



GOSPEL-CENTERED TRANSFORMATION HAPPENING HERE

2020 PORTLAND & SAN JOSE MA COUNSELING PROGRAM REPORT, FALL 2019 - SUMMER 2020 DATA

Master of Arts in Counseling Program in Clinical Mental Health

Introduction – The purpose of the Western Seminary Master of Arts in Counseling Program is to prepare practitioners of personal integrity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview. To ensure fulfillment of our mission, we maintain an annual assessment of outcome data, consistently making modifications to ensure growth in the efficacy of the educational experience for our students. Some indicators are gathered routinely through grading of assignments, student reviews, annual surveys, and clinical evaluations. This data is reviewed each year by faculty and administrators as impetus toward positive direction in the program. Bi-annually, a full assessment is conducted with data reviewed by an Advisory Board to complement faculty input. The Advisory Board met via Zoom on July 15, 2020 to review data collected over 2019 and 2020 in both Portland and San Jose. Those who participated included, Mary Aguilera, Ph.D., Portland faculty member; Kay Bruce, Psy.D., Program Director; Wes Ehrhart, Executive Dean N. Cal.; Pali Gill, Ph.D., San Jose faculty member, Rachel Heffield, Ph.D., Portland faculty member; Reid Kisling, Ph.D., VP of Student Development; Judy Richards, Ph.D., San Jose faculty member; Norm Thiesen, Ph.D., Portland faculty member; Bryan Warren, MA, Portland faculty member; and Debbie Woo, MA, alumna and Director of A New Day Counseling Center.

What follows is information gleaned from our assessment of the academic year 2019-2020. The year began with fall implementation of a major curriculum change geared toward meeting 2016 CACREP standards and aligning with the San Jose counseling program. We reconstructed classes to create predominantly three-credit classes. Further course objectives and assessment outcomes were revised to reflect 2016 CACREP standards.

During fall 2019, spring 2020, and summer 2020 semesters, we obtained direct evidence of student learning and performance from 18 primary sources of assessment:

1. Comprehensive Clinical Integrative Papers (CN561);
2. Clinical Competency Evaluations by Supervisors (CN501 Clinical Foundations);

3. Theory paper (CN502 Psychotherapeutic Systems);
4. Personal reflection Paper (CM/N506 Legal and Ethical Issues)
5. Final assessment paper. (CN507 Human Life Span Development);
6. Model of integration paper (CN509 Advanced Integration);
7. Family Therapist Website (CM511 Family Systems Therapy);
8. Cultural Immersion Paper (CM/N513 Multicultural Counseling);
9. Research proposal (CN514 Research and Program Evaluation);
10. Instrument Critique (CN515 Testing & Assessment);
11. Interview (CM/N 518 Career Development)
12. Specialty group paper (CN520 Group Counseling);
13. Practicum and Internship Field Experience (CN530-539) is assessed using the CNF024 Intern Performance Evaluation form;
14. Program Evaluation by Site Supervisors;
15. Program Evaluation by Employers;
16. Counselor Preparation Comprehensive Examination (CPCE);
17. National Counselor Exam (NCE); and
18. Professional Assessment of Candidates (PAC) Review by Faculty.

Evaluation of indirect evidence of student learning and performance was by course evaluations, student self-evaluations, and a student program evaluation. We currently have 78 students in the Portland MA Counseling program and 46 students in the San Jose MA Counseling program. Portland graduated 23 students over three semesters beginning in fall, 2019. San Jose graduated 8 students during that same timeframe, but only one of the graduates was in the new curriculum designed to meet CACREP requirements.

M.A. in Counseling Program Purpose, Objectives, and Vocational Intent

The *purpose* of the M.A./Counseling Program is to prepare practitioners of personal integrity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview.

