improved data collection.
- Opened access for AATBS online program and e-book for incoming cohorts and subsequent first year students.
- Implement Digitization Plan (Put student, files, outcomes, and relevant CMHC paperwork in electronic files. This is ongoing and will continue with the new administrative assistant.
- Designated Dr. Lemons as the Research and Scholarly Coordinator to greater facilitate CMHC faculty and student involvement in research.
- Revised the advising forms for improved tracking of student needs and improve retention.

CPCE

For the 2021-2022 academic year, thirty CMHC students completed their CPCE exam in Fall 2021. Thirty students took four different versions of the CPCE exam and the following table is a combined score for those students mean scores for each domain and full exam. The CPCE benchmark score for passing the exam is within one standard deviation below the mean using the national mean score. For this year's cohort the passing score was 69.

Students' lowest total mean score was a 60 with five students not passing the benchmark and the highest mean was 107. The students who did not pass, were reviewed and given an alternative assessment, passing with a second attempt. Twenty-four of the thirty students were within range of passing with the mean lowest passing score of 69.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C1: Professional Counseling Orientation and Ethical Practice	30	11.2	2.13	11.6	2.43
C2: Social and Cultural Diversity	30	9.23	1.6	9.77	2.47
C3: Human Growth and Development	30	10.4	1.93	9.73	2.27
C4: Career Development	30	9.23	1.83	9.77	2.7
C5: Counseling and Helping Relationships	30	8.96	1.8	9.23	2.67
C6: Group Counseling and Group Work	30	11.27	2.13	11.2	2.8
C7: Assessment and Testing	30	9.4	2.4	9.43	2.53

C8: Research and Program Evaluation	30	10.03	2.5	10.1	2.63
Total	All	79.3	12.3	80.9	15.5

General Info CPCE Exam Scores Fall 2019-Spring 2020					
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
Total	All	81.3	16.6	84.5	18.3

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

Three collection points in Summer 2021 were completed from following courses:

• MHC 6505 Ethics and Practices of Counseling	Cohort 2021	Collection Point 1
• MHC 7203 Career Counseling	Cohort 2019	Collection Point 1
• MHC 7806 Research and Program Evaluation	Cohort 2020	Collection Point 2
• MHC 7605 Counseling Diverse Population	Cohort 2021	Collection Point 1

The collection points in Fall 202 were completed from the following courses:

• MHC 6402 Human Development	Cohort 2021	Collection Point 1
• MHC 7202 Group Counseling	Cohort 2020	Collection Point 2
• MHC 6501 Strategies of Counseling I	Cohort 2021	Collection Point 1
• MHC 8092 Consultation for Counselors: (CPCE Exam Results Oct-Dec 2021)	Cohort 2019	Collection Points 2/3

The collection points in Spring 2022 were completed from the following courses:

• MHC 9001 Internship II	Cohort 2019	Collection Point 2
• MHC 6401 Theories of Counseling	Cohort 2021	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			Assessments are collected at the end of the course unless otherwise noted.	Outcome data will be used to improve the MHC 6505
	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	MHC6505 Ethics & Practices of Clinical Mental Health Counseling	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.2.1. 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 2021 Year 1 Outcomes:

Students reviewed and analyzed an Ethical Vignette, which described typical ethical challenges faced by Clinical Mental Health Counselors. Each student wrote a paper and presented their findings to the class. The students were assessed in their ability to identify and respond to ethical and legal dilemmas apparent in the vignette. The students were also challenged to analyze the potential outcomes and consequences of their responses. In addition, they were assessed for attention to the diversity and special needs of the clients in the vignette. Students' writing and use of APA were also reviewed. A total of 18 students were measured for this competency.

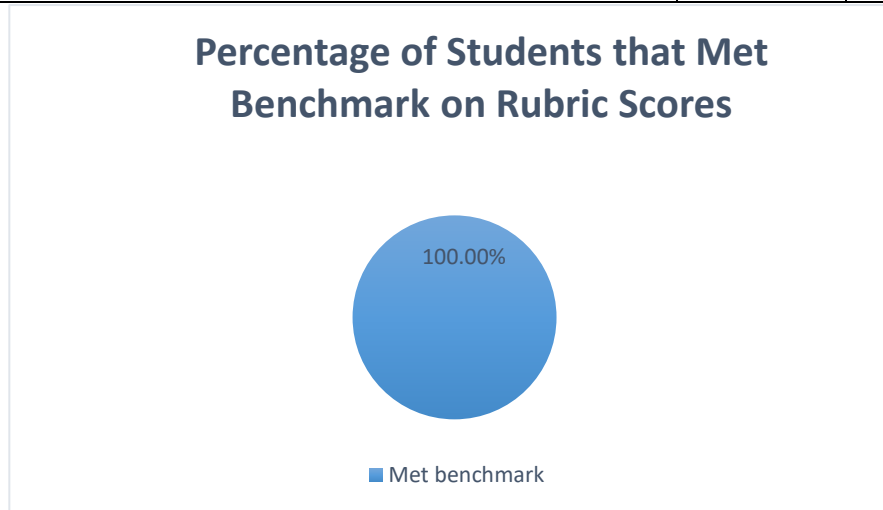
Cohort 2021 students were evaluated in two sections for a total of 18 students. All eighteen (18) students met the overall benchmark, which was 100% of the cohort.

The final exam scores for this domain were equally impressive and were congruent with rubric scores. This was an improvement in scores from Cohort 2020 year 1 from outcomes data in 2020-2021.

	Benchmark	WGC	Dover	Cohort passing rate	Cohort Year	N=
Cohort 2020 Year 1	74%	87.50%	66.67%	77%	2020	42



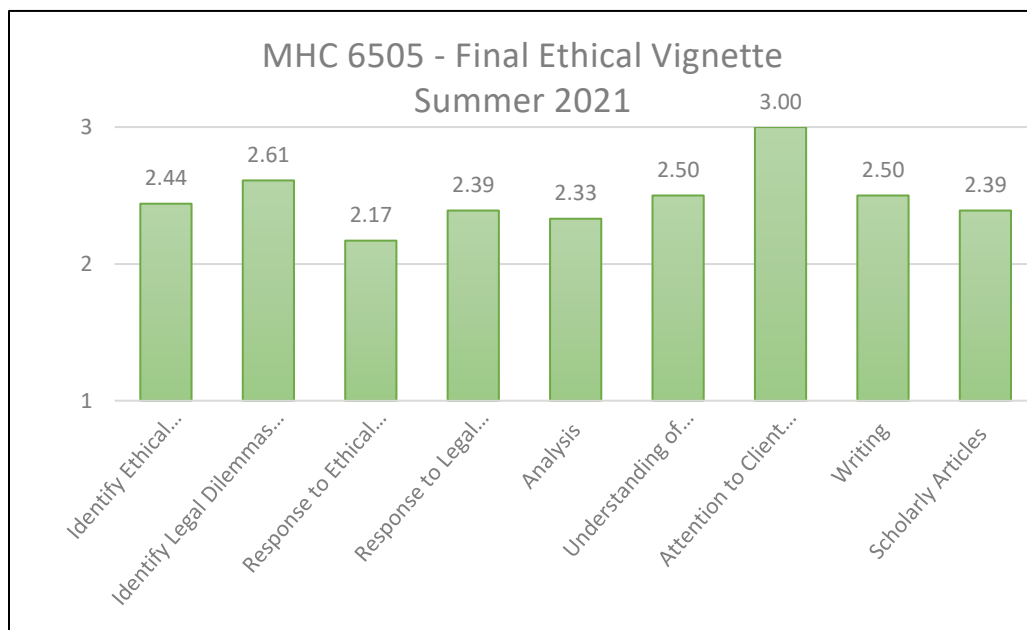
Final Exams Cohort 2021 Year 1	Pass Rates*	
	WGC	Dover
MHC 6505 Ethics & Practices of CMHC	100%	90%



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

Mean Score	2.49
Standard Deviation	0.35

scores
on a



Rubric
- based
3-point

scale; Benchmark = 2.00 (Meets Expectations)

Program Response:

Additional collection points for Cohort 2021 will occur in their 2nd year Fall 2022 in MHC 7202 Group Counseling and in their 3rd year Spring 2024 in MHC Internship II 9002. The CMHC program will be reviewing alternate exam assessments for this area using a standardized assessment. In addition, CPCE exam outcomes will be used as a second collection point when this cohort reaches Fall 2023.

After further review of the 18 students that completed this assignment: Three students did not meet the benchmark in specific criteria:

- Response to Ethical Dilemmas – 94.44% met benchmark
- Analysis – 94.44% met benchmark
- Writing – 94.44% met benchmark
- Scholarly Articles – 88.89% met benchmark
- Overall, however, all students met the final score benchmark.

