



GEORGE FOX
UNIVERSITY

ANNUAL REPORT

FY 2017

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Graduate School of
Counseling

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To Our Stakeholders

Introduction

This annual report serves as compliance for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirement for an annual yearly programmatic review. The Graduate School of Counseling has three separate programs accredited by CACREP: Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and School Counseling. We obtained accreditation on July 7, 2012 and these programs are accredited by CACREP through October 31, 2020.

As part of our CACREP accreditation, the Graduate School of Counseling engages in ongoing systematic program evaluation. This occurs annually with full faculty and during our weekly faculty meetings during the academic year. Our evaluation plan focuses on program assessment, student learning outcomes, alumni surveys, course evaluations, off-site supervisor evaluation and several other reporting areas. Assessment of our courses and programs are conducted at key transition points throughout the academic year. These include:

- New Student Orientation
- GCEP 501 Principles and Techniques of Counseling course
- Once per semester through the use of the Student Progress Review
- University and Site Supervisor Clinical Assessment
- Alumni Survey

Student learning outcomes of 8-12 domain area standards (depending on program) are assessed by:

- Key assignments in select courses
- Practicum and Internship evaluations
- Bi-annual review by all faculty of all students
- Clinical Portfolio Evaluation by Internal and External Reviewers
- End of Program Review

The results of these program evaluations and assessments of student learning are reviewed in department faculty meetings and appropriate modifications are made.

University Mission

George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Program Mission (updated Fall, 2016)

The Graduate School of Counseling is grounded in and shaped by our commitment to an integrated understanding of the Christian faith and mental health that embraces diversity and promotes justice. We train graduate level mental health professionals who work in community, private practice, and school settings. Through rigorous academic and clinical training we foster the personal and professional development of students with the goal of promoting relational, psychological, academic, physical, and spiritual well-being.

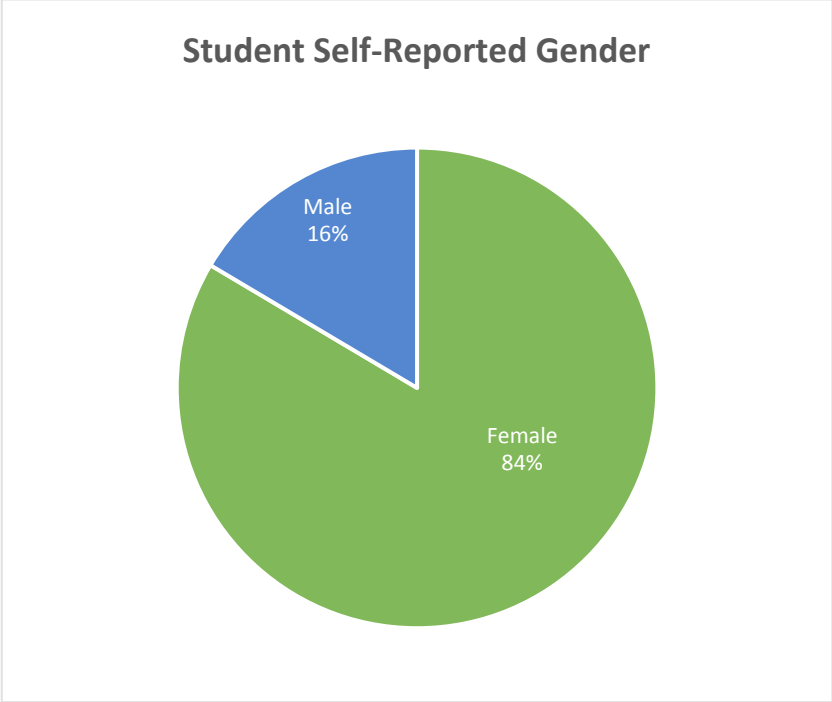
Program Objectives

- Train quality master's level mental health professionals
- Articulate the integration of faith and mental health practice
- Promote wholeness in the student counselor that then impacts clients' mental health
- Demonstrate cultural proficiency in the practice of mental health counseling

Learning Outcomes

- Professional Identity
- Domain Knowledge
- Clinical Competence
- Cultural Competence
- Research and Evaluation
- Ethical Competence
- Dispositions
- Integration of Faith

Student Demographics 2016-2017 Academic Year



Faculty & Administrative Changes

In the spring of 2016, the University granted a request for added administrative support. We welcomed Maddy Boylan into our program as Administrative Assistant on a part time basis.