The counseling program endeavors to prepare students of integrity who demonstrate:

- 1. Spiritual growth.** Students demonstrate spiritual maturity by applying biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation. (GCPO a., character)
- 2. Theological discernment.** Students employ advanced theological thinking that integrates a gospel-centered worldview with best counseling practices. (GCPO b., conviction)
- 3. Interpersonal skills.** Students display authentic, Christ-like, sensitivity toward self and others. (GCPO c., character)
- 4. Counseling skills.** Students demonstrate competence by utilizing a breadth of skills and techniques that are culturally inclusive and consistent with current clinical research. (GCPO d., competence)
- 5. Professional practice** Students apply their training to internship tasks, engaging cooperatively in the supervision relationship and in accordance with the ethical standards of the profession. (GCPO e., competence)

These goals inform the outcomes that guide the program, serve as the basis for the assessment process, and connect to institutional outcomes. Course learning objectives, the Professional Assessment of Candidates ratings, faculty and supervisor intern evaluations, and Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards map to Global Program Outcomes as well as indirect surveys to measure the efficacy of the educational process.

Summary of Observations and Proposed Action

Global Counseling Program Outcomes – Primary objectives of both programs were rated very highly by faculty, site supervisors, and students. This data is aggregated from sources of both direct and indirect measures. Spiritual growth (GCPO a.) outcomes averaged 97%, ranging from 98% Portland to 95% San Jose across seven observations. Theological Discernment (GCPO b.) outcome measures were also consistently high averaging 96%, ranging from 97% Portland to 94% San Jose across 10 measures. This data indicates spiritual, theological, and integration training appears to be very strong. Interpersonal skills (GCPO c.) outcomes averaged 96% on both campuses across 29 evaluations. Counseling skills (GCPO d.) scored lowest of the global outcomes with an average of 94%, however, the average was still 95% in Portland and 93% in San Jose across 27 evaluations including campus and site supervisors. Professional Practice (GCPO e.) aggregated average was 97% across 24 evaluations (98% Portland, 93% San Jose) reflecting strong adherence to ethical standards and positive use of supervision.

All Global Counseling Program Outcomes assessed surpassed benchmarks at a 93-98% range of averages giving strong validation of outcome achievement. Specific assessment outcomes provide a more in-depth level of exploration, but the overall big picture is very positive. One method for faculty evaluation of Global Counseling Program outcomes is by means of the Professional Assessment of Candidates (PAC) review. Twice per year, core counseling faculty members meet to review student progress. Each student is named and evaluated individually, taking into consideration feedback from faculty (both core and adjunct), academic grades, site supervisor evaluations, case conference evaluations, student self-evaluations, and input from the Office of Student Development. The PAC review is a holistic assessment of each individual student's professional dispositions based on both direct and indirect sources of information and aligning with program outcomes.

Supervisor evaluations – Students perform clinical mental health services (Portland) and marriage, couple, and family services (San Jose) in a broad variety of community clinics and agencies that have partnered with Western Seminary to grow the clinical skills of the student and provide needed resources to local communities. With the fall 2019 curriculum change, four semesters of clinical experience are

required as a part of the program, including one semester of practicum and three semesters of internship. Licensed professionals from the community serve as clinical site supervisors. Each of the four semesters, the clinical site supervisor submits an evaluation of the student's clinical counseling performance. The categories for assessment are the same as the campus supervisor evaluations with an added section regarding site related competence, which includes many of the specialty standards. Students complete a self-evaluation using the same form and the three are averaged together.

In the practicum and internship classes on campus, each semester students present one to three case histories, with requirements depending on experience level. The presentation includes a video/audio recording of a session with that client, and a transcript of said session to play for a small group of up to eight peers and a counseling faculty member who serves as campus practicum/internship class supervisor. Students give verbal and written feedback to the student presenting and the faculty member provides a formal evaluation of the student's counseling skills both in assessing each presentation but also as a comprehensive assessment at the end of each semester using the form CNF024 Intern Performance Evaluation. The combined evaluations from site supervisors and the campus supervisors yielded an average rating of 97% (96-100% for Portland, 84-100% for San Jose) for Professional Practice and 94% (91-97% for Portland, 88-98% for San Jose) for Counseling Skills. These numbers represent an increase over data from the previous year and appear to reflect a professional and ethical approach to practice by students and a moderately high level of counseling skill.

