



GEORGE FOX  
UNIVERSITY

# ANNUAL REPORT

FY 2019

Covering Academic Year 2018-2019

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## To Our Stakeholders

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### **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.

In July of 2019 the Graduate School of Counseling submitted the CACREP self-study for consideration with our application for re-accreditation and we await the next steps of that process.

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 in 2017/18)

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.

## **Student Learning Objectives and Key Performance Indicators**

As part of the self-study for re-accreditation, we have updated our program objective to reflect several student learning objectives and specific key performance indicators. These were expanded to meet CACREP's Key Performance Indicator (KPI's) evaluation requirement. Our updated objectives and indicators are outlined below.

1. Train quality master's level mental health professionals
  - KPI 1.1 Demonstrate and articulate an understanding of professional identity and ethical practice as a clinical mental health counselor, marriage couple and family therapist, and school counselor (CMHC, MCFC, MSCN)
  - KPI 1.2 Demonstrate knowledge and clinical competence of an ecosystemic approach to human growth and development to understand the needs of individuals and systems at all developmental stages and multicultural contexts as it pertains to CMHC, MCFC, and MSCN fields.
  - KPI 1.3 Demonstrate knowledge and articulate an understanding of career development as it pertains to CMHC, MCFC, and MSCN fields.
  - KPI 1.4 Demonstrate effective group counseling facilitation and development in a multicultural society.
  - KPI 1.5 Demonstrate and articulate an understanding and competence in individual and group approaches to assessment and evaluation as a clinical mental health counselor, marriage, couple and family therapist and school counselor.
  - KPI 1.6 Demonstrate and apply relevant research methods and understand basic statistical operations in the application and use, from a multicultural context, in

the fields of clinical mental health counseling, marriage couple and family counseling, and school counseling.

- KPI 1.7 Demonstrate reflective and ethical decision making grounded in the knowledge of relevant legal and ethical codes as well as an examination of personal values.
- KPI 1.8 Demonstrate knowledge and application of effective strategies for counseling prevention and intervention and treatment planning
- KPI 1.9 Within a systemic context (couples, marriages and families) demonstrate knowledge and application of effective systemic strategies for counseling prevention and intervention and treatment planning
- KPI 1.10 Demonstrate clinical competence as a counseling intern, including the skills and practices of assessment, diagnosis, treatment, termination, documentation, and ethical practice.
- KPI 1.11 Within a systemic context (couples, marriages and families) demonstrate clinical competence as an MCFC student intern including the skills and practices of assessment, diagnosis, treatment, termination, documentation and the ethical practice of working within a systemic framework.
- KPI 1.12 Demonstrate the knowledge and skills to develop, implement, and evaluate a comprehensive developmental School Counseling program that aligns with the American School Counseling Association's National Model and advances the mission of the school.
- KPI 1.13 Demonstrate skills as educational leaders who can effectively advocate with cross-cultural sensitivity for all students' holistic well-being at individual and systemic levels
- KPI 1.14 Demonstrate how to individually and in collaboration with teachers develop and teach engaging guidance- related curriculum that facilitates students' personal/social, academic, and career development
- KPI 1.15 Effectively consult and collaborate with parents and guardians, teachers, administrators, and other school and community members
- KPI 1.16 Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the School Counseling profession

## 2. Articulate the integration of faith and mental health practice

- KPI 2.1 Articulate how personal faith informs one's identity and practice as a clinical mental health counselor.

3. Promote wholeness in the student counselor that then impacts clients' mental health

- KPI 3.1 Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology
- KPI 3.2 Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation and self-care).