No other faculty or administrative changes were made this academic year.

Program Evaluation

Vital Statistics

In accordance with CACREP accreditation standards, the Graduate School of Counseling annually collects and compiles the following student statistics. In subsequent annual reports, we will also be including licensure examination pass rates, which will be collected in future alumni surveys because it is unavailable from our regional credentialing authority.

Total full-time enrollment Fall 2016: 86

Total full-time enrollment Spring 2017: 91

Clinical Mental Health Counseling

Total enrolled (as of April, 2017)	62
Number of graduates in the past year	36
Completion rate*	86%
Overall Job placement rate**	79%
Licensure exam pass rate**	94%

Marriage, Couple and Family Counseling

Total enrolled (as of April, 2017)	67
Number of graduates in the past year	21
Completion rate*	76%
Overall Job placement rate**	96%
Licensure exam pass rate**	96%

School Counseling

Total enrolled (as of April, 2017)	33
Number of graduates in the past year	1
Completion rate*	83%
Job placement rate**	96%
Licensure exam pass rate**	100%

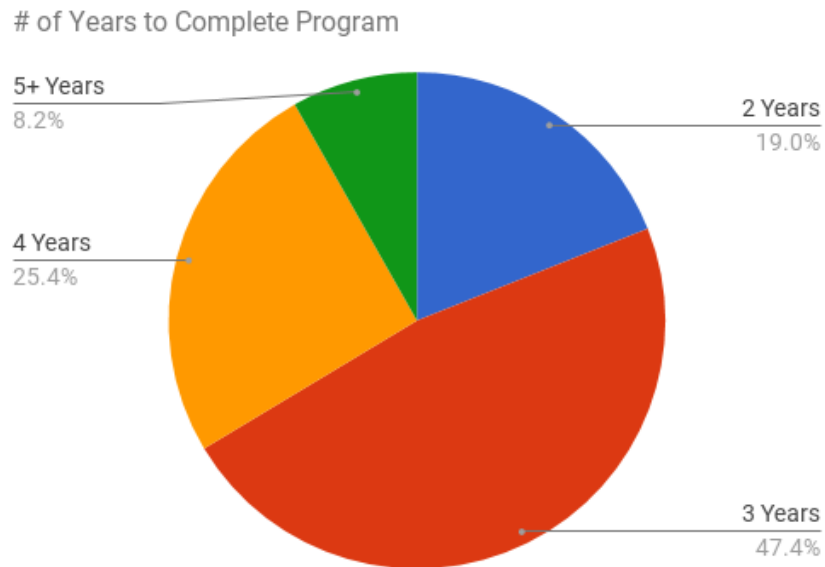
*The completion rate was determined by counting students who began, and successfully completed the program between 2010 and 2017, due to our program duration limit of seven years. In examining this data set, we eliminated students who switched from one program to another within the GSC and also eliminated those on current leaves of absence. Thus, the rate was then obtained by those who completed within our identified seven-year time period. We attribute some of the attrition rate to gate-keeping, as well as part-time students that either did not have the necessary time to commit to the program, or decided to take a break from the program indefinitely. Our program is designed to accommodate part-time adult learners, which can naturally lead to an increased attrition rate.

