



MASTER OF ARTS IN COUNSELING:

CLINICAL MENTAL HEALTH COUNSELING

SCHOOL COUNSELING

2019-2020

Annual Program Assessment Report

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Overview:

This Annual Assessment Report addresses the assessment of data and the transitions in the Counseling Division from Fall 2019 through Summer 2020.

As a major educational program within the institution of Denver Seminary, we are responsible to and accredited by three accrediting agencies: 1) The Higher Learning Commission (HLC), 2) The Association of Theological Schools (ATS), and 3) The Council for Accreditation of Counseling and Related Educational Programs (CACREP). This Annual Report emerges from the MA Counseling Program Comprehensive Assessment Plan based on the 2016 CACREP Standards. Currently, the MA Counseling Program has Concentrations in Clinical Mental Health Counseling (CMHC) and School Counseling (SC). An online Ph.D. Program in CES has been approved by the Board and will launch the first cohort in Fall 2021.

In Fall of 2020 the Counseling Faculty conducted an Annual Programmatic Review of the areas outlined below as a culmination of discussion that took place in regular faculty Division meetings and Program Director's meetings.

This Annual Assessment Report includes (1) the Mission Statement of Denver Seminary and the Mission Statement of the MA in Counseling Program and its concentrations; 2) the Program Objectives of the MA Counseling Program and the Student Learning Objectives of the Clinical Mental Health Counseling and School Counseling concentrations; 3) an overview of the Comprehensive Program Evaluation Model; (4) an overview of our Division Faculty transitions; 5) our COVID-19 response; and 6) the review and analysis of data and resulting modifications from our key areas of annual program assessment:

- a) Counseling Program Vital Statistics, Demographics, and Trends
- b) Summary and Analysis of FTE Data
- c) Summary & Analysis of Program Objectives Outcomes (KPI's)
- d) NCE Results
- e) Summary & Analysis of Student Skills Outcomes (CSS)
- f) Summary & Analysis of Disposition Outcomes (DSCKA)
- g) CSAT (Remediation) data
- i) Student Evaluations of Clinical Sites and Supervisors

The final section of the Annual Report will describe the goals and program modifications based on the 2018-2019 Program Review.

Mission Statements

The MA Counseling Program Assessment Plan is based on the objectives and goals derived from and aligned with:

I. The Mission Statement of Denver Seminary

Denver Seminary prepares men and women to engage the needs of the world with the redemptive power of the gospel and the life-changing truth of Scripture.

II. The Mission Statement of the MA Counseling Program

The Denver Seminary Counseling Division trains clinically competent mental health practitioners who are able to integrate Christian faith and counseling education into a professional counselor identity for the purpose of effective counseling practice and licensure in diverse clinical, educational and ministry settings. We develop compassionate, self-aware professionals who are ethically and culturally sensitive. Students acquire contemporary knowledge and skills necessary to address the cognitive, emotional, interpersonal and spiritual needs of individuals, couples, families and organizations and to implement social justice and advocacy strategies in each of these contexts.

III. The Mission Statement of the Clinical Mental Health Program Concentration

The Master of Arts in Counseling (Clinical Mental Health Concentration) equips clinically competent mental health practitioners with the theoretical knowledge and professional skills, as well as the ability to ethically integrate their Christian faith, in order to become leaders as licensed professional counselors in diverse clinical, educational, and ministry settings.

IV. The Mission Statement of the School Counseling Program Concentration

The Master of Arts in Counseling (School Counseling Concentration) equips clinically competent school counselors with the theoretical knowledge and professional skills, as well as the ability to ethically integrate their Christian faith, in order to become leaders in school counseling in diverse P-16 school settings.

The MA in Counseling Program Objectives and Student Learning Outcomes

MA Counseling Program Objectives (PO's)

The MA in Counseling prepares students to:

1. Identify, describe and apply ethical professional counseling and school counseling practice in keeping with the standards of professional counseling organizations.
2. Describe and demonstrate awareness, knowledge and skills necessary to demonstrate cultural responsiveness, social justice and advocacy in the provision of counseling and educational services.
3. Describe and apply key human growth and development theories to the counseling and educational process throughout the lifespan.
4. Identify, describe and apply key career developmental theories, resources and assessments to facilitate academic success as well as holistic life-work planning and management for diverse clients within a variety of clinical, educational and community settings.
5. Describe and implement various counseling theories and skills in various clinical and educational contexts.
6. Describe, identify and practice the skills and theoretical knowledge needed for designing and facilitating groups in a variety of contexts.
7. Ethically utilize evidenced-based assessments in diagnosis and risk-assessment in clinical mental health and school counseling practice.
8. Assess and utilize the current body of research for effective clinical mental health and school counseling practice and program evaluation.

