

2023-2024 CMHC Program Annual Report

Wheaton College Clinical Mental Health Counseling (CMHC) Program

CMHC Program Director: Dr. Ki Chae

9/10/2024

1. PROGRAM GOALS 2023 – 2024

- 1) **Complete CACREP Site Visit (In Progress):** The CACREP site visit was delayed to the Fall 2024 semester due to not having enough site visitors. It is scheduled for Nov 4 – 6, 2024.
- 2) **Hire New CMHC Faculty (Met):** The CMHC Program successfully interviewed and hired Dr. Smyrna Khalaf, who start in the Fall of 2024.
- 3) **Successful Inaugural ICA Student Chapter (Met):** The ICA Student Chapter was established as a platform for student leadership and engagement, making a significant milestone in the Program’s development. Dr. Baraka served as the faculty advisor.
- 4) **Incorporate Self-Care and Spiritual Practices into the Curriculum (Met):** The CMHC classes were coordinated to reduce and balance readings and assignments, incorporate spiritual practices, and observe Quiet Week (3/25 – 3/31). Also, the Program organized a fall retreat and provided opportunities for first-year students to develop relationships with the second years.

2. PROGRAM AND STUDENT LEARNING OUTCOMES ASSESSMENTS RESULTS AND APPLICATION

Student Learning Outcome (SLO) and Key Performance Indicators (KPI)

Upon completion of each course, the faculty conducted the Student Learning Outcome (SLO) Assessment Survey and reviewed the Key Performance Indicators (KPI). Instructors reported the percentage of students who met or did not meet the learning objectives for each class. Additionally, instructors provided a plan to enhance student mastery of the SLO if fewer than 84% of students met the requirement.

The CMHC Program meeting was convened on September 10, 2024, to analyze the comprehensive SLO and KPI assessment results. It was observed that all courses had effectively achieved the SLO and KPI goals, with the majority of classes attaining 100% of the goals. The discussion revolved around the SLO and KPI results, highlighting the 100% pass rate of the Counselor Preparation Comprehensive Examination (CPCE) and the remarkably high average score obtained on the exam.

The Counselor Preparation Comprehensive Examination (CPCE)

CPCE is a nationally standardized exam administered to graduating CMHC students each spring semester. This comprehensive exam is a broad assessment measure utilized at many CACREP accredited schools. To pass this exam, students must score one point higher than one standard deviation below the national mean.

In 2024, all 20 students from Wheaton CMHC achieved a **100% pass rate** in the examination. Their average score of **103.85** surpassed the national average of 86.5, indicating exceptional performance. The average score was also noteworthy, standing at one standard deviation above the mean. This outcome reflects positively on the quality of education and the caliber of students at Wheaton CMHC Program. Furthermore, the CPCE results indicate that the program successfully addressed the first three Program Outcomes, encompassing Professional Orientation and Ethics, Individual and Systemic Diversity, and Knowledge and Skills for Competent Practice. The CMHC Program discussed the continuation of providing high-quality education and training, particularly with the addition of Dr. Smyrna Khalaf to the program.

Student Portfolio Data

Student Portfolio is collected across multiple domains and at various points throughout students' two-year tenure in the CMHC program to evaluate professional preparedness, clinical acumen, and skills of Christian integration. A review of all student portfolios indicated that students are progressing as expected through the CMHC program. No other changes are recommended for the Student Portfolio.

Course Evaluations

Course Evaluation are distributed for each course at the end of each semester. As part of the program assessment process, students completed Course Evaluations during Summer 2023, Fall 2023, and Spring 2024 semesters. The Course Evaluation surveys ask students to rate course content and faculty performance in several areas using a 5-point Likert scale (1 = strongly disagree; 5 = strongly agree). In addition, open-ended questions asking for narrative responses regarding the instructor's strengths and weaknesses and suggestions for changes to the course are also part of the course evaluation survey. Majority of the courses received positive evaluations (e.g., strongly agree and agree).

Survey of Current Graduating Students

The CMHC Program conducted a survey of graduating students in Spring 2024 and received only eight responses out of 20 students (a 40% return rate). The CMHC Program discussed the survey results on September 10, 2024. Of the respondents, six were female and two were male. They identified as follows: five White/Caucasian, two Asian, and one Two or more races. The majority of the students were between 20 and 30 years old (N=7).