All aggregated scores on Internship Performance Evaluations were above the benchmark of 80% (average range was 87-97%). Portland had slightly higher average scores (85-100%) while San Jose average scores ranged from 67%-100%. Interestingly, both Portland and San Jose had similarity in which categories represented the lowest averages. Standards related to human development, promoting resilience across the lifespan, and conducting initial assessment meetings were below the 80% threshold some semesters in San Jose and should be areas for further consideration.

Overall, strength in supervisor ratings of student performance is encouraging, particularly in Portland. Perhaps some of our improvements in focused areas for group supervision and practice are indeed strengthening student skills. Some of our new outcomes based upon CACREP standards further delineate specific areas for assessment of knowledge and skill development.

Eight Common Core Counseling Curricular Areas – Outcomes have been selected to measure each of the eight common core counseling areas of academic focus.

1. Student knowledge and application of professional counseling orientation and ethical practice is measured through a personal reflection paper in CM/N506 Legal and Ethical Issues class and on supervisor evaluations of student behavior in clinical practice. The aggregated average across campuses for the integrated paper is 91% (87% for Portland, 98% for San Jose, which includes ethics specific to marriage, couple, and family in San Jose). Internship site supervisors across campuses rated students at levels ranging from 88-100% (95-100% for Portland students, 88-100% for San Jose). It would appear that knowledge and practice of legal and ethical issues is strong for Western Seminary students which is consistent with GCPO e. findings. Additionally, self-evaluation and self-care are measured by this same paper in conjunction with the Comprehensive Clinical Integrative Paper (CCIP) with scores of 100% across both campuses and both assignments. Data suggests a professional counseling orientation and ethical practice is a very strong emphasis within our program.

2. Student sensitivity and application of knowledge regarding social and cultural diversity is measured from three sources, a cultural immersion paper in CM/N513 Multicultural Counseling (100% across campuses), supervisor evaluations of practicum/internship students (aggregated average 86-100%, Portland 86-95%, and San Jose 92-100% which includes considerations specific to working with marriage, couple, and family clients), and the CCIP (100% across campuses). Faculty seem to evaluate student knowledge and sensitivity around issues of diversity quite high. Site supervisors rated student clinical performance slightly lower than faculty ratings, though still above our 80% threshold.

3. Student knowledge and awareness of human growth, development, and resilience across the lifespan is assessed from three measures, a final assessment paper in CN507 Human Life Span Development (aggregated 97%, Portland 95%, and San Jose 100%), supervisor evaluations of practicum/internship students (aggregated 67-95%, Portland 85-92% and San Jose 67-95%), and the CCIP (aggregated 99%, Portland 97% and San Jose N=1 100%). Faculty seem to also evaluate student knowledge of human growth and development factors more highly than supervisors rate student intern clinical knowledge. Supervisor ratings in Portland were consistently above the 80% threshold. Some averaged supervisor ratings of students in San Jose dipped as low as 67%.

4. Student understanding of strategies for career assessment (aggregated 95% across measures and campuses) and career development in treatment planning (aggregated 100% across measures and campuses) are measured through an Interview assignment within the CN518 Career Development class and a section in the CCIP. For career assessment, scores on the Interview assignment were aggregated 99%, Portland 100%, and San Jose 93%. For career development relative to treatment planning scores were aggregated 100% across campuses and including the marriage, couple, and family component for San Jose students. Ratings on career development in CCIP papers averaged 95% in Portland, 100% in San Jose. Faculty rated student knowledge of career development very high.

5. Student awareness and implementation of beneficial counseling and helping relationships begins in CN501 Clinical Foundations, is evidenced through practicum and internship, is assessed in PAC Reviews, and is evaluated in the final CCIP project. GCPO d. provides a global assessment (aggregated 94% across campuses, Portland 95% and San Jose 93%). A more narrow view of performance competency is evaluated through supervisor ratings of empathy, respect, self-other awareness, and relationship with supervisor in CN501 Clinical Foundations (aggregated 94%, Portland 92%, and San Jose 100%) and evaluation of their understanding in the final CCIP project (100% across campuses). With a strong direct connection to one of our global program outcomes, student development with regard to helping relationships begins fairly strongly in the basic skills course and then seems to grow over the course of their education, resulting in strong understanding when they write their final paper.