**Obtained from Alumni Survey of alumni from 1999-2017

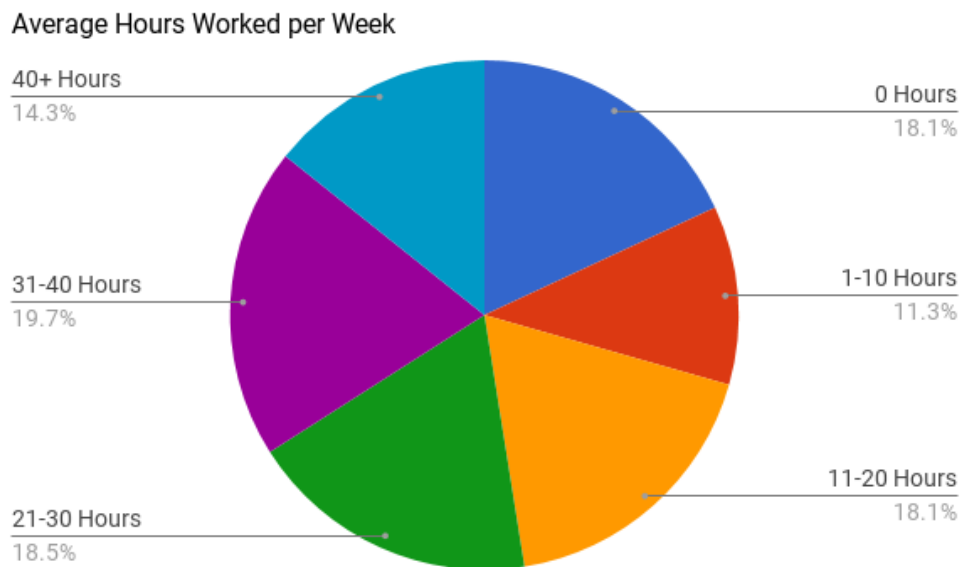
Alumni Survey

The Alumni Survey was sent out to all graduates this year and garnered 232 responses. Alumni from 1999-2017 completed the survey. Some highlighted results from the survey are shown below.

Number of Years to Complete Degree Program



Average Number of Hours Employment per Week During Program



Strategic Initiatives

Our Program also continues to work toward the following strategic initiatives:

- Investing in diversity
 - We continue to invest in this in our faculty and students in various methodologies. We believe that integrating diversity into the classroom starts with faculty engaging in those conversations. Last year the faculty spent the year engaging in various activities to further develop in this area. One of those was engaging in a several week discussion and activities on a book by Ta-Nehisi Coates called “Between the World and Me”. Additionally, we presented at a national conference (listed below) as well as were invited to participate in leading a break-out session at the GFU Spring Faculty Conference (listed below). Several individual faculty are doing work in the area of diversity around the undergraduate and graduate campus for students and faculty as well. For example, Dr. Keith Dempsey is a part of the faculty of color mentoring program. Dr. Salazar is working with Dr. Rebecca Hernandez, Associate Provost on diversity efforts for faculty and staff. She is doing two diversity book discussions with faculty and staff. The idea is to provide opportunities that can help us engage in conversations about inclusion issues and ways we can work through those barriers within the institution. She also served as a guest facilitator within a new mentoring program that aims to support new faculty of color. These meetings are geared to engaging in conversations with new faculty of color about their challenges as they transition into GFU.

DeKruyf, L., Bearden, S., Berardi, A., Cleaver, C., Dempsey, K., Engblom-Deglmann, M., Lichtenberg, J., Salazar, B., Shaw, R., & Sweeney, D. (November, 2016). George Fox University Spring Faculty Conference. Counselor Educators Lean-In to Walk the Talk: A Team Approach to Strengthening Faculty Multicultural Sensitivity. Rolling Hills Community Church.

DeKruyf, L., Bearden, S., Berardi, A., Cleaver, C., Dempsey, K., Engblom-Deglmann, M., Lichtenberg, J., Michael, R., Salazar, B., Shaw, R., & Sweeney, D. (November, 2016). Conference Presentation. Counselor Educators Lean-In to Walk the Talk: A Team Approach to Strengthening Faculty Multicultural Sensitivity. WACES: Vancouver, British Columbia.