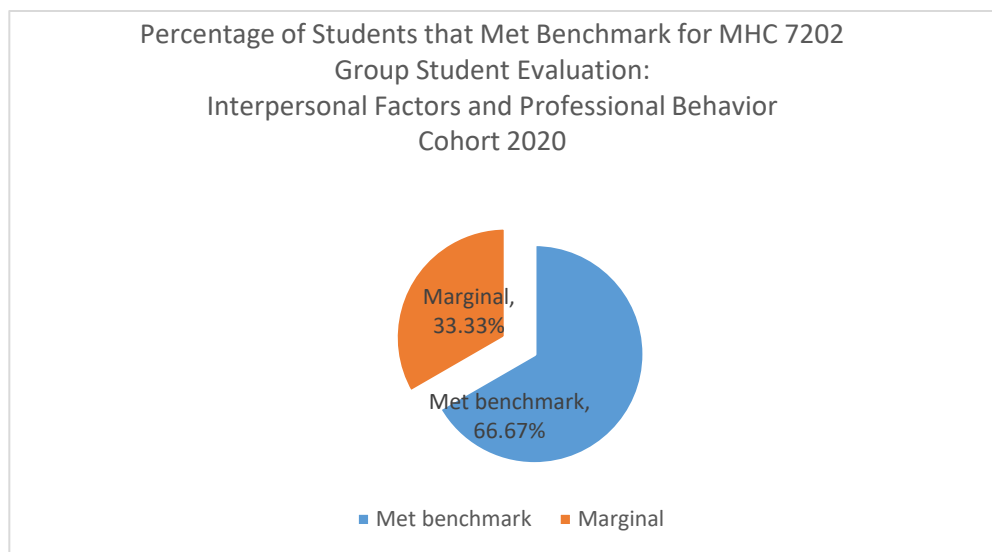
Cohort 2020 Year 2 Outcomes:

As was noted in the 2020-2021 review, cohort 2020 struggled with the content knowledge for ***Professional Counseling Orientation and Ethical Practice*** as seen by the Final Exam scores Summer 2020:

	Benchmark	WGC	Dover	Cohort passing rate	Cohort Year	N=
<i>MHC 6505 Ethics & Practices of CMHC</i>	74%	87.50%	66.67%	77%	2020	42

It was noted in the previous review that when asked to apply the concepts of this domain area, they were much more successful. The second collection point for this group to evaluate the demonstration of skills for **Professional Counseling Orientation and Ethical Practices** was in Fall 2021 in **MHC 7202 Group Counseling Student Evaluation** in the sections of: Interpersonal Factors and Professional Behavior in Fall 2021 is noted below.

Two sections with a total of 24 students from Cohort 2020 were measured for this competency in its second collection point. Fifteen (16) of the 24 students met the overall benchmark, which was 66.67% of the remaining cohort. Eight students were marginal and needed moderate improvement.

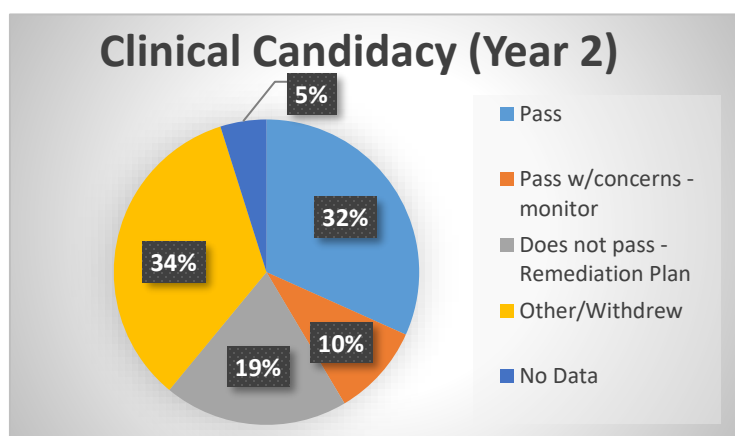


Means and Standard Deviation of assignment

Mean Score	2.88
Standard Deviation	0.13

Based on a 3-point grading scale

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 2020. This data will be compared to this group's previous student evaluation forms, transcripts, and any faculty advising reports. While this cohort scored high in early demonstration of these skills, it seems there is more of a challenge when students are in clinical trainings with peers as the



group counseling course may challenge. The faculty at the time of the student evaluation meet with students to review their evaluation and encourage a plan for addressing any areas that are marginal and need improvement. The CMHC faculty discussed ways to improve training in this domain area.

The third data point for comparison for Cohort 2020 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* where the application will be in real world clinical settings.

Cohort 2019 Year 3 Outcomes:

This group of students were assessed in MHC 7202 Group Counseling in year 2 for

Wilmington average mean and SD scores		National average mean and SD scores			
<i>NCE scores Spring 2022 Cohort 2019</i>	Items	Mean	SD	National Mean	National SD
Professional Counseling Orientation and Ethical Practice		10.75	1.85	10.15	2.08

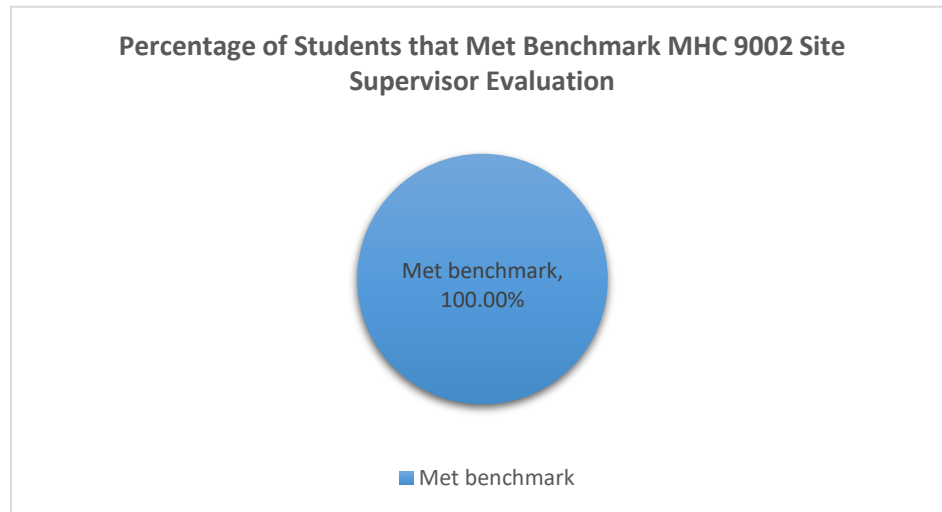
Professional Counseling Orientation and Ethical Practices as a benchmark collection point one due to the changes in program evaluation collection. The data showed a 65.22% passing benchmark rate for this group of 24 students in the Fall 2020 data review. This was 1.45% lower than Cohort 2020 who showed some improvement from the previous cohort that may be due to student characteristics or changes made to course scheduling and format.

In 2021, Cohort 2019 (28 students 2 of whom were from Cohort 2018) took the CPCE exam and had a mean score .4 under the national mean in the area of **Professional Counseling Orientation and Ethical Practice**. NCE scores show a reverse trend with Wilmington CMHC having a higher mean score and sd.

General Info CPCE Exam Scores Fall 2021-Spring 2022 Cohort 2019 Year 3					
Section	Items	Mean	SD	National Mean	National SD
C1: Professional Counseling Orientation and Ethical Practice	30	11.2	2.13	11.6	2.43

The MHC 9002 Internship II *Site Supervisor Evaluation* results for Spring 2022 reflect the overall performance and a second collection point for the 2019 cohort. Cohort 2019 had 28 students who entered Practicum and Internship; however, 27 were measured for this competency and 1 student was from a previous cohort.