Additionally, the MA in Counseling with a Concentration in School Counseling prepares students to:

9. Assess and utilize models of school counseling that promote equitable academic development and achievement for all students.

CMHC CONCENTRATION STUDENT LEARNING OUTCOMES (SLO's)

Students who complete the MA in Counseling with a Concentration in CMHC will:

1. Communicate empathically with counselees, consultees, and colleagues in professional contexts.
2. Consistently and competently utilizes counseling theory and research in the practice of professional counseling.
3. Integrate their Christian faith with their practice of professional counseling.
4. Work as a professional counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds.

5. Demonstrate an attitude of compassion and concern for justice while pursuing the practice of clinical mental health counseling.

SCHOOL COUNSELING CONCENTRATION STUDENT LEARNING OUTCOMES (SLO'S)

Students who complete the MA in Counseling with a Concentration in SC will:

1. Communicate empathically and effectively with educators, students, consultees, and community members in professional contexts, in order to be advocates and leaders within the organizations and communities they serve.
2. Work as a school counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds, to meet the educational, vocational, emotional, spiritual and systemic needs of the students they will serve.
3. Demonstrate an attitude of compassion and concern for justice while pursuing the practice of school counseling.
4. Consistently and competently utilizes school counseling and counseling theory and research in the practice of school counseling

School Counseling Concentration Accreditation Process

In light of seeking CACREP Accreditation for the Concentration in School Counseling for the first time, we would like to share with our stakeholders the progression of this process.

Past Certification

Between 2016 and 2018, Denver Seminary offered a 12-credit certificate in school counseling in alignment with the licensure requirements of the State of Colorado. In 2018, the state passed legislation stating that as of July 1, 2021 all licensed school counselors would be required to hold a master's degree in school counseling from a CACREP accredited program. Thus, the certificate program was discontinued beginning the fall semester of 2019

Current Program

Master's in Counseling: School Counseling Concentration: The 64-credit concentration in school counseling has been designed in alignment with the 2016 CACREP and CDE/CDHE standards to prepare students for licensure in school counseling in the State of Colorado. The Masters of Arts in Counseling (School Counseling Concentration) has been designed to train clinically competent school counselors who are able to apply school counseling education in K-12 school settings. Students will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all K–12 students. The school counseling concentration combines excellent clinical instruction in school counseling methodologies, techniques, and approaches, all uniquely adaptable to children, adolescents, and young adults in the educational system.

Master's in Counseling: Dual School Counseling and Clinical Mental Health Concentration: The 76-credit dual concentration program has been designed in alignment with the 2016 CACREP and CDE/CDHE standards to prepare students for licensure in *both* clinical mental health counseling and school counseling in the State of Colorado. The dual program curriculum is designed to meet the growing demand for clinically trained school counselors, as well as equipping students with the skills and training needed to engage mental health needs in both clinical and school counseling practice.

CACREP Accreditation Application

The changes implemented in the fall of 2019 were significant in aligning the program with the 2016 CACREP standards, allowing us to apply for CACREP accreditation of our Master's in Counseling: School Counseling program.

Program Evaluation and Stakeholder Engagement

An ancillary, but crucial, aspect of the program is the School Counseling Mental Health Initiative (see below for additional information on the initiative). The SCHMI was developed with the knowledge that without direct engagement with P-12 stakeholders, school counseling educators find it difficult to determine, and stay abreast of, the current trends within school counseling. The SCHMI is built on a framework for research-based community engagement, where Denver Seminary's school counseling education program collaborates with local school systems to explore student mental health, effective school counseling prevention and intervention programming and, ultimately, effective school counselor education. This data is utilized by

Denver Seminary and the local K-12 partners to improve school counseling education and programming.