4. Demonstrate cultural proficiency in the practice of mental health counseling

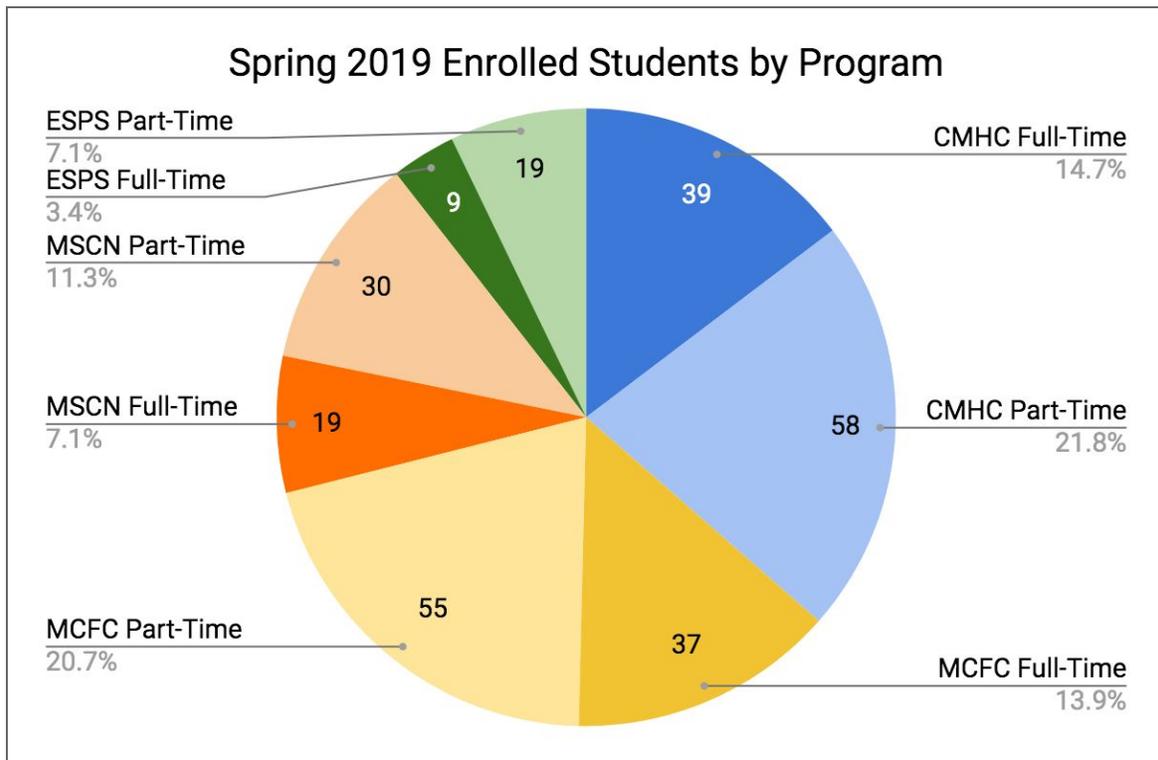
- KPI 4.1 Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy.

5. To foster and promote the formation and development of professional dispositions related to the counseling profession

- KPI 5.1 Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice

## Program Recruitment & Faculty

### Student Demographics 2018-2019 Academic Year



### Faculty & Administrative Changes

- In August 2018, Unique Page was hired as an Assistant Professor and Director of the IFM Clinic.
- In December 2018, Beronica Salazar resigned as Assistant Professor of Counseling and the GSC began a search to fill her position.
- In February 2019, Jennifer Lichtenberg resigned as Program Coordinator.
- In April 2019, Maddy Boylan was promoted to Program Coordinator, filling the position vacated by Jennifer Lichtenberg.
- In Fall, 2019 Keleigh Blount will begin her Assistant Professor of Counseling position with the program.

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

## Program Evaluation

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### **Vital Statistics**

In accordance with CACREP accreditation standards, the Graduate School of Counseling annually collects and compiles the following student statistics based on responses to the annual Alumni Survey.

Total full-time enrollment Spring 2019: 96 students

### ***Clinical Mental Health Counseling***

Total enrolled (as of April, 2019)	267
Number of graduates in the past year	23
Completion rate*	86%
Overall Job placement rate**	84%
Licensure exam pass rate**	91%

### ***Marriage, Couple and Family Counseling***

Total enrolled (as of April, 2019)	199
Number of graduates in the past year	20
Completion rate*	76%
Overall Job placement rate**	98%
Licensure exam pass rate**	97%

### ***School Counseling***

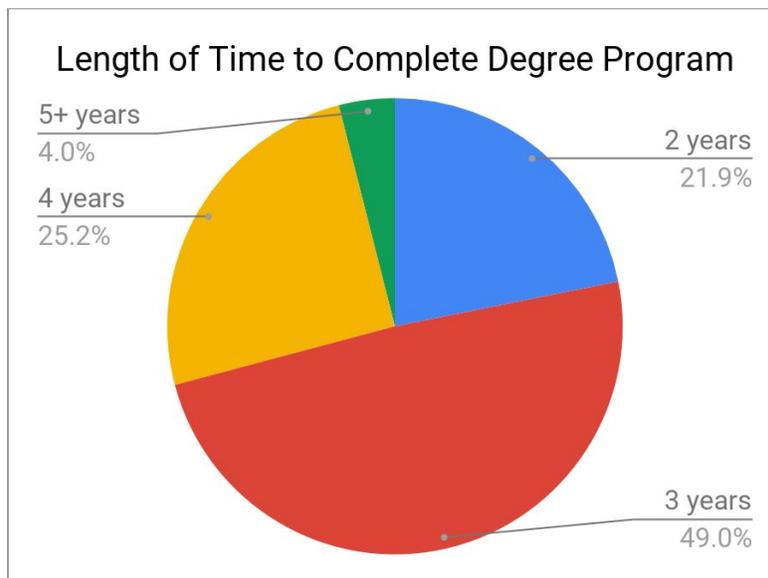
Total enrolled (as of April, 2019)	60
Number of graduates in the past year	12
Completion rate*	77%
Job placement rate**	93%
Licensure exam pass rate**	100%