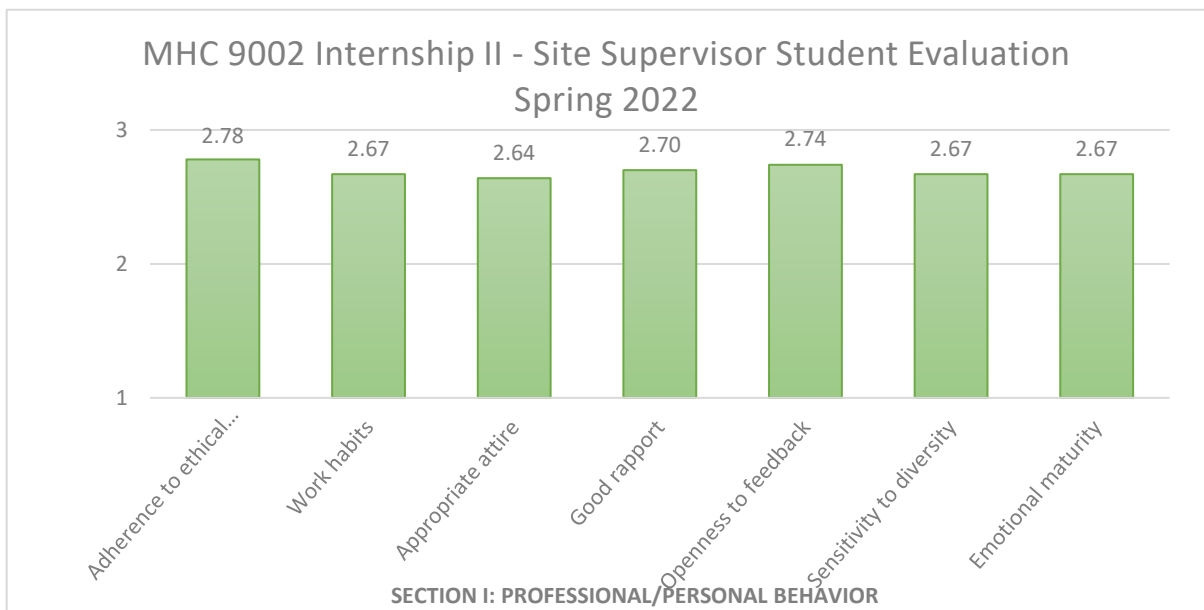
All 27 students met the benchmark for both **Professional/Personal Behavior** and **Counseling Competencies** are related to the objectives stated above for **Professional Counseling Orientation and Ethical Practice**. Cohort 2019 demonstrated a program consistency with past CPCE exams in regards to the mean score for the area of **Professional Counseling Orientation and Ethical Practice**. Students improved on their rubric benchmark scores for the Ethical Vignette as compared to past years.



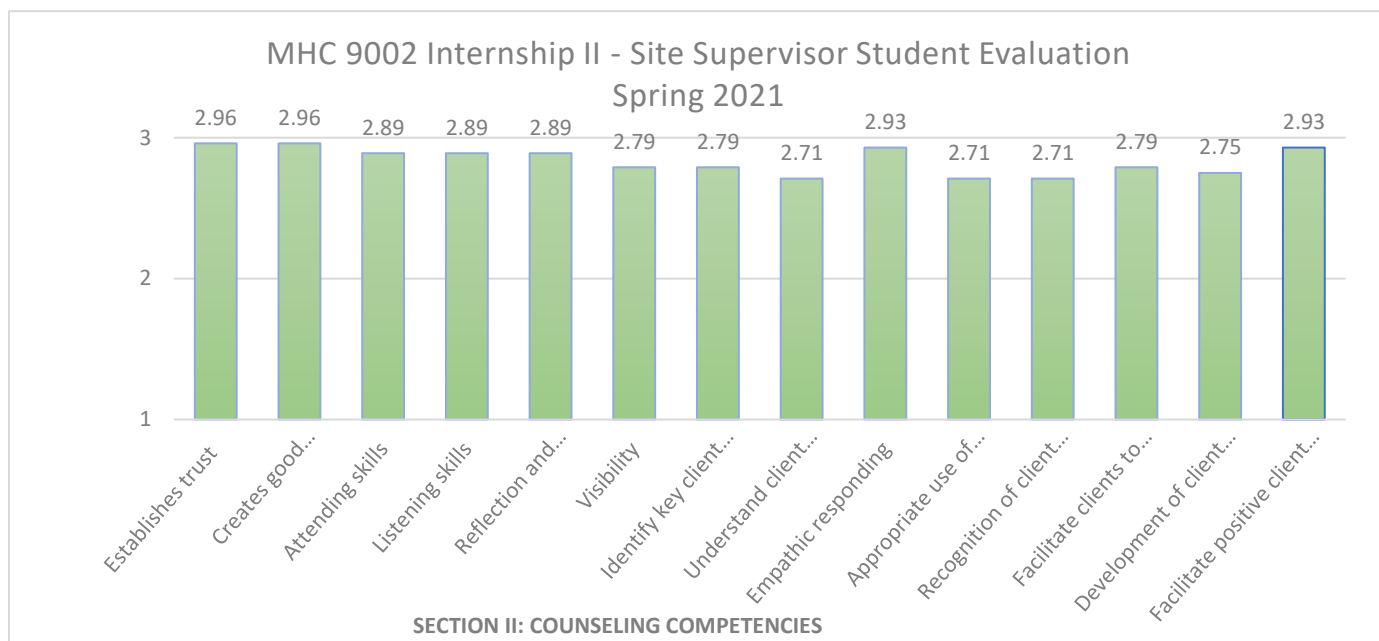
Professional/Personal Behavior Means and Standard Deviation:

Mean Score*	2.73
Standard Deviation	0.47

*Note: 3-point scale.



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: There is a congruency with both the results of the CPCE scores and the results of this skills assessment for this cohort. It is significant to note that student scores demonstrate that the CMHC students, when assessed in real world settings by objective raters, are found to meet benchmark for **Professional Counseling Orientation and Ethical Practice**. Students in this cohort demonstrate both a mastery of the content and application of skills. Data from Cohort 2018 in an alumni survey confirms that this level of knowledge and skill is rewarded with job placement at the sites. Important to note is also that MHC 7202 Group Counseling Student Evaluation forms may reflect students who do not continue into clinical work until the following year, while those in Practicum and Internship from previous cohorts may have undergone a retention process to support the students' professional disposition and behavior. Regardless, CMHC students in their third year of the program have shown a strong passing rate for benchmark assessment of professional skills/behavior in the area of **Professional Counseling Orientation and Ethical Practice** in their clinical work and at the culmination of their program studies.

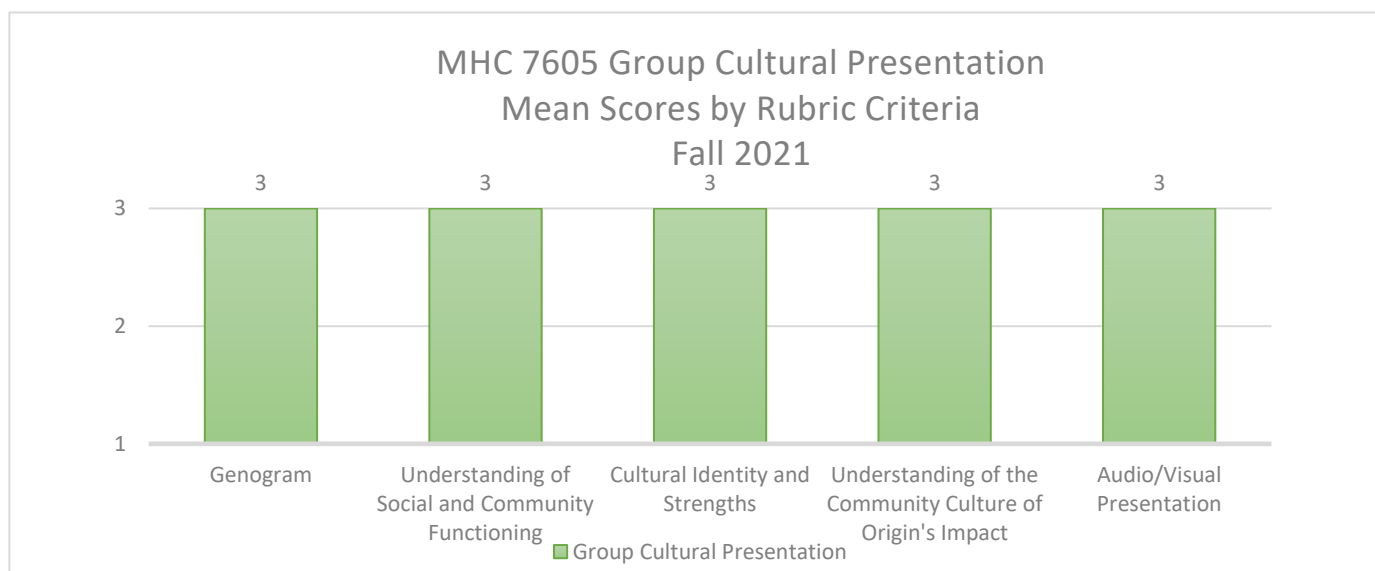
2.F.2 KPI: Social and Cultural Diversity & CMHC Contextual Dimensions

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 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) 1		
				Compare reliability between Collection Points in Collection Point 2 Categories		
				Review of percentage of students meeting KPI expectations		

Cohort 2021 Year 1 Outcomes:

The Social and Cultural Diversity domain area competency is assessed in the **MHC 7605 Counseling Diverse Populations** course using two collection points: The Group Cultural Presentation (Rubric Criteria mirrored the 2020 assignment used for assessment) and the Final Exam. Using the benchmark of 2 out of 3, 100% of the students passed ($n = 15$). Mean scores provided below. There was a 100% pass rate on the final exam (all 15 students passed). Exam scores were based on a 100-point scale with a benchmark of 74%. All students met or exceeded expectations using actual exam scores, the lowest being 84%. The mean score was 93.63% and the standard deviation was 4.80. The mean score was lower than for the previous cohort by 1.37%.