School Counseling and Mental Health Initiative

In recent decades there has been an increase in depression, self-harm, and suicidal ideation among adolescents in the US. Data from the Centers for Disease Control and Prevention's National Center for Health Statistics reveals that in 2016 suicide became the second leading cause of death among 10 to 34-year-olds. School districts are quickly becoming aware of the desperate need for clinically trained counselors and clinically informed educators and administrators. If schools are to respond to the growing number of mental health concerns, they must have access to the education, training and staff necessary to intervene promptly and effectively. As a result, school districts around the country have created hundreds of positions for clinically trained school counselors.

SCMHI Vision

Denver Seminary seeks to connect with schools and educators in the Denver Metro Area to equip them with knowledge and resources through the work of the School Counseling and Mental Health Initiative (SCMHI). SCMHI is actively developing a network of educators and mental health professionals, providing educational opportunities to the community, and producing much needed research and evaluation regarding the mental health crisis schools are currently facing. Furthermore, as Denver Seminary actively develops a state-of-the-art, research-based, master's level School Counseling degree program, SCMHI will serve as a connection point between Denver Seminary and those in the community who would directly benefit from such a degree. Likewise, the School Counseling program curricula will be evaluated in light of data collected through SCMHI, and modified to adequately meet the needs of the current field of school counseling.

Denver Seminary Mission and Vision Applications

Denver Seminary is the only seminary in the nation offering a school counseling program. The development of SCMHI is consistent with Denver Seminary's desire not only to increase knowledge but to transform that knowledge to action by engaging the needs of the community. SCMHI seeks to increase research-based knowledge and collaboration between Denver area school systems, mental health providers, and Denver Seminary. Specifically, SCMHI conducts research surrounding the mental health needs of Denver area students, families and educators for the purpose of collaboratively developing interventions and programming in schools to decrease the impact of mental health issues on students, families, school staff, and communities. SCMHI will have a profound impact on the community by promoting increased collaboration between various community stakeholders and offering educational and mental health professionals a more developed evidence-base for effective mental health interventions in schools. The research and evidence-based practice knowledge generated by SCMHI will be disseminated into schools and school districts as well as regional and national conferences and peer-reviewed journals.

SCMHI Three-Phase Overview

SCMHI will pursue a three-phase approach, with each phase expanding the reach and impact of the collected data. This overarching goal will be achieved by identifying and

evaluating the mental health needs of students and educators as well as evidence-based practices that either decrease measures of mental illness in the Denver Metro Area school system or increase wellness factors. This research will seek to include public, charter, and private schools for a true representative sample of Denver Metro Area schools.

During this past year, in partnership with school research partners, Phase One was initiated which began with a qualitative exploration of the lived-experiences of educators, school counselors, students, and families surrounding mental health within the school system. Data from this phase is currently being analyzed. This phase will seek to better understand the themes surrounding the increased reported symptoms of mental illness (e.g., anxiety, depression), the roles of school counselors as well as the effectiveness of intervention and prevention programs currently in place within those schools. Based on the assessment of these factors and themes, ongoing qualitative and quantitative data collection will be conducted to better understand the underlying factors and processes that exists within those communities. Finally, the program will seek to share the knowledge gained in the Denver Metro Area with other regions in Colorado and the United States through research publication, conference presentations and facilitated trainings.

Program Evaluation Model

The Master of Arts in Counseling with concentrations in Clinical Mental Health Counseling and School Counseling annually reviews and evaluates the Counseling program objectives by utilizing student and program data which is systematically collected throughout the year.



FALL 2020 (August): ANNUAL REVIEW

- 1) Review collected & summarized data from previous academic year.
- 2) Identify themes & patterns, gaps, weaknesses, strengths (analysis)
- 3) Make recommendations for program modifications and implement for the following academic year. Extensive programmatic changes can be made every 2 years per Denver Seminary's Assessment Plan
- 4) Make recommendations for improvements to the Assessment Plan

FALL: Collect Data

KPI GPA's
DSKCA Supervision Evals

Spring: Collect Data

KPI DSKCA Supervision Evals
Survey Data (alumni, employers, site supervisors)

Summer

Summarize data

Alignment with Denver Seminary Assessment of Student Learning

Denver Seminary conducts student assessment on a yearly basis in keeping with HLC and ATS. This assessment process assesses our Student Learning Outcomes (SLO's) by identifying artifacts within the Counseling program and curriculum for evaluation. This year we evaluated 4 SLO's: two from Clinical Mental Health Counseling and 2 from School Counseling. The success benchmark is that 80% of the students will achieve 80% or better on each artifact.