6. Students have four primary experiences relative to group counseling, (1) participating in an on-campus group, (2) participating in an off-campus group, (3) facilitating a group in internship, and (4) in-class instruction. To measure student understanding of theoretical foundations and therapeutic factors contributing to group effectiveness, students submit a specialty group paper (aggregated 90-95%, Portland 91-98%, and San Jose 90-93%) and are evaluated in internship performance (aggregated 88%, Portland 86-88%, and San Jose 89-100%). Ratings of student knowledge of group counseling and group facilitation skills appear to be adequate.

7. In the area of assessment and testing, the knowledge required to evaluate reliability and validity of assessments is observed through an instrument critique in the CN515 Testing and Assessment class (aggregated 98%, Portland 100%, and San Jose 92%) and a research proposal submitted in the

CN514 Research and Program Evaluation class (100% across both campuses). The skill of effectively preparing for initial assessment meetings may be demonstrated through the instrument critique in the CN515 Testing and Assessment class (aggregated 92%, Portland 97%, and San Jose 75%) and practicum/internship supervisor evaluations (aggregated 88%, Portland 85-90%, and San Jose 67-90%). The evidence seems to suggest that student ability to assess the reliability and validity of an assessment is greater than application of effective assessment in initial meetings with clients.

8. A desired outcome in research and program evaluation is that students will be able to explain the importance of research in advancing the counseling profession as well as to effectively use it in informing their counseling practice. These goals are evaluated in a research proposal assignment in the CN514 Research and Program Evaluation class (100% across campuses) and in the clinical data section of their CCIP (95% in Portland). Student performance appears to be strong in the understanding of clinical research and implications for practice.

CACREP Clinical Mental Health Counseling (Portland) – A standard relative to employing theories and models related to clinical mental health counseling measures student efficacy in this specialty area. Three methods of evaluation are employed, the Comprehensive Clinical Integrative Paper (average 100%), the Advanced Integration Paper (average 100%), and Supervisor Evaluations of Interns (average range of 88-95%). This data seems to indicate that our students are effective in applying theories and models of clinical mental health counseling to their understanding of and work with clients.

CACREP Marriage, Couple, and Family Counseling (San Jose) – A standard relative to employing theories and models of family systems and dynamics to marriage, couple, and family counseling measures student efficacy in this specialty area. Three methods of evaluation are employed, the Comprehensive Clinical Integrative Paper (100%), the Advanced Integration Paper (average 100%), and the Family Therapist Website assignment in the CM511 Family Systems Therapy class (average of 89%). This data seems to indicate that our students are effective in applying theories and models of family systems in marriage, couple, and family counseling to their understanding of work with clients.

National Counseling Examinations – Students complete the Counselor Preparation Comprehensive Examination (CPCE) that is required before graduation. Our Portland MA Counseling program has used this national exam as an exit exam for our graduates since 2003 and consistently produces mean scores above the national mean of other schools who also use it as an exit exam. San Jose has more recently begun (2018) using this as an exit exam for the Marriage, Couple, and Family Counseling program on that campus. Over the four administrations during the 2019-2020 academic year, Western Seminary means were: fall (Portland, 89.2; San Jose, 79; national mean 82.09) and for spring (Portland, 91.2; San Jose, 88; national mean 84.39). Students exhibited good performance with aggregate Western Seminary means exceeding the national averages for Exit Exams.

Our first San Jose graduate of the new curriculum completed in August 2020 so there has been no opportunity yet to receive national licensure exam results. California students who choose to become licensed as LMFTs will take a California clinical exam rather than the NCE or NCMHCE.