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



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

A comparison data point was collected Spring 2022 MHC 6401 Theories of Counseling skills demonstration. The data for these collection points was collected for Cohort 2021. Twelve students were evaluated using the MHC 6401 Theory Case Conceptualization Paper. As for previous collection points, pass rate of the assignment was 100% with a mean score based on 3-point scale of 2.66 and a standard deviation of 0.36. Scores for this assessment showed improvement over scores from Cohort 2020 in the same content area by 3.12%. Additional data will be collected for this group in Fall 2022 MHC 7202 Group Counseling.

Program Response:

Cohort 2021 show a strong baseline for content knowledge in this area. A review of the assessments and their rubrics as well as exam items may be needed for validity.

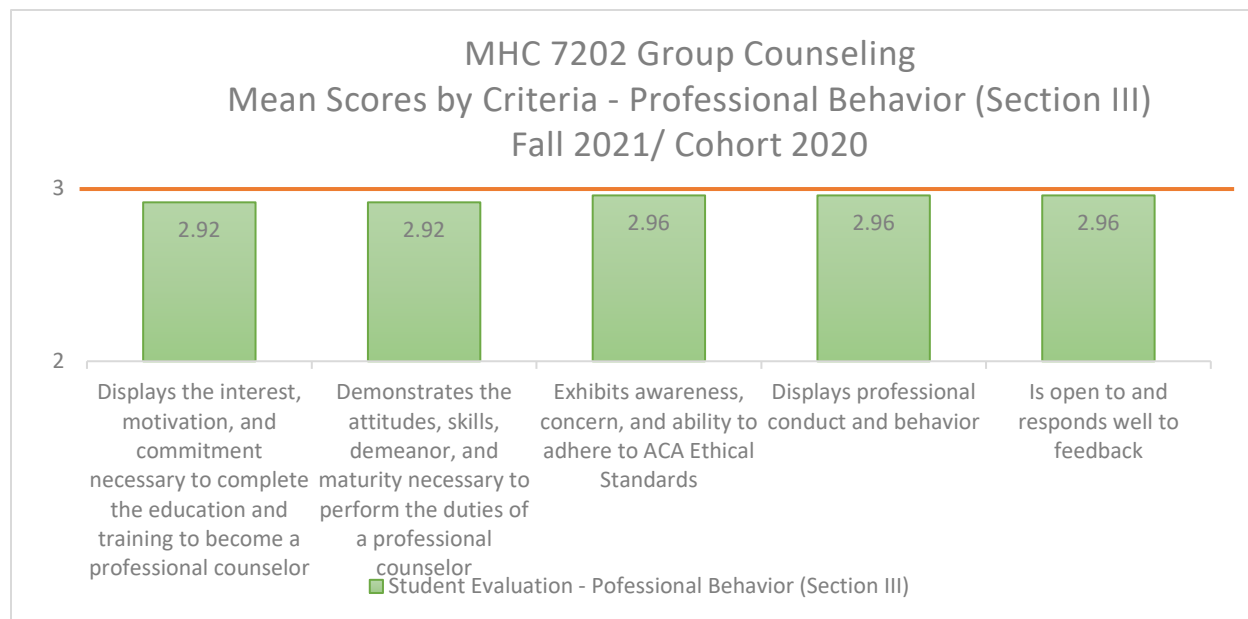
Cohort 2020 Year 2 Outcomes:

The **Social and Cultural Diversity** competency is assessed in the **MHC 7605 Counseling Diverse Populations** course using two collection points: **The Community and Cultural Genogram** and the **Final Exam**. A comparison data point was collected Spring 2021 from **MHC 6401 Theories of Counseling** with skills demonstration. The data for these collection points was collected for Cohort 2020 in the previous year.

As was noted in the report from 2020-2021, 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.

This was mirrored in the assessment for **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.

Additional data was collected for this group in Fall 2021 in the **MHC 7202 Group Counseling** course. There were 24 students measured for this competency. Nineteen (19) students met benchmark, 79.17% (19 of 24 students). This group will be assessed in MHC 9002 Internship II with the Site Supervisor Evaluation in sections I and II during Spring 2023.



Program Response: Students in Cohort 2020 seemed to show greater success in the early benchmark assessments. When challenged to demonstrate skills in a peer reviewed setting, the group had an overall lower benchmark passing score. When reviewing this same assessment for other areas such as Interpersonal Factors, it seems use of skills is more challenging in a peer process group setting than with a formal assignment or final exam. The scores seem to correlate within the assessment (see previous section in **Professional Counseling Orientation and Ethical Practice**).

Cohort 2019 Year 3 Outcomes:

The domain competency for Social and Cultural Diversity with Cohort 2019 (28 students with 27 completing the course for the assessment) was assessed using the **MHC 9002 Site Supervisor Student Evaluation** Section I /Personal/Professional Behavior and Section II /Counseling Competencies.

These scores were presented in the previous domain above. Student mean scores on the individual criteria ranged from 2.88 with a standard deviation of .18, meeting the 2 point and above benchmark score. Included in the criteria was sensitivity to diversity, and a demonstration counselor demeanor and skills.

When reviewing the comparison data for this group using the assessment from Fall 2020 MHC 7202 Group Counseling Student Evaluation as seen in last year's outcome report, 32 students measured for this competency and 100% met benchmark. For those students from cohort 2019 (27 students) who went on to their clinical year and were assessed for the **MHC 9002 Internship**

II Site Supervisor Evaluation Sections I and II as noted in the last domain above, demonstrated success in these areas in real world settings by objective raters and met the benchmark for **Social and Cultural Diversity**. Their scores on the CPCE exam taken in Fall 2021 demonstrated a mean score that was .54 points lower than the national and .87 standard deviation difference which was a slight improvement from previous cohorts. The NCE scores show a reverse trend with Wilmington CMHC scoring a slightly higher mean by .27 and a .22 standard deviation difference.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C2: Social and Cultural Diversity	30	9.23	1.6	9.77	2.47

<i>NCE Spring 2022 Cohort 2019</i>		Wilmington average mean and SD scores			National average mean and SD scores	
		Items	Mean	SD	Mean	SD
Social and Cultural Diversity			4.5	0.86	4.23	1.09

Program response: The final exam scores seem consistent with the passing rate of Cohort 2019 as seen in the CPCE exam from 2021. The CMHC faculty conducted a review of the assessment for **MHC 7605 Community and Cultural Genogram** in 2021-2022 academic year and revised the assignment to better align with the standards. As in other domains a validity review of the assessments may be warranted with additional information in the coming cohorts.

2.F.3 KPI: Human 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, WuFoo 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		

Cohort 2021 Year 1 Outcomes:

The Human Development and CMHC Foundations of Counseling competency was assessed for Cohort 2021 in collection point one using the MHC 6402 Human Development course Self-Development Analysis paper. There were 14 students evaluated with a pass rate of 100%. This saw a 1.56% improvement from Cohort 2020 discussed below. The mean score was 2.87, based on a 3-point scale with a standard deviation of 0.17. The final exam score demonstrated a 50% passing rate for this group which was incongruent with rubric scoring but similar to Cohort 2020 results.

This cohort will be assessed for collection point two in Summer 2022 using **MHC 7501 Family Therapy Family Genogram** and the **CPCE exam in Fall 2023**.

Cohort 2020 Year 2 Outcomes:

This cohort of 39 students, was assessed in Fall 2020 for this competency using the **MHC 6402 Self-Development Analysis** paper in the **MHC 6702 Human Development** course. Pass Rate on assignment was 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 was assessed in Summer 2021 using the **MHC 7501 Family Therapy Family Genogram**. There were 24 students evaluated with a pass rate on the assignment of 87.50% (21 of 24 passed) and a mean score of 2.58 on a 3-point scale with a standard deviation of .36.

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

Dimensions	% of students that met the benchmark of 2.0
Criteria 1: Demonstrates a Basic Understanding of Genogram Construction	100.00%
Criteria 2: Written Description	95.83%
Criteria 3: Organization of the Material	95.83%
Criteria 4: Writing	91.67%
Criteria 5: Scholarly Articles	91.67%

This cohort will be assessed again using the **CPCE exam** in Fall 2022.

Program response: It seems that when students were challenged to apply the content, their pass rate was lower. This cohort also scored lower than the previous Cohort 2019. While percentage of students meeting benchmark is still high, a review of validity and more comprehensive alignment between the two rubrics may be warranted to improve validity.