1. School Counseling SLO # 2: Work as a school counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds, to meet the educational, vocational, emotional, spiritual and systemic needs of the students they will serve.

The artifact was the Cultural Immersion Project from CO 621

Results: 80% achieved B or higher. The average grade was 95%

2. School Counseling SLO #4: Consistently and competently utilizes school counseling and counseling theory and research in the practice of school counseling

The artifact was The Philosophy of School Counseling Paper from CO 507

Results: 80% scored B or higher. The average grade was 97%

3. CMHC SLO #4: Work as a professional counselor with people of diverse ages, genders, ethnicity, beliefs, and socio-economic backgrounds.

The artifact was the Cultural Immersion Project from CO 621

Results: 80% achieved B or higher. The average grade was 95%

4. CMHC SLO #3: Integrate their Christian faith with their practice of professional counseling.

Artifact was the Personal Integration paper from CO 631.

Results: 93% of students achieved a grade of 80% or higher.

Program Division & Faculty Transitions

The 2019-2020 academic year resulted in several major transitions and leadership changes for the Denver Seminary Counseling Program and faculty. The model of leadership for the Counseling Division that had been in place included an Administrative Chair (Dr. Ron Welch) and an Academic Chair (Dr. Betsy Wagner) as Co-Chairs of the Counseling Division. In the late summer of 2020, Dr. Wagner announced that she would be leaving the Denver Seminary faculty as of January 2021. At the current time, Dr. Wagner does remain involved with the program fulfilling a 6-month consulting contract to write and create elements of the new curriculum for the CES PhD program. This contract will end in June 2021.

With this transition, a discussion ensued with Dr. Lynn Cohick, Provost/Dean, regarding the best model of leadership for the Counseling Division moving forward. The decision was made to create the position of Associate Dean, Division of Counseling, and to promote Dr. Ron Welch to that position. In addition, it was decided that a tiered leadership structure with a Program Chair for each program (CMHC, SC, CM, CES PhD, and MA Chap/MDiv-PCC/Chap), along with three Directors (CACREP, Clinical Training, and Personal Formation).

Dr. Adam Wilson was already serving as the Chair of the SC program, as was Dr. Jan McCormack as the Chair of the MA Chap/MDiv-PCC/Chap program. Dr. Jeff Cook was appointed as the Chair of the CMHC program, Dr. Brad Widstrom was appointed as the Chair of the Counseling Ministries program, and Dr. Reggie Moore was appointed as the Chair of the CES PhD program, Bethany Adams continues as Clinical Director, and Dr. Paula Tipton was appointed as CACREP Director. With this new tiered leadership structure that creates emerging internal leadership development and a wider variety of leadership decisions, the Counseling Division is well-positioned to handle the expansion and growth that it faces.

In the Fall of 2019, Dr. Monte Hasz had announced that he would be retiring in the Spring of 2021, so this was an expected development. Dr. Fred Gingrich announced in December of 2020 that he would be leaving the institution at the end of June 2021, as well. These two faculty members represent over 30 years of leadership and service to the Counseling Division, so their absence will be keenly felt. Both were instrumental in the leadership of the Division and the development of the programs that defined it for many years.

With the Division facing the loss of three faculty members for the Fall of 2021 in addition to the start of the PhD Program in Counselor Education and Supervision, the Counseling Division requested, and was given approval for, the implementation of a search process for four new faculty to start their service in the Fall of 2021. The Counseling Division is indebted to the Executive Leadership Council for their immediate and thorough financial and administrative support to approve these new positions. After an exhaustive search, the following faculty members have signed contracts to begin their service as full-time faculty members in the Fall of 2021: Dr. Michell Temple, Dr. Elizabeth Morris, and Dr. Eric Suddeath. In addition, a final search is being completed in March of 2021 to fill the fourth open faculty position.

