



GEORGE FOX
UNIVERSITY

ANNUAL REPORT

FY 2021

Covering Academic Year 2020-2021

Table of Contents

I. **To Our Stakeholders**

Introduction

University Mission

Program Mission

Program Objectives

Learning Outcomes

II. **Program Recruitment & Faculty**

Faculty & Administrative Changes

III. **Program Evaluation**

Vital Statistics

Alumni Survey

Strategic Initiatives

IV. **Programmatic Changes**

Faculty & Staff

Coursework

Clinical

Other

V. **Core Faculty Information**

VI. **Program Information**

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. 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 extended the GSC the opportunity to schedule a Virtual Site Visit, which occurred in March of 2021.

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

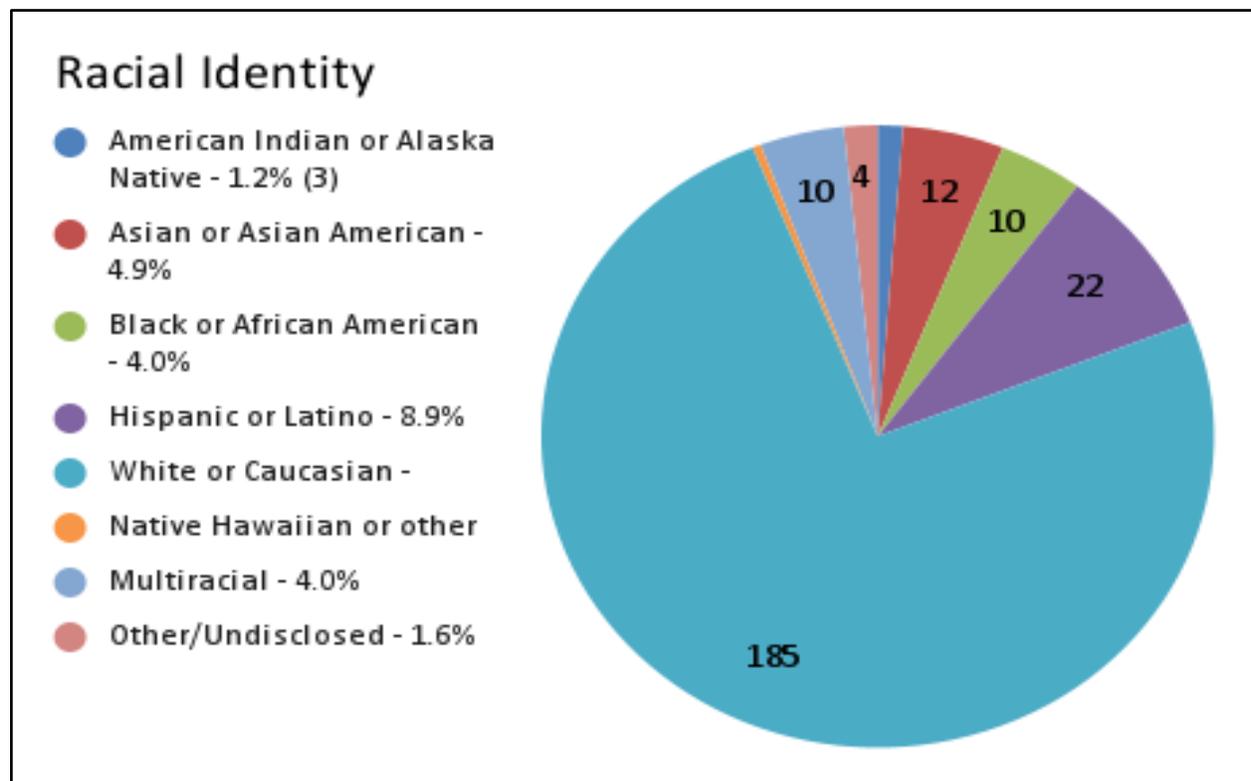
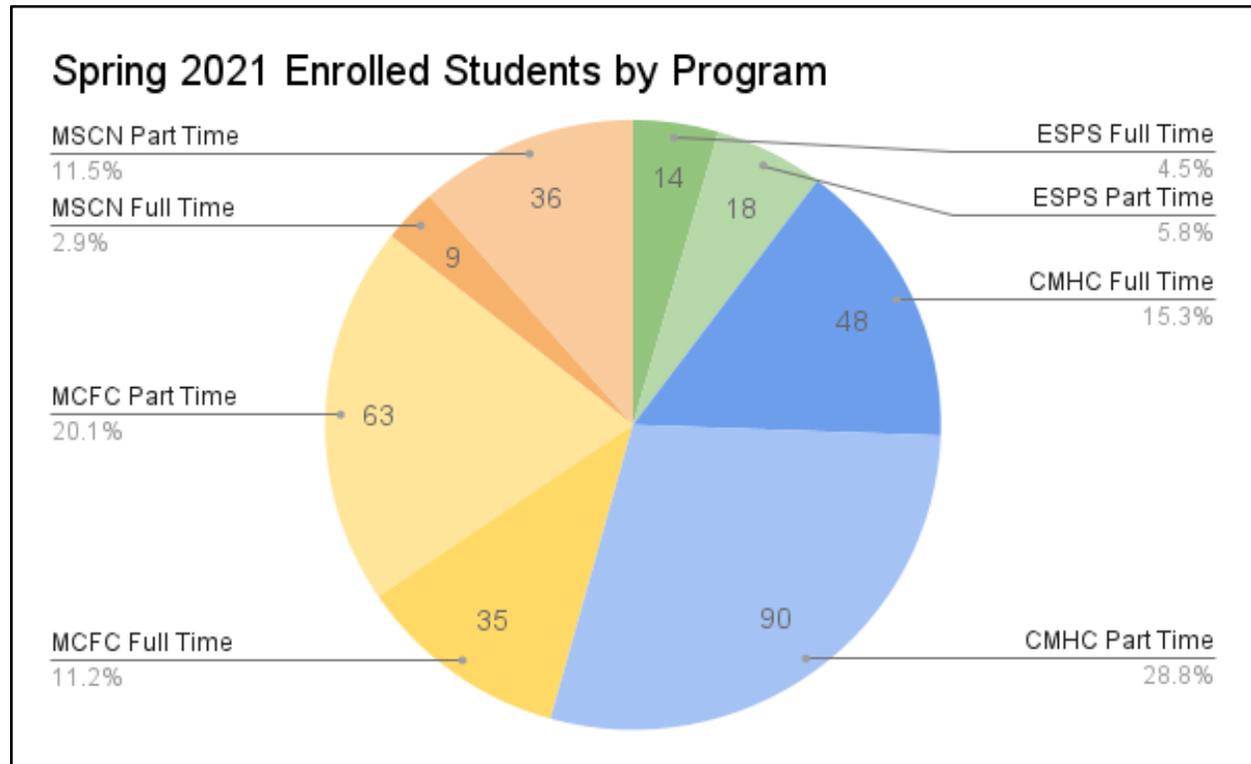
- KPI 4.1 Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy.