Portland counseling students typically choose between taking the National Counselor Exam (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE) prior to graduation, though it is not a graduation requirement. In fall 2019, eight Portland students took the NCE and all passed with a mean score of 115.25 compared to a National CACREP mean of 108.43. This provides direct evidence of

the quality of academic preparation of our students when compared nationally to students graduating from CACREP accredited schools.

Program Evaluations - Each spring semester supervisors (direct evidence) and students (indirect evidence) complete a program evaluation survey. Graduates complete a similar program evaluation typically during fall semester. Questions on these surveys vary including academic experience, licensure preparation, supervision, diagnosing, treatment planning, spiritual considerations, and critical thinking.

Supervisor ratings (N=11) of the Portland program ranged from 82-100%, with three areas at 82%, treatment planning, working eclectically, knowledge of community resources. The highest ratings of 100% were in ethical issues and effective use of supervision. Supervisor ratings (N=2) of the San Jose ranged from 67-100%. Four areas fell below our 80% threshold, including effective diagnosis, maintaining client records, knowledge of community resources, and overall preparation. The highest rating was 100% in effective use of supervision. An overlapping area of concern is knowledge of community resources. It would appear that students from both campuses tend to make effective use of their supervision.

Student ratings (N=42) of the Portland program were very high ranging from 92-100%. The lowest score of 92% was in diagnosis and treatment planning. The highest rating of 100% was in knowing how to build a therapeutic relationship. Student ratings (N=10) of the San Jose program were also high ranging from 83-100%. There were ten areas rated at 100%, including professional faculty, licensure information, practical classes, positive student relationships, and ability to build a therapeutic relationship. It would seem that a shared strength for both campuses might be in the area of teaching students how to build a solid therapeutic relationship with clients.

Graduates of fall 2018 through summer 2019 (N=12) were surveyed about their experience in the Portland counseling program. Our next survey of graduates will go out in November 2020 and will include both Portland and San Jose graduates. Ratings ranged from 67-100%. Overall, 83% of graduates expressed high satisfaction with the program, another 17% were adequately satisfied, and no one said they were not satisfied. The highest score of 100% indicated graduates felt they were highly prepared in the area of basic helping skills and establishment of a therapeutic relationship. When categories of highly and adequately satisfied responses combine, all other areas were well above the 80% threshold except for cultural sensitivity (58.33%) and knowledge of community resources (66.67%).

Additional Student Evaluations - End of course evaluations by students ranged from 74-100% in Portland and from 79-99% in San Jose. Between campuses, there were only four classes below 80%, CN505 Psychopathology (77%) taught as an online course in Portland, CN519 Addiction Counseling (74%) in Portland, one section of a group supervision class in Portland (77%), and the first attempt to facilitate the writing of a CCIP paper in San Jose (79%). All other courses across both campuses received favorable ratings ranging from 81-100%.

The level of student satisfaction with internship sites appears to be quite adequate with an average across campuses of 96%, Portland 98%, and San Jose 92%. Students also indicated they are satisfied with their site supervisors, aggregated 91%, Portland 95%, and San Jose 85%.

Psychopathology received slightly lower course evaluations averaging 77%, coinciding with a supervisor program rating of 78% related to knowledge of the principles of the diagnostic process. The advisory board made two recommendations to address this area of weakness: (1) ensure the class instructor is a

practicing clinician who brings case examples to illustrate and (2) find on psychotherapy.net or procure appropriate videos that portray the various diagnoses.

Happily, ratings of treatment planning have dramatically increased for Portland this year. It would appear that our numerous efforts to target this area of education have made a positive difference. Supervisors rated treatment planning in the program at 89%. Graduates rated their preparedness at 100%. San Jose supervisor evaluations suggested some room for improvement. One suggestion made by the advisory board is that we acquire some treatment planning ebooks for the library to make these resources more accessible to students. Our previous actions of increasing practice in group supervision classes may be contributing to the higher ratings of preparedness and should be extended.

The Portland Addiction Counseling class received lower overall course evaluations by students at 74%. The course is restructured for fall 2020 with more guest lecturers. Additionally, in summer 2020 we offered a well-received advanced addiction counseling elective course with overall ratings of 92%. This elective course gave students across the program access to increased knowledge and preparation.