Cohort 2019 Year 3 Outcomes:

As reviewed in last year's report, the 33 students evaluated from Cohort 2019 for **Human Development and CMHC Foundations of Counseling** has a pass rate on the **MHC 7501 Family Therapy Family Genogram** assignment of 96.97% (32 of 33 passed) with a mean score of 96.61% and a standard deviation of 5.81. This group completed the CPCE exam Fall 2020 and scored .31 points above the national mean in this competency with a .34 difference in standard deviation. This is consistent with NCE scores for this content area for this cohort.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C3: Human Growth and Development	30	10.4	1.93	9.73	2.27

<i>NCE Spring 2022 Cohort 2019</i>		Wilmington average mean and SD scores		National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Human Growth and Development		9.53	1.32	9.16	2.03

Program Response: Students in Cohort 2019 show a consistency of knowledge acquisition in the final collection point for this domain with CPCE scores reflecting a higher mean than the national.

2.F.4 KPI: Career Development

	2.F.4 KPI: Career Development	Collection Point 1	Collection Point 2	Assessment Method	Courses	Areas of Interest
KPI 2F4		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. The data is converted to Excel sheets.	Outcome data will be used to improve the MHC 7203 Career Counseling
	2.4.a. theories and models of career development, counseling, and decision making	MHC 7203 Final Exam	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 7203 Career Final Exam	MHC 7203 Career Counseling	Program will evaluate other ways that Career Counseling Standards are included in curricula.
	2.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors		Skills Demonstration	Mean and SD scores on the MHC 9002 Written Case Study Review	MHC 9002 Internship II	
			MHC 9002 Written Case Study Review**Include Career assessment? Or review?	Mean and SD scores on the CPCE Exam Section Area of Clinical Focus	MHC 8092 Consultation for Counselors	Program will evaluate MHC 8092 study materials and methods for Counselor Orientation and Ethical Practice.
				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 and 2021 Year 1 and 2 Outcomes:

Assessment for Career Development competency will be completed in year 3 for this group.

Cohort 2019 Year 3 Outcomes:

To assess the Career Development competency, two collection points were used for the knowledge and skills practice and one collection point to show demonstration of skills. The Cohort 2019 comprised of 28 students were evaluated using the MHC 7203 Career Counseling course Final Exam. The pass rate on the exam was 78.57% with 22 of 28 students who passed. The mean score total for both sections of 88.74% with a standard deviation of 12.28.

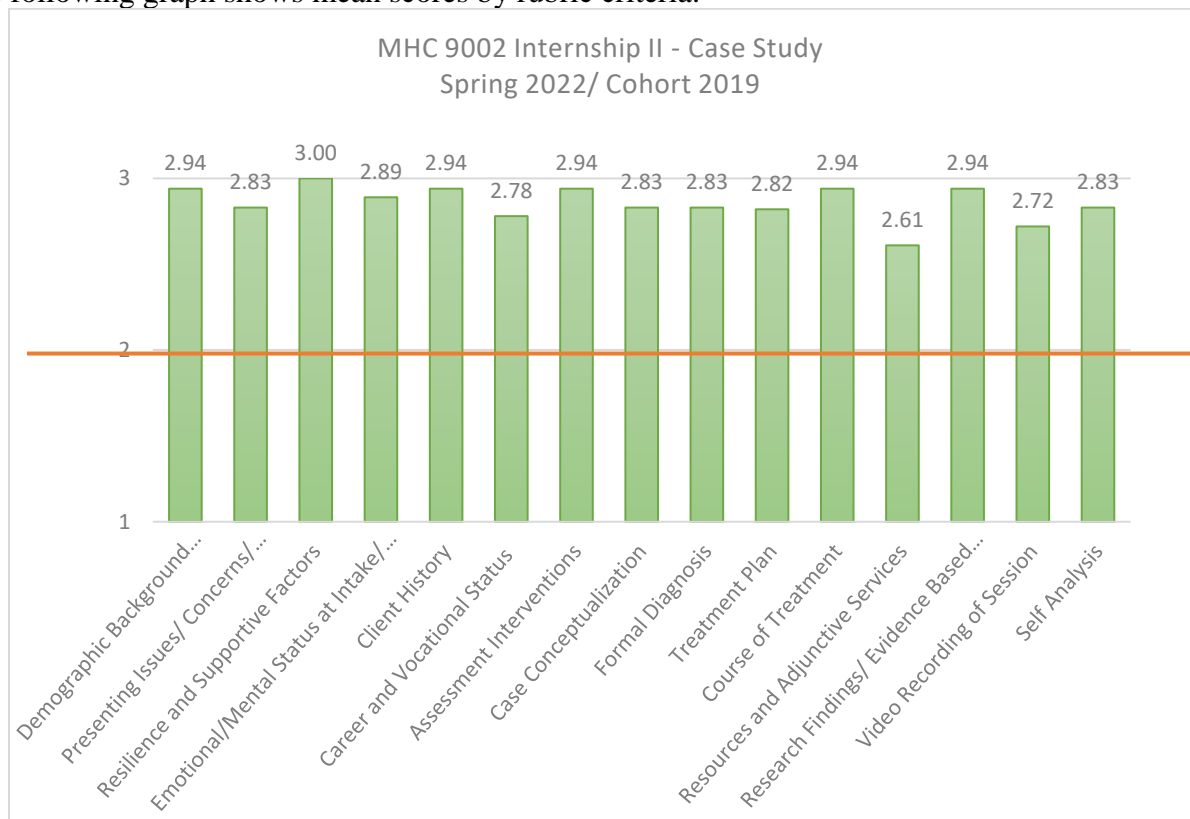
The same group completed the CPCE Exam Fall 2021. The cohort mean score on the section was .54 lower than the national mean and a .87 standard deviation difference. This was consistent with the NCE mean scores for this cohort.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C4: Career Development	30	9.23	1.83	9.77	2.7

	Wilmington average mean and SD scores			National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Career Development		11.04	2.06	12	2.56

This group also was assessed in Spring 2022 in MHC 9002 Internship II using the Written Case Study Review. The 18 students measured for this competency had a 100% pass rate. Three students did not meet the benchmark specific to criteria for: Career and Vocation status (1 student) and Resources and Adjunctive Services (2 students) specifically. The mean score was 2.85 based on a 3-point scale with a .16 standard deviation.

The following graph shows mean scores by rubric criteria:



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

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

	Demographic Background Info/ Appearance	Presenting Issues / Concerns/ Complaints	Resilience and Supportive Factors	Emotional/ Mental Status at Intake / First Session	Client History	Career and Vocational Status	Assessment Interventions	Case Conceptualization
--	---	--	-----------------------------------	--	----------------	------------------------------	--------------------------	------------------------

Mean	2.94	2.83	3.00	2.89	2.94	2.78	2.94	2.83
Std. Dev.	0.24	0.38	0.00	0.32	0.24	0.55	0.24	0.38
Min.	2	2	3	2	2	1	2	2
Max.	3	3	3	3	3	3	3	3

	Formal Diagnosis	Treatment Plan	Course of Treatment	Resources and Adjunctive Services	Research Findings/ Evidence Based Practice	Video Recording of Session	Self-Analysis
Mean	2.83	2.82	2.94	2.61	2.94	2.72	2.83
Std. Dev.	0.38	0.39	0.24	0.70	0.24	0.46	0.38
Min.	2	2	2	1	2	2	2
Max.	3	3	3	3	3	3	3

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

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

KPI 2F5	2.F.5 KPI: Counseling and Helping Relationships & CMHC Practice/Foundation	Collection Point 1	Collection Point 2	Assessment Method	Courses	Areas of Interest
	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 Mean and SD scores on the CPCE Exam Section Area of Clinical Focus	MHC 6501 Strategies of Counseling MHC 9002 Internship II	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 8092 Consultation for Counselors	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		

Cohort 2021 Year 1 Outcomes:

To assess the Counseling and Helping Relationships and CMHC Practice/Foundation competencies, two collection points are used for the knowledge and skills practice and one collection point to show demonstration of skills. The MHC 6501 Counseling Skills 3rd CRP Assignment was used for baseline data for this cohort. There were 15 students measured for this competency assignment with a pass rate on assignment of 100%. The mean score for this cohort was 94.93% with a standard deviation of 2.84.