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

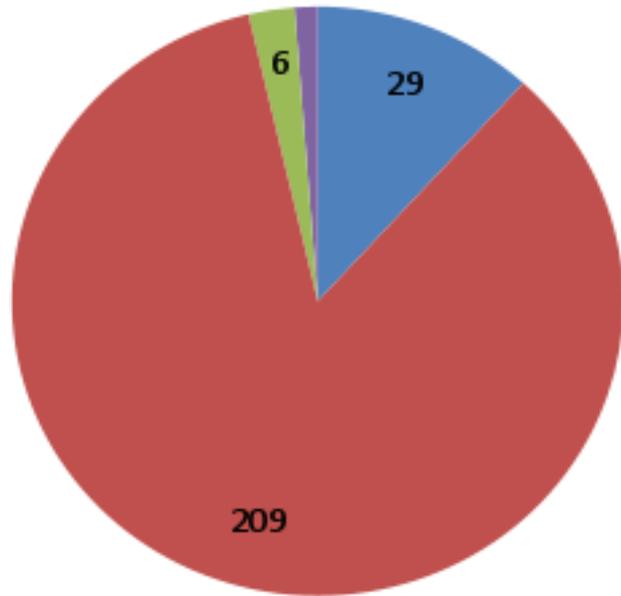
Program Recruitment & Faculty

Student Demographics 2020-2021 Academic Year

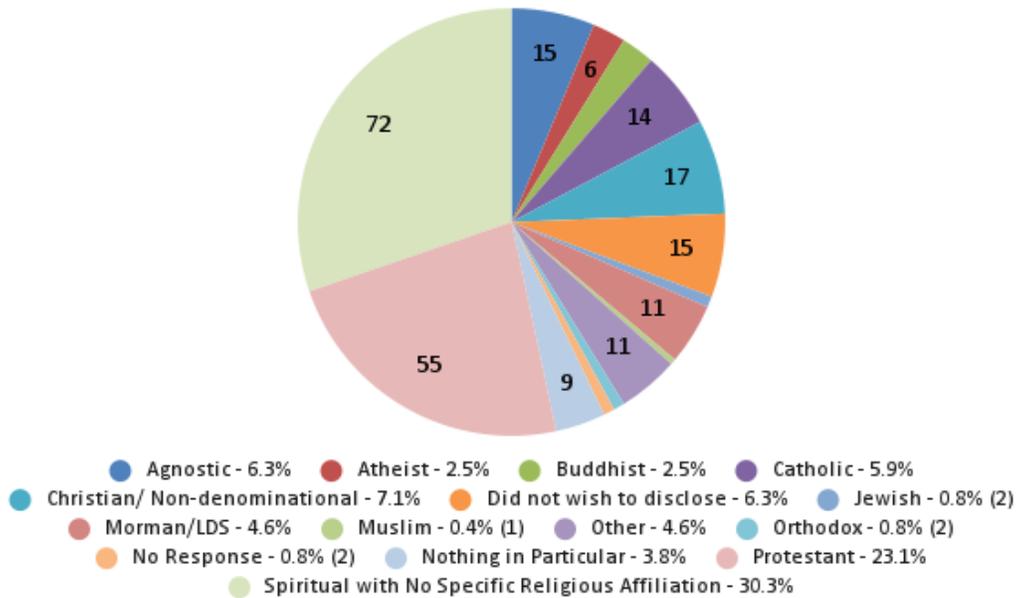


Gender Identity

- Male - 11.7%
- Female - 84.6 %
- Trans/Non-Binary/Queer/Gender Non-Conforming - 2.4%
- Does not wish to disclose - 1.2% (3)



Religious Identity



Note. The “Other” religious identities included: Baptist (2), Pentecostal (2), Episcopalian (1), Sikh (1), Quaker (3), Omnist (1), and Messianic (1).

Faculty & Administrative Changes

- In March 2021 Victoria Holland left the GSC and took a position in another department at GFU.
- In May 2021 Steve Bearden retired.
- In May 2021 Laurie Bloomquist left the GSC.
- In June 2021 Janelle Freitag was hired as Administrative Assistant and she began her service with the GSC in July.
- In July 2021 Keleigh Blount and Unique Page both left the GSC.

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

Program Evaluation

CACREP Accreditation

In March of 2021 we had a virtual CACREP site visit as part of our CACREP re-accreditation. The visit was informative and the GSC was awarded with a two-year accreditation for our three CACREP accredited programs:

Clinical Mental Health Counseling (M.A. degree)

Portland Center and Brooks/Chemeketa campuses

Accredited: Two-Year Period through October 31, 2023

Marriage, Couple, and Family Counseling (M.A. degree)

Portland Center and Brooks/Chemeketa campuses

Accredited: Two-Year Period through October 31, 2023

School Counseling (M.A. degree)

Portland Center campus only

Accredited: Two-Year Period through October 31, 2023

The GSC was aware of the two CACREP standards that were not met and the need to hire additional core faculty and the site visit confirmed this need and advocated for us to obtain additional faculty to remain in compliance with the CACREP standards regarding student/faculty ratios and number of required core faculty. CACREP provided a two-year accreditation in order for us to hire the needed faculty to move into compliance. The GSC was “congratulated for the time, energy, and commitment that they have given throughout this accreditation process. CACREP recognizes that this has been a cooperative endeavor and believes that this requirements can be met within the prescribed two-year period”.

We are currently working to address the two standards that were not met and will submit an Interim Report to the CACREP board by April of 2023. Upon meeting these standards, CACREP has stated, “In the event of a favorable review by the Board at that time, the accreditation cycle end date for the counseling specialty areas would be October 31, 2029”.

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 2021: 106 students, 92 in CACREP degree programs

Clinical Mental Health Counseling

Total enrolled (as of April, 2021)	138
Number of graduates in the past year	26
Completion rate*	82%
Overall Job placement rate**	87%
Licensure exam pass rate**	97%

Marriage, Couple and Family Counseling

Total enrolled (as of April, 2021)	98
Number of graduates in the past year	15
Completion rate*	76%
Overall Job placement rate**	100%
Licensure exam pass rate**	98%

School Counseling

Total enrolled (as of April, 2021)	32
Number of graduates in the past year	13
Completion rate*	79%
Job placement rate**	90%
Licensure exam pass rate**	100%

