

**WU -C**

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**Wilmington University Mission**

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

**CMHC Program Mission Statement:**

The CMHC program is committed to providing a quality counselor education to students in

- (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

Master of Science in Clinical Mental Health Counseling

Program of Study

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



CLINICAL FIELD EXPERIENCE

	Course	Credits	Term	Year	Grade
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	MHC 7905				

	MHC 9001				

MHC 9002



## **CMHC Faculty and Staff**

### **Full-Time Faculty**

The CMHC program has four full-time faculty who teach in the program as well as serve various administrative functions. Dr. Doris Lauckner serves as the Director of the program. Dr. Brenda Wright serves as the Clinical Coordinator. Dr. Wright retired from her full-time position in Fall 2019; however, she remains as an adjunct and Diversity Advocate. Dr. Todd Grande oversees Admissions and Outcomes. Dr. Elizabeth Adair is Acting Chair and will be our CACREP liaison and oversee our CACREP alignment and self-study process this year. We are happy to announce two new full-time faculty members, Dr. Melissa Lemons began November, 2019 and Lori Vien in January 2020. Lori Vien is expected to earn her Doctorate in the Fall of 2020; therefore, although she is a full-time faculty member, Ms. Vien is not considered a core faculty member for FTE ratios. Dr. James Walsh was hired as an interim full-time faculty member in the Summer and

### **Program Faculty**

There are two part-time program faculty, Dr. Lois Grande and Carlyle Hooff, M.Ed. The program assistants are integrally involved in various program activities with a focus on practicum and internship administrative activities.

### **Adjunct Faculty and Graduate Teaching Assistants**

The program also employs numerous adjunct faculty and graduate teaching assistants. Adjunct faculty teaching in the program are selected in consideration of their expertise and clinical experience in the subjects/courses they are teaching.

### **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 assist the program are LaShawn McCray and Dawn Dresden.



**WU Retention Rate (Percentage):**

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

Based on the 30 enrolled students from cohort 2016 and the student that changed major, 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)**

The 2019 National Counselor Exam (NCE) pass rate was 96.30%

**Applicants Accepted (percentage)**

In 2013, there were 111 applicants from which 40 were accepted a 36% acceptance rate. In 2014, there were 75 applicants from which 45 were accepted - 60% acceptance rate. In 2015, there were 165 applicants from which 40 were accepted a 24% acceptance rate. In 2016, there were 162 applicants from which 45 were accepted a 25% acceptance rate. In 2017, there were 155 applicants from which 40 were accepted a 26% acceptance rate. In 2018, there were 116 applicants from which 42 were accepted a 36% acceptance rate. In 2019, there were 122 applicants from which 43 were accepted a 35% acceptance rate.

**Number of Enrolled Students**

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

**2019-2020 Alumni Survey**

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

## Admissions Report 2020

Metrics	2019	2020	Difference
Current Enrollment			

## **Practicum and Internship Summary Report 2019 – 2020**

in the 3<sup>rd</sup> year Practicum and Internship sequence of clinical studies. Of that number, 12 were attendees at the Dover site, and 16 were in attendance at the Wilson Graduate Center (WGC)/ New Castle, Delaware site.

Faculty supervisory coverage for these students consisted of the following breakdown: Three Group Supervision Seminar Instructors (one faculty covering Dover and two faculty covering WGC; Eight Faculty Individual/triadic Supervisors covering Dover and WGC.

The interns for the New Castle site were placed at 12 different sites covering a four-state area (Delaware, Pennsylvania, New Jersey, and Maryland). For 2019-2020 the program was able to contract with 6 new sites for field placements.

The interns for the Dover site were placed at 8 different locations covering a two state area (Delaware and Maryland) The Program serving the Dover students had an increase of 2 new site locations.

Site Visits for the 2019-2020 Practicum/Internship year were not conducted in person. The site visits were curtailed by March of 2020 due to the COVID pandemic. Throughout the year, however, all sites visits were contacted by CMHC faculty several times through phone calls and /or email communications. Faculty kept close contact with the sites, especially their needs during the COVID breakouts, and monitored the transitions that were necessitated by COVID protocols and safety concerns. Similar to the past years, site personnel were enthusiastically supportive and positive regarding the preparation and performance of our interns. This internship year ended with having to work in very close contact with our sites regarding the transitions to telehealth and virtual counseling.

## **Evaluation of the Program/ Outcomes 2019-20**



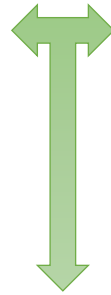


Program Effectiveness Evaluation Points

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

Student Learning Evaluation Points

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



Program Evaluation Plan and Student Assessment

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



Annual Reporting and Discussion

Written and posted to Website  
Faculty Outcomes Meeting



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

At this time, the new program evaluation plan is still being rolled out and data is being collected. A full data review and analysis will be conducted and reviewed at the next program review meeting in fall 2022. However, the following testing information was collected inclusion in this report.

### **CPCE**

In 2019, the CPCE was not administered due to COVID restrictions and limitations for student testing.

### **NCE**

In April of 2020, the NCE was administered to 26 students of the cohort graduating in May of 2020. The program had a 96.15% pass rate on the NCE (25 students passing out of 26). The program mean score was 1.7 points (1.57%) lower than the national mean (z-score of 0.3 compared to the national). Of the eight CACREP domain mean scores, the program score was higher than the national mean in three domains.

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





## **Program Modifications and Goals for 2019 – 2020**

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

Revised Program Evaluation Plan and implementation- Dr. Adair, Dawn Dresden (In progress)

Rubrics revised, updated, and exported to Wufoo document links Faculty (completed)

Revision of Practicum Syllabus to include Telehealth guidelines and ethical considerations-Dr. Lois Grande, Dr. Lisa Adair, and Dr. Doris Lauckner (completed)

Review and addition of the Theravue training program for basic counseling skills course Dr. Lori Vien and Dr. Melissa Lemons (Completed)

Review and use of the online system Supervision Assist to transfer Practicum and Internship documentation and supervision to a digital format Dr. Lauckner (Completed.)

Complete CACREP Self Study Plan Addendum (Completed)

Access for AATBS online program and ebook for the Cohort 2020 and subsequent first year students. (Completed)