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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. The original eight-year accreditation period was set to expire on October 31, 2020, but in July 2020 the Graduate School of Counseling (GSC) received a year-long extension through October 31, 2021 as a result of travel concerns and the ongoing COVID-19 global pandemic.

In July of 2019 the Graduate School of Counseling submitted the CACREP self-study for consideration with our application for re-accreditation. CACREP requested an addendum to the self-study in October 2019 for further clarification on several policy and standard items. The GSC submitted the addendum to CACREP in February 2020 and received approval to schedule a site visit in April 2020. Due to the ongoing COVID-19 global pandemic, CACREP has extended the GSC the opportunity to schedule a Virtual Site Visit. The GSC has submitted the necessary paperwork to schedule a Virtual Site Visit and is awaiting a response on the next steps from CACREP. A Spring 2021 site visit is anticipated.

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
Program objectives and student learning objectives, or key performance indicators, were updated in the 2018-2019 academic year. Assessment data relating to the key performance indicators has been and continues to be collected for the 2019-2020 academic year and data points continue to be fine tuned to better assess the key performance indicators and adapt to changes in curriculum assignments. The current objectives and key performance 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 2019-2020 Academic Year

Faculty & Administrative Changes

- In Fall, 2019 Keleigh Blount began her Assistant Professor of Counseling position with the program; Dr. Blount also serves as Clinical Director for the Clinical Mental Health Counseling program
- In August 2019 Victoria Holland was hired as Administrative Assistant
- In April 2020 Kira Sandhu, a current GSC student, was hired as GSC Graduate Assistant, replacing the graduating student Graduate Assistant

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 based on responses to the annual Alumni Survey.

Total full-time enrollment Spring 2019: 125 students

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<thead>
<tr>
<th>Clinical Mental Health Counseling</th>
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<tbody>
<tr>
<td>Total enrolled (as of April, 2020)</td>
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<tr>
<td>Number of graduates in the past year</td>
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<tr>
<td>Completion rate*</td>
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<tr>
<td>Overall Job placement rate**</td>
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<td>Licensure exam pass rate**</td>
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<tr>
<th>Marriage, Couple and Family Counseling</th>
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<tr>
<td>Total enrolled (as of April, 2019)</td>
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*The completion rate was determined by counting students who began, and successfully completed the program between 2010 and 2019, 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 1972-2020**

**Alumni Survey**

The Alumni Survey was sent out to all graduates this year and garnered 209 responses. Alumni from 1972-2020 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. 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. Prof Page is also continuing her work with various student groups on inclusion of students of color. Dr. Anna Berardi is collaborating with GSC Trauma Response Institute students in co-authoring a textbook integrating multicultural and trauma-informed frameworks.

- 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
  - The previous year we improved program outcomes and the assessment of program outcomes 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 continued to integrate these program outcomes in various assessment data collection and gathering areas throughout our program, including assessment areas within the program as well as university assessment data collection means. We continue to collect data on these outcomes and assess it within the university and within the program level on a yearly basis.
  - The Fall 2019 review was 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. In March, 2020, the use of zoom by all students and faculty became a requirement as COVID-19 required all coursework to move to an online format.
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 Fall 2019, Keleigh Blount began her Assistant Professor of Counseling position with the program.
- In August 2019, Victoria Holland joined the GSC as Administrative Assistant, filling the position vacated by Maddy Boylan after her promotion.
- In April 2020, Kira Sandhu joined the GSC as a Graduate Assistant, filling the position vacated by a graduating student, Andrea Larsen.

**Coursework**
We continue to make a number of changes regarding assignments to better match student needs. No new elective courses or core courses have been added this academic year. We continue to assess the coursework needs of students through the alumni survey.

**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 added and changed some of our admissions interview questions across various interview processes.
- Due to COVID-19, in spring, 2020 and summer 2020, our admissions process went fully online, which we had been doing previously to accommodate some interviewees. The admissions team and faculty worked diligently to prepare and train both students and faculty for a smooth transition to fully online admissions interviews.

**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

- Individual and Family Matters moved from the Portland Center North building to the Portland Center South building. Under the direction of Clinic Director, Professor Page, IFM received upgrades in recording equipment, a state of the art camera and recording program and equipment, larger therapy rooms, a separate and confidential entrance for clients, an enhanced waiting room and accessible bathrooms. No major policy changes or updates were made to IFM during this academic year.

Other

- In January 2020 the Graduate School of Counseling moved from the Portland Center North building to the Portland Center South building. The new space was built out especially for the GSC and includes office spaces for faculty and staff, a conference room, a storage/printer room and a space for welcoming students to the department. The move allowed for our students to have direct access to library facilities, computer and printing facilities as well as have the faculty offices in the same building as all courses offered at the Portland Center.
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