Among the 15 Program Outcomes, counseling identity, professional ethics, interpersonal skills, trauma theory and interventions, initial client assessment, differential diagnoses, and the person of the therapist received favorable ratings of agree and strongly agree. However, two goals, group counseling and faith and counseling integration, had more than three students expressing disagreement.

Students found the trauma, ethics, and psychopathology classes to be particularly helpful. Additionally, they considered the pre-PIE and PIE Day events and the personal growth and development opportunities to be the program's greatest strengths. The faculty and staff were described as both personal and professional, and they appreciated them for pouring so much into the students.

Students have expressed their thoughts on the possibility of changing the program duration to three years to manage the intensity and maintain financial stability. They have indicated a desire for a reduced assignment workload to have a less hectic schedule. Additionally, students have suggested making integration and theology classes more applicable and practical and include more practical counseling classes. They have also requested increased discussion on current events and more comprehensive training on suicide risk and treatment planning.

The majority of the students expressed a strong inclination to recommend the CMHC Program to others, emphasizing the exceptional quality of faculty, the excellence of the education provided, and the ample growth opportunities available. However, it is worth noting that a few individuals sought to caution others about the demanding nature of the curriculum schedule and the requirement to be full-time students.

To address the survey results, the CMHC program faculty and staff have been engaged in the following discussions:

- 1) The CMHC Program has integrated the introduction of the CMHC curriculum into the admission process, orientation, and throughout the program to enable students to prepare for the rigorous school schedule. The faculty of the CMHC program has been diligently reviewing their syllabi to offer more meaningful assignments and reduce unnecessary busy work. Dr. Ki Chae and the CMHC second-year students are collaborating on the development of a Wheaton OKAY ZONE assessment as part of the program's dedication to student well-being. This tool will enable students to be more intentional about self-care, a critical aspect of their academic journey. Additionally, the CMHC Program has planned various events throughout the academic year to facilitate student engagement in community and self-care.
- 2) The CMHC 611 and 612 Foundations courses, instructed by Dr. Baraka and Watson, have undergone substantial changes to make the materials more practical and applicable.
- 3) Dr. Ki Chae will spearhead a cooperative initiative to address concerns about the Theology classes. These concerns will be deliberated with the Dean of the Litfin Divinity School, Dr. Marc Cortez, and the School of Psychology, Counseling, and Marriage Therapy (PCFT) leadership team. This collective approach underscores our commitment to enhancing the student experience.
- 4) The CMHC Program offers practical courses, such as the summer play therapy course, and intends to continue developing additional courses.
- 5) The Illinois Counseling Association (ICA) Wheaton Chapter leadership has instituted a mentoring program wherein first-year students regularly engage with second-year students for support and guidance.

3. SIGNIFICANT CURRICULAR CHANGES AND PEDAGOGICAL INNOVATIONS

The CMHC Program has recently redesigned the CMHC 611 Foundation 1 and CMHC 612 Foundation 2 courses to enhance the learning experiences and opportunities for faith integration. As a part of the CMHC 611 curriculum, the Program organized a one-day retreat for first-year students with the theme 'Preparing for the CMHC program pilgrimage: Guideposts for

the journey' on 8/30/23. The retreat focused on topics such as the program and its mission, whole person formation, learning community, and hopes and aspirations. Continuing this emphasis, on August 30, 2024, the CMHC Program hosted the second first-year retreat, offering incoming students the chance to familiarize themselves with the program and engage with faculty, staff, and cohort members.

The CMHC 614 Group Counseling and CMHC 614L Group Lab has been redesigned to incorporate a structured spiritual formation component, experiential learning, and peer-leading group experience. A unique aspect of this class is that it allows second-year students to provide peer supervision to the first-year students under the training and supervision of Drs. Chae and Watson. This approach fosters a sense of community and promotes peer learning and development.

Additionally, numerous distinguished guest lecturers and speakers were invited to engage with students during classes and events, sharing their diverse experiences and expertise.

4. PROMOTIONS, TENURE, POST-TENURE REVIEW, AND RETIREMENTS FOR 2023 – 2024

Dr. Smyrna Khalaf has been appointed as a tenure-track assistant professor. She started in the Fall 2024 semester, teaching CMHC 631 Lifespan Development and CMHC 618 Research Design and Program Evaluation.

5. ENROLLMENT TRENDS AND STUDENT/FACULTY RATIOS

Ratio of Full-Time Equivalent (FTE) Students to FTE Faculty

During AY 2023- 2024, three full-time CMHC Faculty (Drs. Baraka, Chae, and Schultz) hold faculty lines dedicated to the CMHC program. In addition, one affiliate faculty member (Dr. Watson) teaches primarily in the Program. Four adjunct faculty members contribute to the CMHC program by teaching required CMHC classes in their areas of specialty. Other faculty members in the psychology department teach electives classes that are available to CMHC students.