Continuing the theme of transition and adaptation in the 2019-2020 academic year, the Counseling Division also experienced transitions in Counseling Division staff and in the Provost/Dean office. In the late summer of 2020, Dr. Lynn Cohick, Provost/Dean, announced that she would be leaving Denver Seminary to accept a position at another institution. The

position of Provost/Dean was split into that of an Interim Academic Dean and a Chief of Staff. Dr. Don Payne was appointed to the Interim Academic Dean and Josh Bleeker was appointed as Chief of Staff.

Earlier in the winter of 2020, Sharon Gipe, Counseling Division Administrative Director for 15 years, announced that she was retiring at the end of the Spring 2020 semester. After a thorough assessment of the needs of the Counseling Division, it was decided that this position should be split into an Administrative Services Coordinator and a Student Services Coordinator. Jamie Weier was hired for the Administrative Services Coordinator position, but had to leave this position very soon after when her family moved out of state. Kristi Cobble was hired as the Student Services Coordinator and she remains in that role.

In the Summer of 2020, the decision was made to hire a new Counseling Division Administrative Director. The position description was rewritten to require extensive training and education in the field of higher education administration and significant experience in management, leadership, and administration in the higher education field. Kelly McLaughlin was hired for this position in the Fall and she remains in this role. Additionally, Danielle Partridge was hired in the Summer of 2020 in the role of Personal Formation Advisor.

It is the belief of the Counseling Division that the current team of faculty, staff, and administration positions the Division well to meet the demands of the expansion of division programs and the challenges presented by the COVID-19 virus accommodations. The Division is aware that the loss of the wealth of clinical knowledge and professorial experience represented by the three faculty members who are leaving the Division will be keenly felt. However, the Division is also truly grateful for their service and for the opportunity to welcome four new faculty members into the Division in the Fall of 2021.

COVID -19 Response

Counseling Division

During the COVID pandemic, several challenges were presented to the Counseling Division faculty and staff. As per the direction of our COVID Response Team for Denver Seminary, we transitioned all classes to a Zoom live format in just under a 1-2 week period. Faculty spent extensive hours working on updating assignments, staff switched quickly to developing home offices and doing most of their work on Zoom, and administration adapted leadership, conflict management, and planning functions to be conducted via Zoom. This resulted in a very swift, thorough, and complete transition for the entire Division, while keeping all staff and students as safe as possible and maintaining the highest possible educational standards. From informal discussions with students, faculty, and staff for the purposes of post action review, it appears that everyone involved felt cared for, heard, protected, and respected in the process.

Denver Counseling Center

Beginning March 2020, the counseling center has implemented numerous changes to ensure the health and safety of staff, student counselors, and clients in this new environment marked by the coronavirus pandemic. As a result, we are now prepared to serve our clients both via telemental health and in-person counseling sessions. All student counselors were assigned HIPAA compliant Zoom accounts through which to connect with their clients and received training on best practice around telemental health. To accommodate clients coming to the clinic in-person, health screening procedures have been put into effect for staff, students, and clients. The furniture in every counseling room has been arranged to facilitate social distancing and each room has been assigned a maximum occupancy. Additionally, a maximum capacity has been determined for the counseling center as a whole and current occupancy is monitored by clinic staff in order to ensure we comply with fluctuating local regulations for occupancy limits. Precautions have been established to limit unnecessary contact and decrease risk: Disinfecting supplies are available throughout the clinic, face coverings are required at all times, and each student counselor is assigned one room for their entire shift in the clinic. Overall, the adjustments made have met the challenges of running a counseling clinic during this public health crisis by offering a relevant training experience for our students and a variety of options to our clients based on their comfort level.

School Counseling

COVID-19 has greatly affected school counseling students. Many have struggled to complete their hours toward graduation. The Program chair and clinical director worked to coordinate our program policies with the State and accrediting bodies to facilitate the progress of our students. The program chair and clinical director have advocated for school counseling interns with internship supervisors and sought insight from CDE and CACREP to develop systems and plans to increase student success.

Counseling Program Vital Statistics, Demographics, and Trends

In December 2019 Denver Seminary graduated 16 students with MAs in Counseling: 15 with concentrations in Clinical Mental Health and 1 in School Counseling. In May 2020, 29 students graduated including 1 from the dual track program (CMHC and SC).