Program Response:

The MHC 6501 Counseling Skills Scoring Rubric has been updated for the next academic year Summer 2022. The Summer 202 cohort was scored using a rubric with four dimensions:

- Empathic Connection and Cultural Sensitivity
- Attending Skills
- Listening Skills
- Following Skills

The revised rubric now has nine dimensions:

- Rapport and Non-Verbal Skills
- Encouragers
- Question,
- Basic Counseling Responses
- Advanced Counseling Responses
- Session Focus and Management

- i. Professional Behavior, Attention to Client Special Needs or Diversity Issues
- ii. Counselor Competencies and Therapeutic Alliance Building
- iii. Session Closing

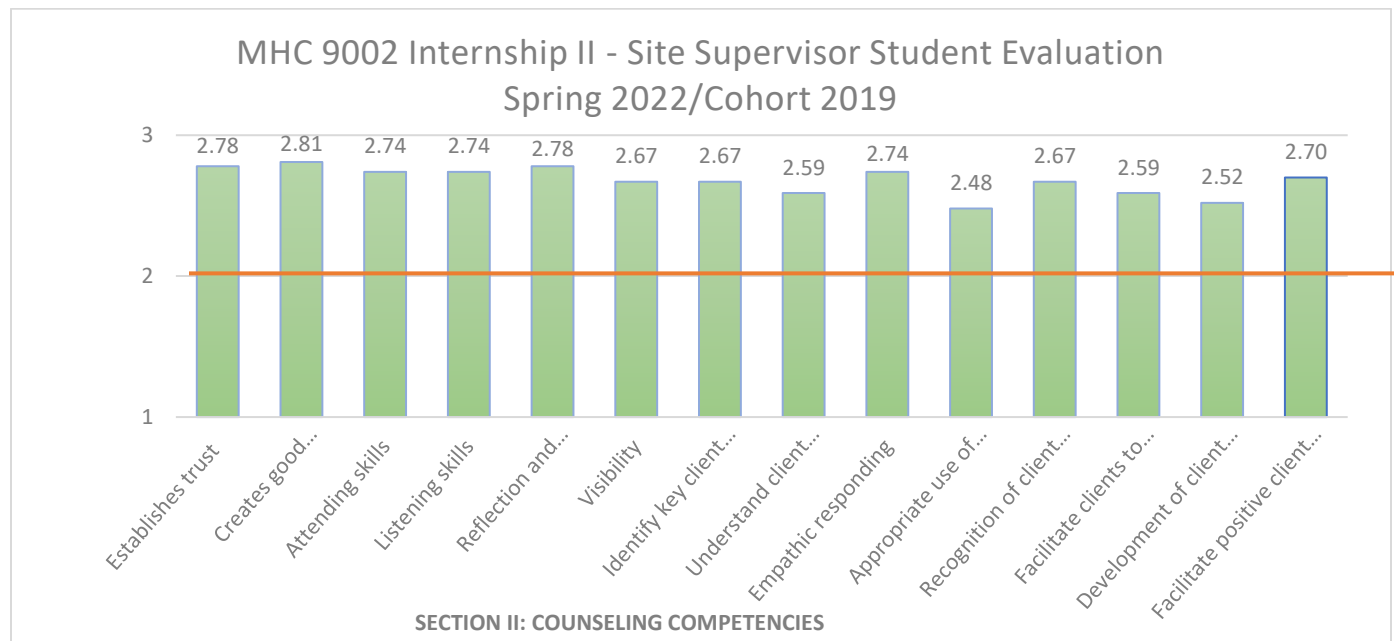
These skills for this cohort will be reassessed in their third year Fall 2023 and Spring 2024 using the **CPCE exam** and **MHC 9002 Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge and Communication Skills** respectively.

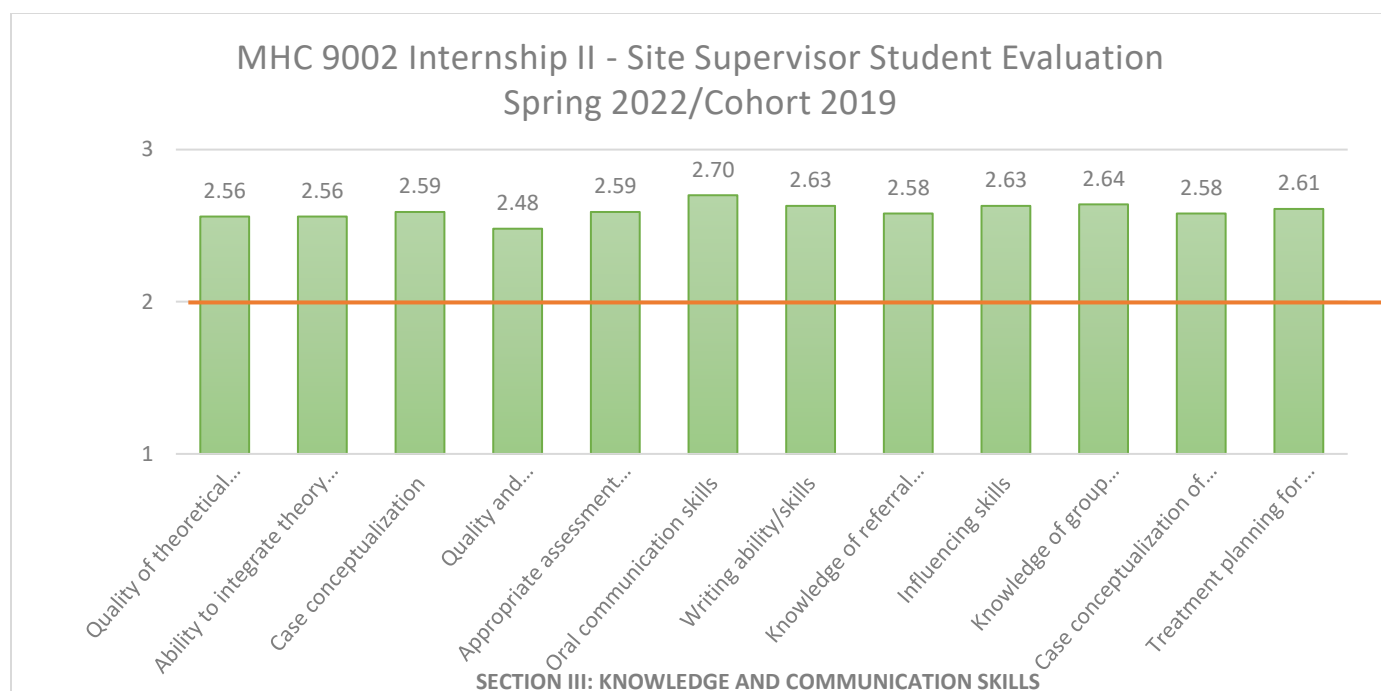
Cohort 2020 Year 2 Outcomes:

Cohort 2020, comprised of 43 students, were assessed in Summer 2020 using the 3rd 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 2019 Year 3 Outcomes:

This cohort did not have comparison data available. However, data from their 3rd year was obtained using the **CPCE exam** and **MHC 9002 Site Supervisors Student Evaluation Form – sections II Counselor Competencies and III Knowledge and Communication Skills** respectively. There were 27 students measured for this competency with a pass rate of 100%. Mean scores for each section ranged from 2.60-2.68 out of a 3-point scale with a standard deviation of .05-.10.





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

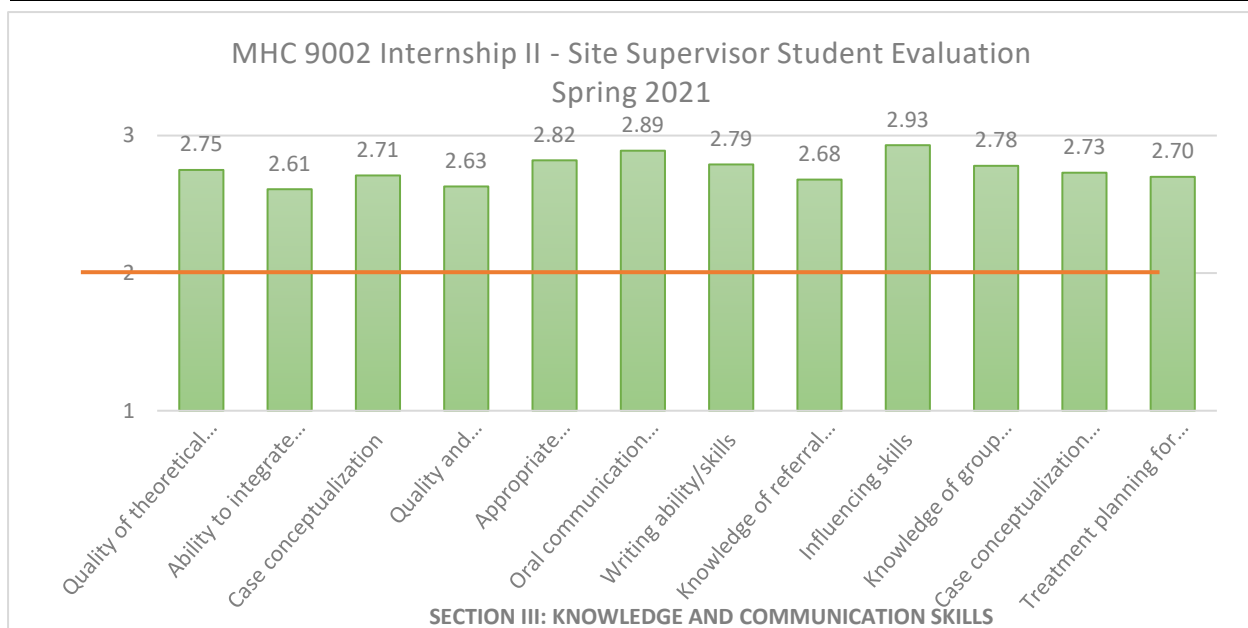
Section II:	Establish Trust	Creates a good therapeutic alliance	Attending Skills	Listening Skills	Reflection and clarification	Visibly able to tune in to client	Identify key client concerns	Understanding of client diversity
Mean	2.78	2.81	2.74	2.74	2.78	2.67	2.67	2.59
Std. Dev.	0.42	0.40	0.45	0.45	0.42	0.48	0.48	0.50
Min.	2	2	2	2	2	2	2	2
Max.	3	3	3	3	3	3	3	3