Wheaton College defines a full-time teaching load as 24 credits per year. A full-time graduate student is enrolled for a minimum of 12 credits. Institutional enrollment statistics from Fall 2023 identified the Student FTE for the CMHC program as 44 students (24 first-year and 20 second-year students). Student FTE student statistics are calculated from the number of credit hours that students are enrolled and not the actual number of students (i.e., every 12 enrolled credits = 1 FTE). Thus, the actual number of students enrolled is typically lower than the FTE number since all CMHC students take 13 credit hours per semester during the first year of the program, utilizing a cohort model. A calculation of faculty FTE based on the 2023-24 teaching load (see table below) reflects a current student-faculty ratio of 11.34 to 1. The CACREP Standard 1.T. requires FTE students to FTE faculty ratio not to exceed 12:1.

Academic Term	Faculty FTE	Student FTE	FTE Student: FTE Faculty Ratio
AY 2023 – 24	3.88	44	11.34:1

Demographic Data Denoting Applicant and Student Characteristics

The CMHC faculty met in December 2023 for early admissions decisions and again in February 2024 to review the program applicant files and choose a diverse cohort that meets the admission requirements. These meetings inform needed program modifications in recruiting and admissions procedures. Data denoting characteristics of graduates, including job placement and professional licensure status, are collected each year.

Characteristics of Applicants and Graduates

For the AY 2023-2024, the CMHC program enrolled 24 new students and 20 returning students for a total of 44 students. Demographic characteristics of the CMHC student body are summarized in the following chart:

Gender	Number of Students	Percentage
Male	10	23%
Female	34	77%
Total	44	100%

Nationality	Number of Students	Percentage
Domestic Students	38	86%
International Students	6	14%
Total	44	100%

Race/Ethnicity	Number of Students	Percentage
Black/African American	2	5%
Asian/Asian-American	9	20%
Latino/a American	4	9%
Native American	1	2%
White Non-Hispanic American	28	64%
Unknown/ Not Reported	0	-
Total	44	100%

Demographic data on student racial and ethnic identification indicates that 64% of the CMHC student body identify as White Non-Hispanic and 20% self-identify as international. The percentage of White Non-Hispanic students in the CMHC program (64%) is lower than the

national U.S. statistic reported by the most recent U.S. Census (2010), which noted that 72% of the population identifies as White Non-Hispanic. Evaluated together, these demographic characteristics are encouraging and reflect the CMHC program’s efforts to attract and retain a diverse student body. However, the CMHC faculty and the Office of Graduate Admissions staff recognize that intentional efforts to maintain diversity in the CMHC program require continual planning and engagement. In particular, a greater effort would be well spent toward attracting and enrolling Native American, Latino, and Black/African American students.

The program received 82 total new student applications, and 28 applicants confirmed admissions for the 2024 – 2026 cohort. Retention rates and program completion rates are noted in the chart below:

	Number of Students	Retention Rate: Year 1–Year 2	Graduation Rate (May & Aug. grads)
2013 – 2015 cohort	27	96%	89%
2014 – 2016 cohort	25	96%	96%
2015 – 2017 cohort	25	96%	96%
2016 – 2018 cohort	27	93%	85%
2017 – 2019 cohort	26	88%	88%
2018 – 2020 cohort	29	100%	97%
2019 – 2021 cohort	19	100%	95%
2020 – 2022 cohort	26	100%	100%
2021 – 2023 cohort	34	97%	97%
2022 – 2024 cohort	22	91%	91%
2023 – 2025 cohort	24	96%	-

6. THE IDENTIFICATION OF PROBLEMS LIMITING DEPARTMENT EFFECTIVENESS AND SUGGESTED SOLUTIONS

Significant Curricular Changes & Teaching Innovations

The CMHC 611, CMHC 612, CMHC 614, and CMHC 614L courses were redesigned. CMHC 653 Lifestyle and Career Development was moved to the Fall semester, and CMHC 636 Family Systems Theory and Counseling was offered in the summer semester. CMHC 647 Foundation of Play Therapy was offered in the summer semester as an intensive course.