The pass rate for graduates taking the NCE in Fall 2019 and Spring 2020 was 100% (see table below).

There were 279 students enrolled in the MA Counseling Program at Denver Seminary from Fall 2019-Summer 2020: 42 were in the School Counseling Concentration and 1 was dual track.

Our students ranged in age from 21-72; 73% are female; 27% are male; 88% are Caucasian, and 12% are students of color.

Graduates from our program work in a variety of vocational settings such as schools, private practice, social service agencies, hospitals and college or career counseling centers. Some continue their education in doctoral programs. Based on our 2018 Alumni survey, of those who sought employment, 87% of all our graduates secured positions in the field of counseling.

APPLICANTS

YEAR	# of Apps	# of Apps accepted/enrolled	Gender		Age			Residency	
			M	F	21-30	31-39	40+	CO Res.	Out of St.
FA18-SU 19	162		41	121	104	34	24	111	51
FA 19-SU 20	273	121	48	225	147	82	44	162	111

Ethnicity							
YEAR	White	African-Am	Hispanic	Asian	Native-Am	Two or more	
FA18-SU19	121	2	1	3	1	33	
FA 19-SU 20	218	11	16	15	1	12	

STUDENTS

YEAR	Gender		Age			Residency	
	M	F	21-30	31-40	40+	CO Res.	Out of St.
FA18-SP 19	51	163	139	42	33	148	66
FA 19-SU 20	68	211	157	52	37		

Ethnicity						
YEAR	White	African-Am	Hispanic	Asian	Native-Am	2 or more
FA16-SP17	200	3	7	7	3	4
FA17-SP18	205	4	7	8	2	16
FA18-SP19	188	4	5	7	3	7
FA 19-SU20	246	3	7	8	3	8

33/279 = 12% students of color;

246/279 = 88% Caucasian

Program Review Action Plan:

- 1) Create innovative approaches for reaching and recruiting more diverse student populations.
- 2) Enrollment has steadily increased over the past 5 years. In order to encourage this trajectory, we will create an online “on-ramp” for students who cannot move to Denver right away. Our goal is to put 4 courses into an online synchronous format: CO 501; 502; 503; and 504. This may also help us in reaching a more diverse student population.
- 3) Roll out the PhD program as a way to grow the Division and with an emphasis on reaching a diverse group of students for future leadership in academia.

Summary and Analysis of Program Student to Faculty Ratios

Semester/Year	Student Headcount	Student to faculty FTE Ration	Student FTE (student credit hours/9) 9= Full time student equivalency	Faculty FTE (Core faculty + adjunct faculty FTE) Full-time program faculty are equivalent to 1 FTE each. Adjunct faculty FTE is calculated by dividing the total number of credits taught by 9; which is the same teaching credit load as one full time faculty member per semester
Fall & Inter. 2019-20	291	1:11	162.9 Cr. =1955/12	15.3 (8 core MAC Program Fac + 7.3 adjunct)
Spring & Summer 2020	383	1:12	197.6 Cr.= 2372/12	15.9 (7 core MAC Program fac + 8.9 adjunct)

Fall 2019: Core Faculty taught 48% and non-core taught 51% (Total credits taught = 106)

Spring 2020: Core faculty taught 48 % and adjunct taught 51% (Total credits taught = 99)

Explanation for FTE Data

The Denver Seminary MA in Counseling offers full programming in the Fall and Spring semesters; however, we also have a 4-week Intersession and offer courses in the Summer in the form of 1-2 week all day Intensives. We calculate the Student FTE by combining the student credits for Fall and Intersession or Spring and Summer and divide that by 12 (Seminary defined full -time student equivalency for the combination of Fall & Intersession or Spring & Summer).

In order to calculate Faculty FTE, full-time program faculty are equivalent to 1 FTE each. Adjunct faculty FTE is calculated by dividing the total number of credits adjuncts taught by 9- which is the same teaching credit load as one full time faculty member per semester (Full time faculty load = 18 credits/year).

The Student to Faculty FTE is then calculated by dividing the Student FTE by the Faculty FTE.

During the Fall 2019- Summer 2020 academic year we were compliant with the CACREP maximum student to faculty ratio of 1:12.