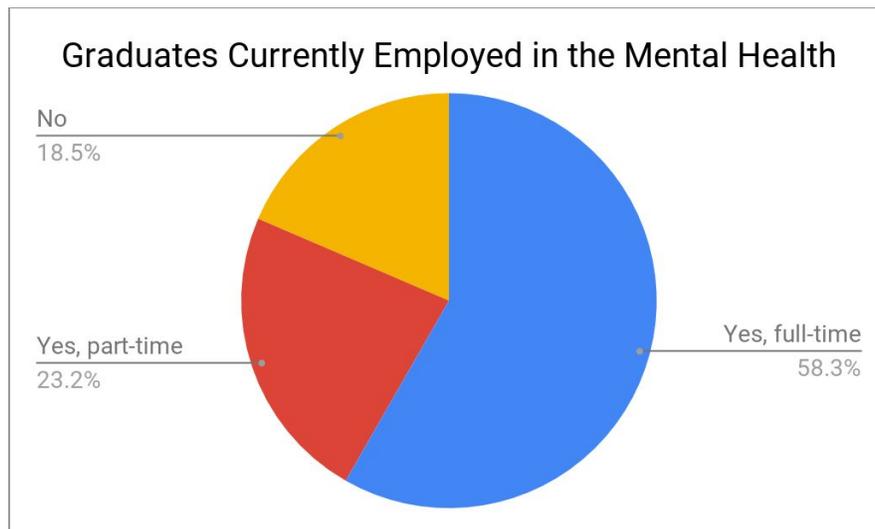
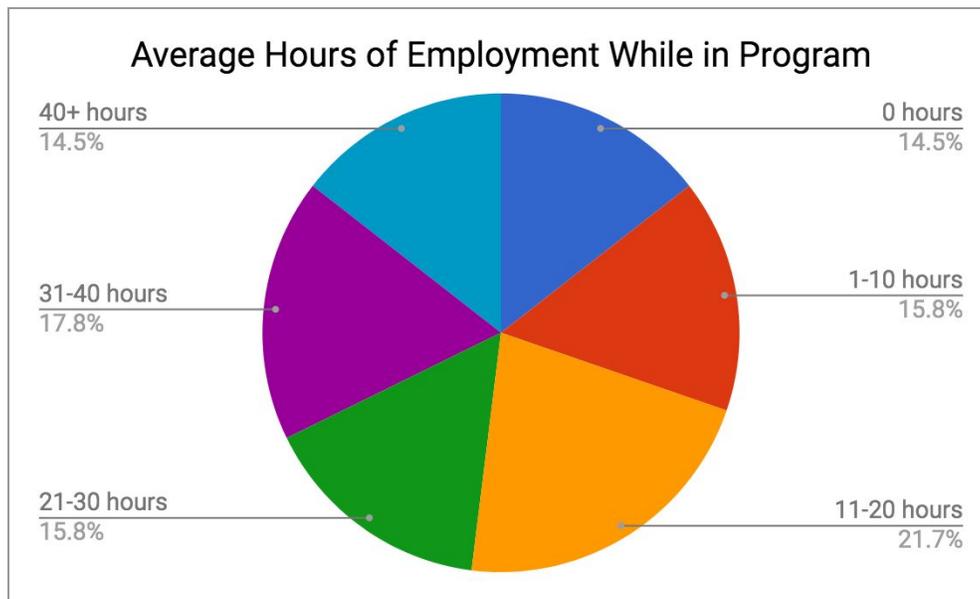
\*The completion rate was determined by counting students who began, and successfully completed the program between 2010 and 2018, due to our program duration limit of seven years. In examining this data set, we eliminated students who switched from one program to another within the GSC and also eliminated 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 1976-2019

### Alumni Survey

The Alumni Survey was sent out to all graduates this year and garnered 151 responses. Alumni from 1976-2019 completed the survey. Some highlighted results from the survey are shown below.





## Strategic Initiatives

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

- 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 continued our conversations engaging in various activities to further develop in this area. We presented at a national conference (listed below). Several individual faculty and staff 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 was continuing her work with Dr. Rebecca Hernandez, Associate Provost on diversity efforts for faculty and staff.