- Developing a student mentoring program
 - Various faculty are working on developing in this area. Dr. Keith Dempsey is conducting informal interviews with students gathering information regarding what would be helpful components of a mentoring program.
- Expanding curriculum and elective options –
 - We continue to add new courses and elective options. These additions are influenced by program evaluations, alumni surveys and yearly advisory board meetings

- Improving program outcomes
 - This year we are moving to developing further in this area by adding to our student learning outcomes, various key performance indicators (KPI's). These will facilitate greater understanding of what we hope our students are learning and clearer evaluative standards by which to measure if these goals are being met.
 - We met as a faculty and reviewed the various learning outcomes that were not met based on our established target goals for the assessment data points. Each of these were analyzed and an action plan for each was formulated.
- Improve digital literacy
 - This year the clinical team reviewed several digital programs to use to track student internship hours, manage training sites, and other advanced clinical features. We are working with one and hope to begin the implementation process in the upcoming months.
 - We have expanded the use of e-books that are now available to students. Faculty are working on making these a part of the syllabi to reflect this option for students.
 - An online classroom technology called Zoom has been implemented and utilized across the curriculum. This gives faculty the option of meeting with students who are unable to attend meetings face to face. In addition, the zoom classrooms are being used regularly by several faculty as a resource in the classroom, especially, but not exclusively, when weather might create challenges for a group or class to meet in person.

Programmatic Changes

Based on student feedback, assessment results, administrative directives and licensing body rule and regulation updates, the Graduate School of Counseling has enacted the following programmatic updates.

Faculty & Staff

- In the spring of 2017 we hired Maddy Boylan as Administrative Assistant.

Coursework

We continue to make a number of changes regarding assignments to better match student needs.

- In 2016-2017 we added a several elective courses to better meet the various needs and clinical interests of our students, which also capitalized on the expertise of our faculty. These new electives include:
 - GCEP 585: Suicidality and Crisis Interventions

- Added as a result of input from alumni, course evaluations and advisory board meetings
 - TRMA 585: Expressive Interventions in the Treatment of Trauma by Dr. Daniel Sweeney
 - GCEP 585: Existential-Humanistic Psychotherapy taught by Scott Kiser
- In the last academic year, we have offered more online or hybrid courses to meet needs to distance students, including an online supervision group to allow students to seek sites for internship out of state.
- We have utilized new technology in two of our courses. The GSC offers four sections of GCEP 540 Professional Orientation. Last year we offered one section of this course on-line. We hired an adjunct professor with 10 years of experience teaching on-line classes in counselor education programs. He worked closely with full-time faculty to ensure content, lessons, goals and objectives were the same.

Clinical

- The GSC offers seven sections of practicum, internship and treatment planning in the summer, fall, and spring semesters. In each semester we converted one of the existing sections into an online option. We created this option for students that travel long distances to their practicum and internship placements. Our faculty worked with the University's IT specialist and researched HIPPA compliant software and best practices to ensure confidentiality and quality teaching and supervision. Dr. Anna Berardi teaches the courses listed above and is skilled at applying technology in a clinical supervision setting. The following classes have one online section: Clinical Practicum, Clinical Internship and Treatment Planning.
- We continue to expand the number of clinical placements available to students. In the past year we approved eight new sites, four others received updated approval and currently we have over 100 sites approved for practicum and internship.
- In the fall of 2017 every section of our internship and treatment planning courses are taught by resident faculty. This was done after assessment and a need for consistency across each section of the course.

Other

- The Clinical Manual officially included the option for students to complete a 1.5 or two-year clinical internship experience to meet the needs of our non-traditional students. This year we had 3 students utilize this option. We continue to develop policies and procedures around this clinical option.

- As part of our final Clinical Capstone Portfolio project for Internship, an external reviewer reviews the work conducted by students. We continue to increase the number and quality of our clinical portfolio reviewers
- As recommended from our admissions department, they found that a higher rate of newly admitted students enter the program when new students receive a phone call from a faculty member. In fall of 2015 we continued this process and full time faculty call and welcome each new student admitted into the program.
- This year during the Fall 2016 GFU Winter Faculty Conference, the GSC reevaluated and updated our program mission statement. The new statement is listed at the beginning of this document. The changes were grounded in a desire to emphasize our commitment to social justice and diversity.

Core Faculty Information

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