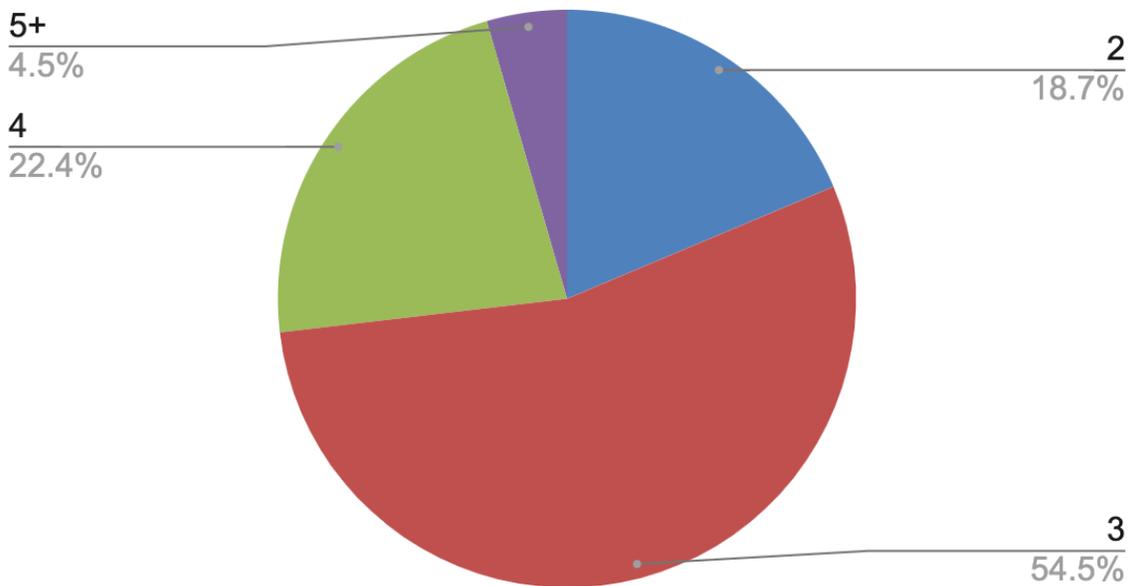
*The completion rate was determined by counting students who began, and successfully completed the program between 2011 and 2021, due to our program duration limit of seven years. In examining this data set, we eliminated students who switched from one program to another within the GSC and also eliminated 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 1976-2021

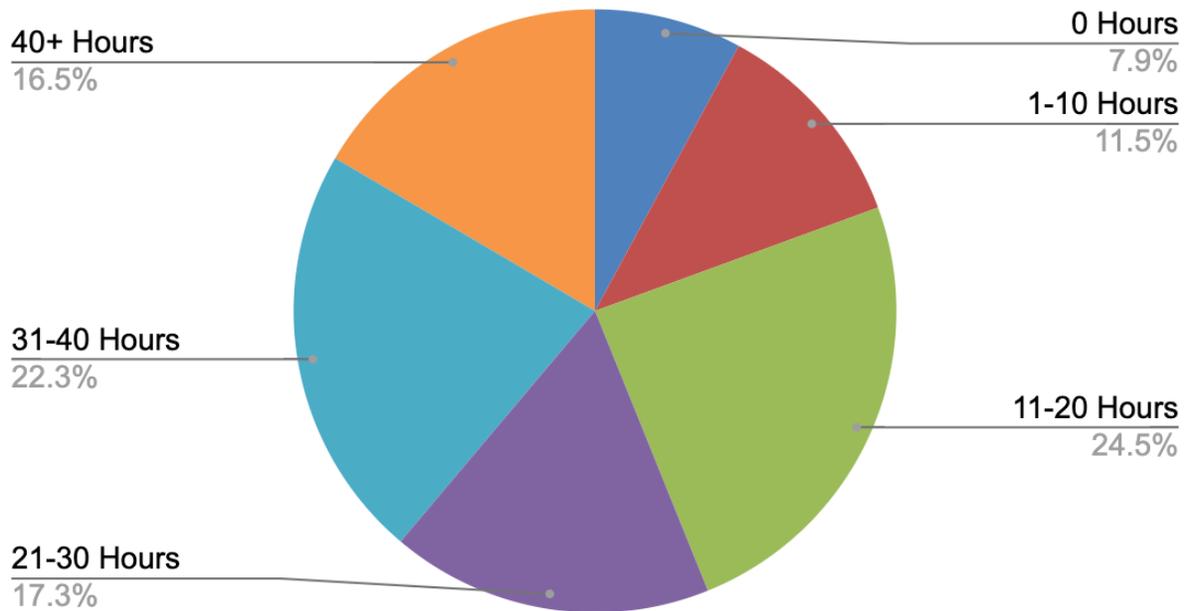
Alumni Survey

The Alumni Survey was sent out to all graduates this year and garnered 134 responses. Alumni from 1976-2020 completed the survey. Some highlighted results from the survey are shown below.