- Several faculty (Dr. Berardi, Dr. Shaw, Dr. Salazar) were involved in an accessibility initiative for a GSC student
- 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. These courses are listed under the “Coursework” section below.
- Improving program outcomes
  - This year we further developed 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. Course syllabi and assignments were made consistent across the sections for several courses. In the 2018-2019 academic year, we created a matrix on a spreadsheet outlining much more extensive information and expanded the data that was collected to include many more assignments in many more courses. The expanded information includes student learning objectives (SLO’s)/key performance indicators (KPI’s), courses being evaluated, assignments, scores, and program requirements being used to assess learning, the assessment gates during which the data is collected, and identified goals/benchmarks for analysis. This change was made to ensure our courses and our assignments are meeting each of the required standards in the 2016 CACREP standards and to provide a much more extensive ability to track student learning of each learning objective and CACREP standard.
  - The GSC faculty formulated five program objectives and 21 key performance indicators (KPIs) to evaluate student knowledge, skills, and professional dispositions. Each of the KPIs the GSC faculty formulated were related to both the GSC program objectives and the CACREP standards and were based on past degree program and student learning objectives. Eleven of the 21 KPI’s are related to the eight core curriculum areas. Three of the 21 are related to both the Clinical Mental Health and Marriage, Couple, Family specialty areas and another five of the 21 are related to the School Counseling specialty area. Each KPI is measured using three to six assessments. These assessments include assignments and evaluations from courses, evaluations completed on program applicants during admissions interviews, and degree requirements set by the GSC faculty for internship or graduation. The course assignments and evaluations are offered during the Integration gate portion of a student’s coursework, their core required classes, or during the Residency gate portion of their coursework, their field experience classes. The assessments were chosen by faculty in

accordance with their ability to provide data on student learning of knowledge and skills and professional disposition development pertaining to specific CACREP curriculum standards over a period of time. Differing methods and times of measurement were sought when choosing assignments, evaluations, and degree requirements as assessments to capture student development and retention of knowledge, skills, and dispositions as they progress through their degree program. The assessment data collected on the KPIs will be reviewed by the GSC faculty during their Annual Program and Assessment Review that occurs each Fall during one of the weekly faculty meetings.

The Fall 2019 review will be the first review of the data collected in connection with the KPIs the faculty identified during the 2018-2019 academic year. Based on the Annual Program and Assessment Review in Fall 2018, the faculty decided to change some of the identified goals/benchmarks for assignment scores entered into TracDat to assess learning outcomes for university accreditation.

- Improve digital literacy
  - CMHC and MCFC students, university supervisors, and site supervisors successfully implemented the previously chosen online clinical training software Tevera to track their progress through practicum and internship. Tevera was also implemented in the intro course GCEP 501 for student completion of a self-review rubric. We will be implementing Tevera further with the MSCN program and in other courses with plans to use their Academic Electronic Health Record feature once its development is complete.
  - 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 continues to be 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

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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 August 2018, Danielle Pappas, PhD started her position as Program Director for the School Psychology program.
- In August 2018, Chris Cleaver resigned from the university.
- In August 2018, Unique Page was hired as an Assistant Professor and Director of the IFM Clinic.
- In December 2018 Beronica Salazar resigned as Assistant Professor of Counseling and the GSC began a search to fill her position.
- In February 2019, Jennifer Lichtenberg resigned as Program Coordinator.
- In April 2019, Maddy Boylan was promoted to Program Coordinator, filling the position vacated by Jennifer Lichtenberg.
- In Fall 2019, Keleigh Blount will begin her Assistant Professor of Counseling position with the program.
- In August 2019, Victoria Holland will join the GSC as Administrative Assistant, filling the position vacated by Maddy Boylan after her promotion.

### Coursework

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

- In 2018-2019 we added 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: Risk Assessment and Crisis Interventions taught by ViviAnne Zirkle DeTorres, LPC
    - Added as a result of input from alumni, course evaluations and advisory board meetings
  - GCEP 585: Intro to Eating Disorders taught by Amanda Soden, GSC Alumnus
    - Added as a result of input from alumni, course evaluations and advisory board meetings

## **Admissions**

- The GSC had discussions over the course of several months that resulted in some changes to our admissions process. These changes were informed by our desire to more fully align with CACREP standards and expectations as well as provide clearer perspectives of potential students ability to engage with topics and clinical issues in diversity.
  - We updated the film that we require students to view and discuss as part of our interview process and added additional questions to facilitate group discussion
- We added and changed some of our admissions interview questions across various interview processes.

## **Clinical**

- The GSC offers six 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 HIPAA 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 seven new sites, two others received updated approval and currently we have over 100 sites approved for practicum and internship. In addition, thirteen new supervisors were approved to provide clinical supervision at newly and previously approved sites.

## **Clinical-Individual and Family Matters**

- No major policy changes or updates were made to IFM during this academic year. IFM awaits the transition to the new space in the next academic year.

## **Other**

- 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 2018 we added to the personalized contact with faculty by hand writing welcome notes to be added to acceptance packets for new students.

## Core Faculty Information

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