Graduates of the program rated their preparation in cultural sensitivity at an average of 58%, while current program supervisors rated student preparation in this area at 89%. With current events in our culture, racial sensitivity and social justice are key themes in our nation. Indeed, a group of current students from the school, wrote a letter to the administration calling for more action, dialog, and training in these areas. In response, the administration is establishing a committee to research, respond, and make recommendations. Faculty members are actively dialoging as to how training components and discussion can be engaging in the classroom.

Program Achievements/Accomplishments

Global Counseling Program Outcomes – Data derived from both direct and indirect evidence of our GCPO resulted in a range from 93-98% aggregated across campuses. These findings provide strong demonstration of efficacy in the achievement of educational and developmental goals as adopted by the counseling program in congruence with the school's mission and values. Integration of a biblical worldview with application to life, ministry, and clinical service appears to be a strength of the program based upon assessment of course learning outcomes and PAC review data. PAC review data and CCIP papers also confirm an emphasis on advanced theological thinking particularly with regard to an integrated approach to counseling. The CN506 paper, PAC review data, and student program evaluations all give good support to outcomes regarding interpersonal skill, self-care, self-awareness, and social and emotional awareness. Of the global program outcomes, counseling skill scores, largely based on site supervisor evaluations of clinical work, were the lowest at 94%--which is still quite solid. Professional practice, including ethical practice and use of supervision rated very highly at 97%. Globally, our students appear to be making good progress toward our missional goals, both institutionally and programmatically. The high ratings on our CACREP specialty standards related to Clinical Mental Health Counseling in Portland and Marriage, Couple, and Family Counseling in San Jose offer further support to the overall strength of our program. Strong performance on national exams also attest to the academic preparation of our students.

Supervisor and Faculty Evaluations of Student Performance – Aggregated supervisor evaluations of practicum/internship students were all high. During individual semesters, San Jose students rated slightly lower in knowledge of human development, resilience, and conducting initial assessments. Deficits in knowledge of human development and resilience did not appear in other data.

With regard to conducting initial assessments with clients, a key course assignment in the Testing and Assessment class corroborated potential weakness in knowledge of conducting initial assessments with clients. There will be an increased emphasis on this content in course instruction; the course instructors from both campuses are meeting to consider modification to the course. A faculty member has indicated she will distribute an excellent model for initial assessment to both campuses.

Of eight core curriculum standards measured, all aggregated scores surpassed our passing threshold of 80%. Strengths include knowledge and application of effective helping relationships, legal and ethical issues, career assessment, and research methods. Student knowledge of human growth and development and resilience across the lifespan appeared adequate apart from a couple of outliers in San Jose. Group counseling knowledge and facilitative skills also rated as adequately strong.

There may be some disparity between faculty members who rate student sensitivity to multi-cultural diversity as very high (98-100% across PAC Review and course assignment), supervisor evaluations (86-100%), current students (93-95%), and graduates of the program (58.33%). Topics of multicultural sensitivity, diversity, and racial justice are central to our national conversation today, as well as institutional, and programmatic concern. Our institution has initiated a committee including some faculty members and some students as well as other stakeholders. Our counseling faculty members have already been dialoging about how to integrate discussion into each course across the curriculum. Some have registered for a webinar entitled "Supporting Graduate Students in Social Justice Efforts". Faculty members are also interested in asking graduates for their reflections as to where they experienced the gaps in their educational experience.

Program and Course Evaluations – Supervisor ratings of the Portland program exceeded 80% on all items queried. San Jose supervisors rated four categories as deficient: effective diagnosis and treatment planning, maintaining client records, knowledge of community resources, and overall preparation. Student program evaluations were very high, all surpassing our benchmarks. Knowing how to build an effective therapeutic relationship rated the highest on both campuses. All graduates surveyed were either highly satisfied or adequately satisfied with their counseling program experience. Graduates also affirmed the strength of their education relative to basic helping skills and creating therapeutic relationships. The two areas of weakness identified were cultural sensitivity (as previously discussed) and knowledge of community resources. Findings from our employer survey were consistent with supervisor and alumni surveys in identifying the same strengths in basic helping skills, ethical issues, and professional issues, as well as the same relative weaknesses in cultural sensitivity and knowledge of community resources.