Program Review Action Plan:

- 1) Seek approval to hire 3-4 more FT CES faculty to replace leaving faculty and fill gap.

SUMMARY & ANALYSIS OF PROGRAM OBJECTIVE OUTCOMES

The core faculty of the Master of Arts in Counseling with concentrations in Clinical Mental Health Counseling and School Counseling annually reviews and evaluates the counseling program objectives by utilizing student and program data which has been systematically collected throughout the year. CACREP, our program's accrediting organization requires the M.A. in Counseling program to provide annually:

1. a summary of the program evaluation results,
2. subsequent program modification, and
3. any other substantive program changes.

As we wrote our self-study in the Spring of 2019, in preparation for our CACREP reaccreditation application, we became keenly aware that we did not have a formal comprehensive assessment plan in place. A formal comprehensive assessment plan was developed and included in the Addendum to our Self-Study. As a result, we have been steadily improving in the area of program assessment as we seek to continually improve the Counseling Program for our students and other stakeholders. In that light, the Counseling program faculty has identified several Key Performance Indicators (KPI's) in the CACREP 8 core areas and School Counseling specialization that will aid us in assessing how well we are reaching our program goals and objectives. Over the past couple years, we have been collecting data on these KPI's using multiple assessments over multiple points in time. This data is displayed below and the program modifications that we are implementing based on a review and analysis of this data will follow.

Evaluation of Program Objectives by KPI's

Program Objective #1 Professional Identity/Ethics: Students will identify, describe and apply ethical professional counseling and school counseling practice in keeping with the standards of professional counseling organizations.				
Common Core Area	KPI: Students will	Assessed In:	Assignment/Benchmark	Aggregate results from Fall 2019 – Su 2020
1. Professional Orientation	2.F.1.i.: apply ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	CO 615 Professional Orientation	Final Exam scores Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 90.03%
		Comprehensive Exam	Comprehensive Exam question Benchmark: 90% Pass rate	95% passed Comps on first attempt

		CO 621 Social & Cultural Foundations of Counseling	Reflection paper #1 Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 93.3%
	2.F.1.k.: practice strategies for personal and professional self-evaluation and implications for practice	CO 511 Clinical Counseling Practicum; CO 512 School Counseling Practicum	Successful Completion with "S" or better Complete COSE beg. of Practicum	100% Completed with "S" 100% completed COSE
		CO 797 Clinical Counseling Internship II; CO 787 School Counseling Internship II	Supervisor Eval 90% avg. 2 or better Complete COSE end of Internship	Overall average was 1.33. Benchmark not met

Program Objective #2 Social & Cultural Diversity: Students will describe and demonstrate awareness, knowledge and skills necessary to demonstrate cultural responsiveness, social justice and advocacy in the provision of counseling and educational services.

Common Core Area	KPI: Students will	Assessed in:	Assignment/ Benchmark	Aggregate results from Fall 2019 – Su 2020
2. Social and Cultural Diversity	2.F.2.b.: describe theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	CO 621 Social & Cultural Foundations of Counseling	Immersion Paper (S) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP = 95.4 avg.
			Cultural Autobiography (K) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP = 95% avg.
		CO 505 Groups in Counseling	Article Review on D'Andrea RCID Article (K) Benchmark:	80% of grades were "B" or higher FA, SP, SU avg, =94.8%

			80% of grades are "B" or higher	
	2.F.2.g.: acknowledge the impact of spiritual beliefs on clients' and counselors' worldviews	CO 501 Theological Foundations of Counseling	Case Study Paper(S) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 95%
		CO 631 Counseling and Spirituality SPRING/ (year 3)	Final Integration Paper (K) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP, SU avg. = 90.5%
		CO 555 Addictions and Counseling Summer Year 2	Site visit Assignment (K) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP, SU avg. = 96%
Program Objective #3 Human Growth & Development: Students will describe and apply key human growth and development theories to the counseling and educational process throughout the lifespan.				
Common Core Area	KPI: Students will	Assessed in:	Assignment/ Benchmark	Aggregate results from Fall 2019 – Su 2020
3. Human Growth and Development	2.F.3.a.: describe theories of individual and family development across the lifespan	CO 503 Human Growth and Development	Developmental Interviews #1 & #2 Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 92%
		CO 552 Marriage and Family Counseling	Video Viewing Assign Benchmark:	80% of grades were "B" or higher