Section II:	Empathic Thinking	Appropriate use of questions	Recognition of client patterns of thinking	Facilitate clients to focus and explore salient issues	Development of client short and long-term goals	Facilitate positive client awareness and change
Mean	2.74	2.48	2.67	2.59	2.52	2.70
Std. Dev.	0.45	0.51	0.48	0.50	0.51	0.47
Min.	2	2	2	2	2	2
Max.	3	3	3	3	3	3

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

Section III:	Quality of theoretical knowledge	Integrate theory and practice	Case Conceptualization	Quality and appropriateness of diagnostic skills	Appropriate assessment of client high risk factors	Oral Communication skills
Mean	2.56	2.56	2.59	2.48	2.59	2.70
Std. Dev.	0.51	0.51	0.50	0.51	0.50	0.47
Min.	2	2	2	2	2	2
Max.	3	3	3	3	3	3

Section III:	Writing ability/skills	Knowledge of referral follow-up	Influencing skills	Knowledge of group counseling types	Case Conceptualization of group dynamics	Treatment planning for groups
Mean	2.63	2.58	2.63	2.64	2.58	2.61
Std. Dev.	0.49	0.50	0.49	0.49	0.50	0.50
Min.	2	2	2	2	2	2
Max.	3	3	3	3	3	3



Program Response: Summer 2020, CMHC faculty piloted an online skills training program for beginner level counseling skills training. The program was called *Theravue* in Summer 2020. After piloting the program and discussing the feedback from students, the CMHC program adopted the platform for their **MHC 6501 Strategies of Counseling I** for Summer 2021 and was utilized more fully for this cohort. In addition to this change, the course added a bi-weekly meeting schedule for live role play practice and professor feedback. Students in their third year consistently demonstrate high level skills in multiple areas of assessment when in clinical settings and rated by an objective site supervisor.

The CPCE exam showed a lower mean score than the national by .27 with a .59 standard deviation difference. The NCE shows a similar trend with mean and standard deviation scores for this cohort.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C5: Counseling and Helping Relationships	30	8.96	1.8	9.23	2.67

<i>NCE Spring 2022 Cohort 2019</i>	Wilmington average mean and SD scores	National average mean and SD scores			
	Items	Mean	SD	Mean	SD
Counseling and Helping Relationships		34.32	3.56	34.5	6.15

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
KPI 2F6		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 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	
			Skills Demonstration	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 2021 Year 1 Outcomes:

No data was collected for this cohort year.

Cohort 2020 Year 2 Outcomes:

Cohort 2020, comprised of 25 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 64% with a mean score of 2.15 based on a 3-point grading rubric and a standard deviation of .54.

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

	WGC	Dover
--	-----	-------

MHC 7202 Group Counseling	73.33%	60%
---------------------------	--------	-----

Program Response: There was no comparison data available for Cohort 2020 until they enter into their third year of the program. The scores on the exams show that this cohort had lower test scores than Cohort 2019 on similar exams. However, the two cohorts show a consistent scoring in the MHC 7202 Group Counseling Student Evaluation forms shown in previous domains of this document. The Group Counseling course did increase meeting times and some courses content revision was done in the course for Cohort 2020 but it did not seem to have impact on student progress. As will be noted for Cohort 2019, this group did score slightly above the national mean for group counseling and group work. Additional data may be necessary for this course to understand how improvement in content knowledge occurs in their clinical year three.

Cohort 2019 Year 3 Outcomes:

As was reviewed in data from 2020-2021, Cohort 2019, comprised of 32 students, was assessed for the **Group Counseling and Group Work & CMHC Contextual Dimensions** competencies, two collection points were used for the knowledge and skills practice and one collection point to show demonstration of skills.

The **MHC 7202 Group Design project** had a pass rate of 100% with a mean score of 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%.

This cohort tested this competency on the CPCE exam and scored .07 higher than the national mean with a .05 standard deviation difference. The NCE scores show a similar trend for this cohort.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C6: Group Counseling and Group Work	30	11.27	2.13	11.2	2.8

NCE Spring 2022 Cohort 2019

Wilmington
average mean
and SD scores

National
average
mean and
SD scores

	Items	Mean	SD	Mean	SD
Group Counseling and Group Work		18.48	2.41	18.2	3.4

Program Response: There was no comparison data available for Cohort 2019, scores seem to show consistent success. 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.

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.
				Mean and SD scores on the CPCE Exam Section Intake, Assessment, and Diagnosis	MHC 9001 Internship	
	5.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management		Skills Demonstration	Mean and SD MHC 9001 Internship Intake Assessment Rubric	MHC 8092 Consultation for Counselors	
	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>		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		

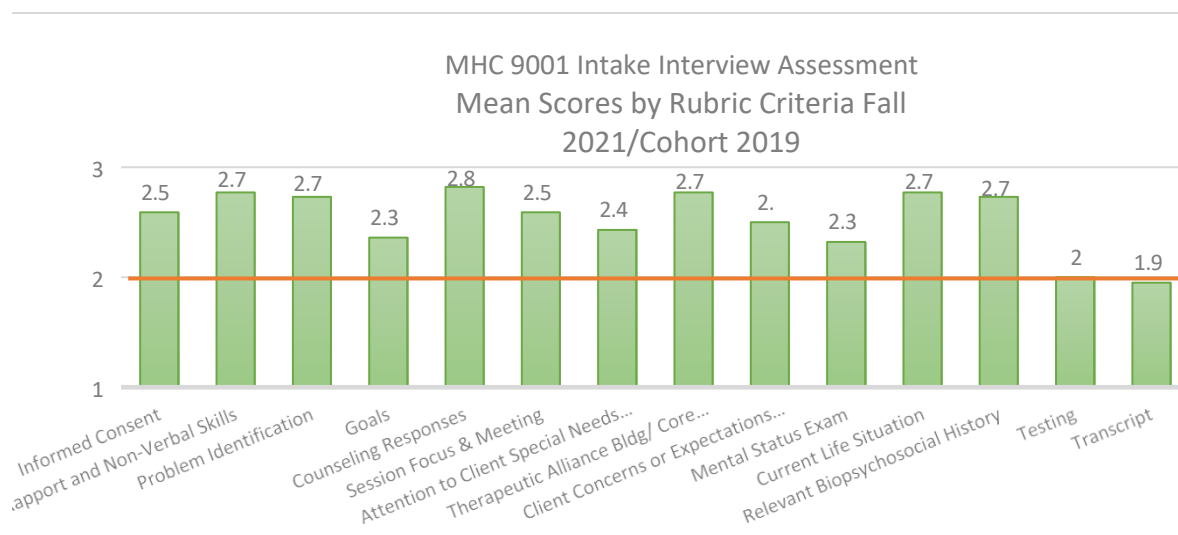
Cohort 2021 Year 1 Outcomes: Not collected for this cohort year.

Cohort 2020 Year 2 Outcomes: Not collected for this cohort year due to issues of technology.

Cohort 2019 Year 3 Outcomes:

As reviewed in data 2020-2021, Cohort 2019, 30 students, was assessed for the **Assessment and Testing & CMHC Practice and Contextual Dimensions** competencies, using two collection points for the knowledge and skills practice and one collection point to show demonstration of skills.

MHC 7805 Appraisal Intake Interview and Report had pass rate of 100% with a mean score of 98.83% and a standard deviation of 2.34. A final exam was completed with a 96.04% passing rate. This group was assessed in Fall 2021 with the MHC 9001 Internship I Intake Assessment completed with a real client in their clinical year. There were 22 students measured for this competency with a rubric based on a 3-point rating scale. The mean score was 2.50 with a standard deviation of 0.39.