All course evaluations exceeded our benchmark with the exception of an online course in Psychopathology and a course in Addiction Counseling. The advisory board made two recommendations with regard to Psychopathology: (1) ensure the class instructor is a practicing clinician who brings case examples to illustrate, and (2) find on psychotherapy.net or procure appropriate videos that portray the various diagnoses. The board also made two recommendations with regard to the Addictions Counseling class: (1) an advanced elective course already held this summer semester (at no charge to auditors) allowed students to glean additional information and training, and (2) bolster future classes with speakers who are highly experienced in this field of treatment.

Strengths – Global Counseling Program Outcome measures and CACREP specialty standards are highly affirmed by ratings across many assessment measures and surveys. Students effectively demonstrate astuteness in biblical and theological integration, acquisition of significant academic knowledge, and

clinical skill. Students demonstrate ability to form effective helping relationships, practice ethically, and incorporate supervisory input as reflected over multiple sources of assessment. The program is consistent in its maintenance of assessment processes, evaluation of resulting data, and effective implementation of suggested corrections. The fact that across at least 50 different measures of our global program outcomes they averaged no less than 93% is a cause for celebration. Our graduates are passing the national exam and obtaining employment. Our number of applicants continue to grow. The strength of the program across both campuses is apparent.

Items for Improvement –

1. Students may benefit from increased knowledge of community resources. We propose to:

- add an assignment related to community resources to the Professional Orientation class;
- post a forum section on Moodle to list helpful community resources; and
- ensure campus supervisors are addressing that section in class case presentations.

2. Students may benefit from increased understanding of psychopathology and knowledge of principles of the diagnostic process. We propose to:

- ensure the class instructor is a practicing clinician who brings case examples to illustrate; and
- find on psychotherapy.net or procure appropriate videos that portray the various diagnoses.

3. To improve student ability to conduct effective assessment in initial client interviews, we propose:

- professors who teach the CN515 Testing and Assessment class will convene to plan additional course content on initial assessment; and
- a comprehensive initial assessment document will be shared with all students as a resource.

4. To increase student knowledge regarding addiction counseling, we propose:

- offer an advanced course in addiction counseling free to students who audit (held 6/19 and 6/20/2020); and
- include in the course speakers who are highly experienced in this field of treatment.

5. To continue support of student skill in treatment planning, we propose:

- continue to emphasize coverage of treatment planning in group supervision classes; and
- we have already added unlimited use ebook treatment planners to our library.

6. To increase student sensitivity to cross-cultural differences, racial prejudice, and injustice we will:

- participate in the recommendations made by the institution's committee;
- continue conversation with students as appropriate to the topic in each class;

- emphasize this component of treatment in group supervision class presentations;
- encourage faculty members to seek additional training; and
- solicit input from past graduates as to where they experienced gaps in the program.

Concluding Summary

Implications of this program assessment suggest that there are many areas of strength as demonstrated in our global counseling program outcomes and CACREP Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling standards. Students of the program reflect very positive evaluations of their educational experience. Performance artifacts and observational evaluations also reflect well on the preparedness of our students. The program seems to be effective in preparing practitioners of personal integrity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview. We have identified areas for continued growth particularly within the areas of knowledge of community resources, psychopathology, initial interview assessment, addiction counseling, treatment planning, and cross-cultural sensitivity. We have already begun implementation of several recommendations, hosting an advanced course in addiction counseling, acquiring ebooks on treatment planning, and registering for a faculty workshop on increasing multicultural awareness in graduate programs. As a reflection of our desire to see client resiliency, wellness, strength, and continued growth, we wish to model these values in our approach to program assessment and development anticipating future positive characteristics in the form of competent students and graduates. We are pleased with the growth evidenced by 2019-2020 assessment data.