Program Administration

Due to lacking one full-time CMHC faculty, CMHC faculty taught overloads and adjunct faculty were hired. In the Fall 2024, Dr. Smyrna Khalaf joined the CMHC Program as a tenure-track assistant professor. The Program has decided to eliminate the general program fee for the Professional Growth and Development (PGD) experience. Henceforth, students will be accountable for covering the cost of the PGD activity.

Program Morale

The CMHC program continued to be strong, as demonstrated by the positive program survey results, 100% SLO and KPI goals met, 100% pass rate for the CPCE, high application numbers, and successful internship experience. Dr. Watson joined the CMHC program, providing expertise in clinical supervision, integration, and Christian counselor character and virtue development. Dr. Smyrna Khalaf has been hired to join the Program in the Fall of 2024.

In Spring 2024, CMHC students joined Dr. Baraka on the Civil Rights Tours, allowing them to engage in racial and social justice issues. In May 2024, the graduating CMHC students had the CMHC Graduating Banquet, where they celebrated their accomplishments with faculty, staff, and cohort mates. The CMHC Program have 25 new students, who all participated in the program orientation and first-year retreat.

7. SIGNIFICANT ACCOMPLISHMENTS WITHIN THE DEPARTMENT

Job Placement and Professional Licensure Rates

Job placement and professional licensure rates for the 2023 CMHC graduates were determined through a query sent out via Qualtrics. Of 34 graduates in 2023, 10 responded to the survey. A comparative chart of licensure and job placement data, including previous years, is provided below.

	Mental health jobs within 6 months of graduation	Achieved licensure within 6 months of graduation
2015 Graduates	71%	41%
2016 Graduates	67%	67%
2017 Graduates	67%	78%
2018 Graduates	93%	79%
2019 Graduates	92%	66%
2020 Graduates	100%	94%
2021 Graduates	100%	80%
2022 Graduates	89%	89%
2023 Graduates	90%	90%

The percentages of graduates getting mental health jobs and achieving licensure within six months of graduation prove that the CMHC program adequately prepares students to work in the mental health profession.

Significant Student Internships

100% of CMHC students seeking summer practicum were successful in their endeavors. 100% of students seeking fall and spring internships were successfully placed.

Notable Faculty Activities

Dr. Mandy Baraka

Publication

- Baraka, M.K. (2023, December). Supervisor cultural awareness in supporting counselors worldwide. Korean Counseling Association-International Chapter, 13, 5-7.

Grant

- Globalizing the Curriculum - \$1500 [PCFT justice and advocacy library]

Presentation

- Baraka, M.K., & Chae, K. (November 2023). Using sandtray in supervision: Digging deeper into client conceptualization. Presentation at the Illinois Counseling Association, Conference, Lisle, Illinois, United States
- Hart, K., & Baraka, M.K. (November 2023). Six thinking hats: Tool to enhance processing and conceptualization skills for experiential practitioners, educators, and supervisors. Presentation at the Association for Experiential Education Conference, Madison, Wisconsin, United States
- Baraka, M.K., & Hart, K. (2023, October). Andragogical vehicle for enhancing client conceptualization during supervision: Engaging counselors in building cognitive complexity. Education Session at the Association of Counselor Education and Supervision Conference, Denver, Colorado, United States
- Duris, K., Baraka, M.K. and Hart, K. (2024, May 2). Practitioner Presenter: Amping-up your proposal submission promise [Webinar]. Illinois Counselor Educators and Supervisors.
- *Hiestand, K., *Carlson, G., & Baraka, M.K. (November 2023). Counseling implications in clinical work with transracial adoptees. [Poster]. Presentation at the Illinois Counseling Association, Conference, Lisle, Illinois, United States
- *Lee, J., & Baraka, M.K. (November 2023). Musician anxiety and mental health. Research informed counseling interventions to promote wellbeing. [Poster]. Presentation at the Illinois Counseling Association, Conference, Lisle, Illinois, United States
- *Schnack, J., Lyon, A., Small, C., & Baraka, M.K. (November 2023). Benefits of using sandtray in counseling adolescent clients. [Poster]. Presentation at the Illinois Counseling Association, Conference, Lisle, Illinois, United States

Professional Services

- Illinois Association for Play Therapy Board Training Director (elected 3-year term)
- Illinois Counseling Association – ICA Conference Planning Committee Chair

- Illinois Journal of Counseling Editorial Board – Reviewer
- The Clinical Supervisor Journal – Reviewer
- McNeil Scholars – Mentor via the Christian Association for Psychological Studies (CAPS)
- Wheaton College Graduate Council Chair and subsequently Faculty Council
- Wheaton College ICA Chapter Faculty Advisor