The following graph shows mean scores by rubric criteria: Benchmark = 2.00

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

	Informed Consent	Rapport & Non-Verbal Skills	Problem Identification	Goals	Counseling Responses	Session Focus & Meeting	Attention to Client Special Needs or Diversity Issues
Mean	2.59	2.77	2.73	2.36	2.82	2.59	2.43
Std. Dev.	0.59	0.43	0.55	0.66	0.39	0.50	0.75
Minimum	1.00	2.00	1.00	1.00	2.00	2.00	1.00
Maximum	3.00	3.00	3.00	3.00	3.00	3.00	3.00

	Therapeutic Alliance Bldg/ Core Relationship Variables	Client Concerns or Expectation about Counseling	Mental Status Exam	Current Life Situation	Relevant Biopsychosocial History	Testing	Transcript
Mean	2.77	2.50	2.32	2.7	2.73	2.00	1.95
Std. Dev.	0.43	0.74	0.72	0.53	0.46	0.75	0.65
Minimum	2.00	1.00	1.00	1.00	2.00	1.00	1.00
Maximum	3.00	3.00	3.00	3.00	3.00	3.00	3.00

The Cohort 2019 scores on the CPCE exam taken in Fall 2019 demonstrated a mean score that was .03 point lower than the national and .13 standard deviation difference. The NCE scores demonstrated a strong mean score in relation to the national mean for this area for Cohort 2019.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C7: Assessment and Testing	30	9.4	2.4	9.43	2.53

<i>NCE Spring 2022 Cohort 2019</i>		Wilmington average mean and SD scores		National average mean and SD scores	
	Items	Mean	SD	Mean	SD
Assessment and Testing		17.2	2.44	16.6	3.35

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.

This may account from the review of the coursework for **Assessment and Testing & CMHC Practice and Contextual Dimensions** and standards conducted in the 2021-2022 academic year. or it is also possible that the impact of increased review and study in the MHC Consultation course and study for the CPCE exam. Additional data may be needed but the trend to improved scores in this area is promising.

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 2021 Year 1 Outcomes:

Cohort 2021, 12 students, were assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores** Spring 2022. There were 12 students measured for this competency assignment with a passing rate of 100%. The mean scores were 2.66 based on a 3-point grading scale with a

standard deviation of .36. The pass rate for the Final Exam was 66.67% which was incongruent with scoring on the demonstration of knowledge assessment.

Program response: Students in cohort 2021 demonstrated improvement from the previous cohort and continue to demonstrate a high rate of passing. There is some review of course materials for Cohort 2023 and a new textbook may dictate some course revision.

Cohort 2020 Year 2 Outcomes:

As reviewed in data from 2020-2021, 32 students from Cohort 2020, were assessed for the **Research and Program Evaluation & CMHC Practice** competencies, using the **MHC 6401 Theory Case Conceptualization Paper Rubric Scores**. Their pass rate was 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.

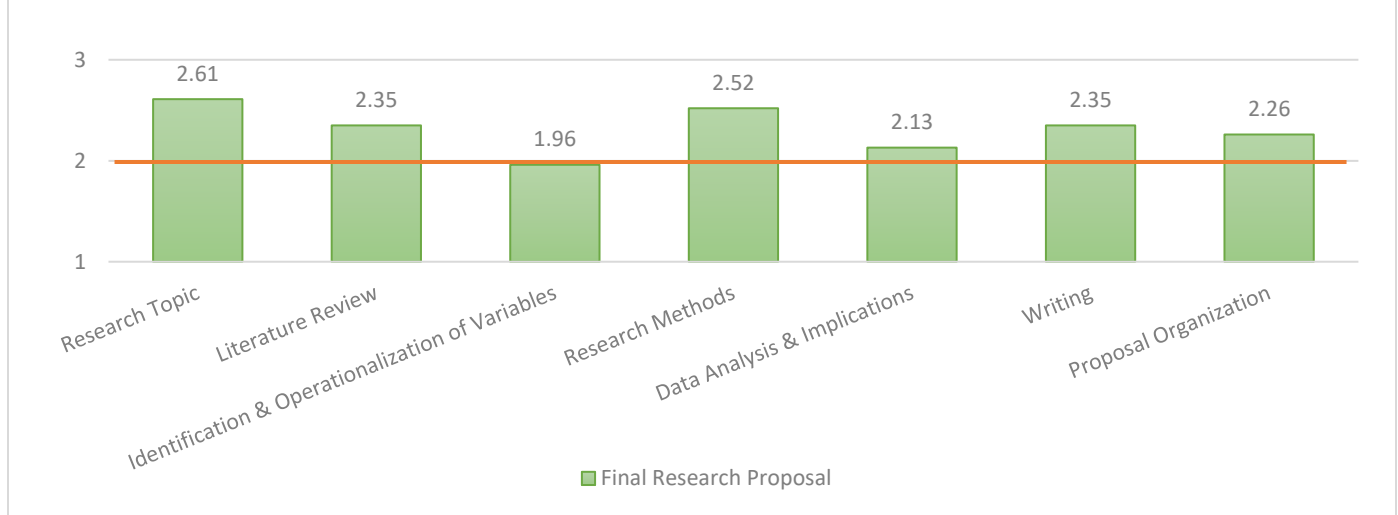
This cohort was assessed in the MHC 7806 Research and Program Evaluation course using the Research Proposal. There were 23 students measured for this competency with a 74% pass rate on this assignment. The percentage of students that met benchmark in various criteria were as follows:

- Research Topic: 91.30%
- Literature Review: 78.26%
- Identification & Operationalization of Variables: 56.52%
- Research Methods: 91.30%
- Data Analysis and Implications: 78.26%
- Writing: 82.61%
- Proposal Organization: 82.61%

The mean score was 2.31 (out of 3-point scale) with a standard deviation of 0.62.

The following graph shows mean scores by rubric criteria:

MHC 7806 Final Research Proposal Mean Scores by Rubric Criteria Summer 2021



Benchmark = 2.0

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

	Research Topic	Literature Review	Identification & Operationalization of Variables (quantitative) or Reliability/Credibility of Findings (qualitative)	Research Methods	Data Analysis and Implications	Writing	Proposal Organization
Mean	2.61	2.35	1.96	2.52	2.13	2.35	2.26
Std. Dev.	0.66	0.83	0.93	0.67	0.76	0.78	0.75
Minimum	1	1	1	1	1	1	1
Maximum	3	3	3	3	3	3	3

Program Response: Students struggle in some of the more complex areas of this competency. The CMHC program continues to review data for this domain. Some discussion on where this course falls in the course outline is in progress.

Cohort 2019 Year 3 Outcomes:

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.

The Cohort 2019 scores on the CPCE exam taken in Fall 2021 demonstrated a mean score that was .08 point lower than the national and .13 standard deviation difference. This showed improvement from previous years on this exam. The NCE exam also reflected higher mean scores for Wilmington CMHC students for **Research and Program Evaluation**.

CPCE Exam Scores Fall 2021-Spring 2022 Cohort Cohort 2019					
Section	Items	Mean	SD	National Mean	National SD
C8: Research and Program Evaluation	30	10.03	2.5	10.1	2.63

<i>NCE Spring 2022 Cohort 2019</i>		Wilmington average mean and SD scores		National average mean and SD scores	
Research and Program Evaluation	Items	Mean	SD	Mean	SD
		4.87	1.03	4.65	1.33

Program Response: A review of the course and assignments completed prior to Summer 2021 seemed to reflect some success in this cohort's assessments in the third year. This may account for some students' remediation in the course for MHC Research and Program Evaluation or the impact of increased review and study in the MHC Consultation course and study for the CPCE exam. Additional data may be needed but the trend to improved scores in this area is promising.

Program Goals for 2022 – 2023

(Based on outcomes and program review meetings)

- Work with AATBS/Triad to pilot and review their domain assessment exams for use in the program evaluation plan.
- Create and input resources and program information on a student Canvas page.
- Review the hybrid format and complete a digital delivery substantive change report post Spring 2022.
- Establish biannual Full (Adjunct and Program Faculty) Faculty Meetings (In progress)
- Add Mindfulness Advanced Skills Course to Curriculum – Faculty (In Progress)
- Improve efforts to obtain additional community input about any changes or needs counseling profession to improve professional training in the CMHC program
- Improve Supervision Orientation Day for site and faculty supervisors.
- Review CMHC program mission statement and program goals and objectives.
- Review Course Outline for improvement in layout to account for student learning.
- Review textbooks in MHC 6402 Human Development and MHC 6401 Theories of Counseling.