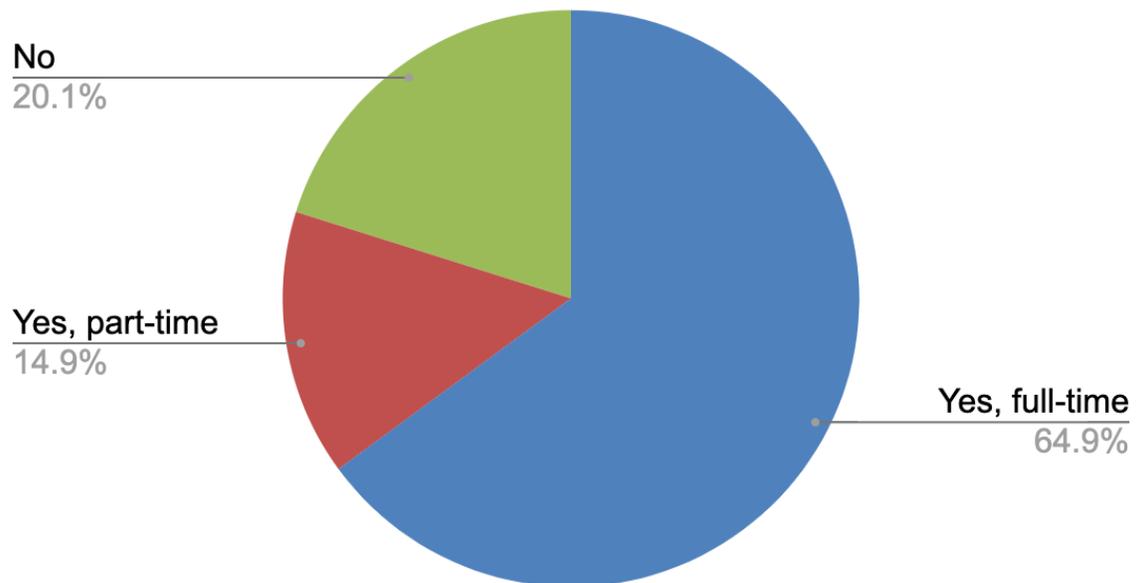
Length of Time (in years) to Complete Program



Average Hours of Employment During Program



Graduates Currently Employed in Mental Health Field



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. Professor Page and Dr. Blount led a Students of Color Caucus to support our 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
 - In the 2018-2019 academic 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 KPIs continue to be fine-tuned to provide better assessment points and updated as faculty rework courses.
- COVID shifts
 - Due to the high prevalence of COVID, all of our courses shifted to an online format in March, 2020 and continued through the summer semester. Instructors were provided with additional learning opportunities for utilizing online learning formats and our student’s reported appreciation for this shift.

- All of our practicum and internship experiences were moved to an online format at the peak of COVID as well. Students engaged in steep learning curves in order to continue to gain clinical learning experiences.
- 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.

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 March 2021 Victoria Holland left the GSC and took a position in another department at GFU.
- In May 2021 Steve Bearden retired.
- In May 2021 Laurie Bloomquist left the GSC.
- In June 2021 Janelle Freitag was hired as Administrative Assistant and she began her service with the GSC in July.
- In July 2021 Keleigh Blount and Unique Page both left the GSC.

Coursework

We continue to make a number of changes regarding assignments to better match student needs. One new elective course was added this academic year, Trauma and Equine Therapy. We continue to assess the coursework needs of students through the alumni survey. As indicated above, in March of 2020 we moved all of our coursework online due to COVID-19. This continued through the summer months as well and we continually assessed the need and preference for online courses for our students during this season.

Admissions

- 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

- In March, 2020, we moved all practicum and internship courses online due to COVID-19 precautions. These online courses remained online throughout summer, 2021. Students were conducting online and in-person counseling sessions in accordance with state laws and regulations regarding COVID.
- We continue to expand the number of clinical placements available to students. In the past year we approved twenty-five new sites and currently have 136 sites approved for

practicum and internship. In addition, thirty-four new supervisors were approved to provide clinical supervision at newly and previously approved sites.

Clinical-Portland Counseling & Training Center

- PCTC continued to provide counseling services during the COVID-19 pandemic. In order to better serve the client, they reduced the required counseling fees. Students continued to provide counseling services and obtain required clinical hours and supervision through Summer 2021.

Core Faculty Information

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Former Associate Dean

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