Dr. Ki Chae

Publication

- Woo, H., Kim, N., Lee, J., Chae, K., & Mathew, A.* (2023). Research training environment as a moderator on the relationships between research self-efficacy and research productivity among counseling doctoral students. *British Journal of Guidance & Counselling*. <https://doi.org/10.1080/03069885.2023.2297892>

Grant

- Wheaton College Mental Health Collective (WMHC) Grant: Pastors, Academics, and Counselor Together on the Web, Co-Principal Investigator, Awarded for \$12,500

Presentation

- Baraka, M. K., & Chae, K. (November 10, 2023). Going deeper: Enhancing supervision with sandtray use. Illinois Counseling Association, Naperville, IL.

Professional Service

- President, Korea Counseling Association International Chapter (KCA-IC)
- CACREP Team Member, Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- Committee Member, NBCC Awards Committee, National Board for Certified Counselors (NBCC)
- Associate Editor, Korean Journal of Counseling and Psychotherapy, Korean Counseling Psychological Association (KCPA)
- Associate Editor, Journal of Asia Pacific Counseling (JAPC), Korean Counseling Association (KCA)
- Conference Proposal Reviewer, Korea Counseling Association International Chapter (KCA-IC)

Dr. Tammy Schultz

Presentation

- Schultz, T. (2023, October). Persistence in Travailing Praying: Luke 11: 1-13. Invited seminar presented at the Warsaw Evangelical Presbyterian Church. Warsaw, IN.
- Schultz, T. (2023, October). Relationality of Prayer: 2 Samuel 9:1-13. Invited seminar presented at the Warsaw Evangelical Presbyterian Church. Warsaw, IN.
- Denhollander, R. & Schultz, T. (2023, September). Neurobiology of Trauma. Invited seminar at Christ and Trauma Conference. Wheaton College, Wheaton, IL.

Dr. Terri Watson

Grant

- Mental Health Collective Grant (\$3000) for organizing and hosting (with D. Van Dyke & Mark Yarhouse) spring break conference in Prague, Czechia for Christian mental health professionals in Central and Eastern Europe

Presentations

- Watson, T.S. (2024). Biblical understandings of grace for the mental health professional. Central and Eastern Europe Mental Health Advisory Conference, Prague, Czech Republic.
- Watson, T.S. (2023). Attachment: The heart of relationships. Lecture for Universitas Pelita Harapan, Tangerang, Indonesia.
- Watson, T.S. (2023). Repairing relationships with Emotion-Focused Couple Therapy. Public lecture for Universitas Pelita Harapan, Tangerang, Indonesia.
- Watson, T.S. (2023). Counseling Couples. Day-long workshop for pastors and Christian leaders through Colombo Theological Seminary, Sri Lanka..

Professional Service

- Provide ongoing academic consultation to MA Counseling Program, CTS, Sri Lanka.
- Traveled to Sri Lanka in the summer 2023 with the support of Globalizing the Curriculum and Faculty Missions Project grants Couples Therapy class to teach Couples Therapy class, network, and provide church and community training.
- Planned and implemented (with D. Van Dyke & M. Yarhouse) the 2024 conference in Prague for Christian mental health professionals from ten different countries
- Provided guest lectures and training on Christian approaches to clinical supervision for various colleges, universities, and clinical practices
- Serve as ad hoc reviewer for Journal of Psychology and Theology, and InterVarsity Press –Academic division

Faculty Activity Report

All core faculty met the requirements for participating in counseling-related activities as noted on individual Faculty Activity Reports. The CMHC faculty continue to contribute to counselor education and professional counseling through publications, professional presentations, and service to professional counseling organizations.

8. PROGRAM OBJECTIONS AND GOALS 2022 – 2023

- 1) Complete CACREP Site Visit
- 2) Increase CMHC faculty collaboration and unity.
- 3) Incorporate spiritual formation and practices and character development into the curriculum.
- 4) Include neurodivergent content and literature into the curriculum increasing awareness and resources for students.

9. SUMMARY

During the AY 2023-2024, the CMHC program conducted a comprehensive assessment of the CMHC program. Data was collected from multiple sources, including the Office of Graduate Admissions, SLO and KPI surveys completed by course instructors, an anonymous survey given

to graduating students, and Course Evaluations completed by students. Data indicates that the CMHC program is fulfilling its overarching mission to train competent Christian counselors committed to serving the underserved.