		Summer	80% of grades are "B" or higher	FA, SP, SU avg. = 95%
		CO 506 Intro to School Counseling Fall	Philosophy of School Counseling Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA avg. = 97%
		COMP Exam	Students must pass by 60% or higher	95% passed Comps on first attempt
	2.F.3.d.: explain theories and etiology of addictions and addictive behaviors	CO 555 Addictions and Counseling SU-Year 2	Final Exam Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP, SU avg. = 91%
		CO 504 Psychopathology and Diagnosis SPRING	Mid-term Exam (s) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 88%
		NCE EXAM	Benchmark: 80 % pass rate	100% Passed
Program Objective #4 Career Development: Students will identify, describe and apply key career developmental theories, resources and assessments to facilitate academic success as well as holistic life-work planning and management for diverse clients within a variety of clinical, educational and community settings				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2019 – Su 2020
4. Career Development	2.F.4.a.: describe theories and models of career development, counseling, and decision making	CO 525 Career Development and Assessment SPRING	Career Narrative Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, INT, SP avg. = 95%

			Final Exam (K) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, INT, SP avg. = 89%
		CO 507 Programs in School Counseling	Career Development Reaction Paper Benchmark: 80% of grades are "B" or higher	SP avg. = 91%
	2.F.4.b.: apply approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	CO 797 Clinical Counseling Internship II; CO 787 School Counseling Internship II Spring (year 3)	Case Presentation Benchmark: 80% of grades are "S" or higher	80% of grades were "S" or higher FALL, INT, SP, SU avg. = 100% received "S"
		CO 525 Career Development and Assessment	Career Narrative Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, INT, SP avg. = 95%
		NCE EXAM	80% of students will pass	100% passed
Program Objective #5 Counseling and Helping Relationships: Students will describe and implement various counseling theories and skills in various clinical and educational contexts.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2019 – Su 2020
5. Counseling and Helping Relationships	2.F.5.a.: apply theories and models of counseling	CO 502 Counseling Theories SPRING	Theories section of the Final Paper ("Major Paper" or "Optional Combined Paper") Benchmark:	80% of grades were "B" or higher FA & SP avg. = 90%

			80% of grades are "B" or higher	
			Final Exam Score Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 89%
		Comprehensive Exam	Theories question on Comps Benchmark: Students must pass with 60% or higher	95% passed Comps on first attempt
	2.F.5.n.: implement a process for aiding students in developing a personal model of counseling	CO 502 Counseling Theories	Theories paper or Combined Paper (CO 502 & CO 503) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SU avg. = 89%
		CO 615 Professional Orientation FALL (year 3)	Philosophy of Counseling Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 89%
Program Objective #6 Group Work: Students will describe, identify and practice the skills and theoretical knowledge needed for designing and facilitating groups in a variety of contexts.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2019 – Su 2020
6. Group Counseling and Group Work	2.F.6.c.: identify therapeutic factors and how they contribute to group effectiveness	CO 505 Groups in Counseling FALL	The Article Project(K) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP, SU avg. = 95%

		CO 555 Addictions and Counseling Summer (year 2)	12-Steps Site Visit Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP avg. = 94%
	2.F.6.h.: join in direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	CO 505 Groups in Counseling SPRING	Group Experience (S) The Leadership Paper 80% of students will pass course with "B" or higher	80% of grades were "B" or higher FA, SP, SU avg. = 94%
		CO 785/787 School Counseling Internship I & II; CO 795/797 Clinical Mental Health Counseling Internship I & II	Participation in the supervision group (S) & Site Supervisors Evals Benchmark: Site Supervisor Evals rank avg. of 2 or higher	Overall average was 1.33 Benchmark not met.
Program Objective #7 Assessment: Students will ethically utilize evidenced-based assessments in diagnosis and risk-assessment in clinical mental health and school counseling practice.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2019 – Su 2020
7. Assessment and Testing	2.F.7.e.: utilize the use of assessments for diagnostic and intervention planning purposes	CO 602 Assessment and Measurement in Counseling	Diagnostic Report /1F Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SU avg. = 90%
			Final Report Critique (K) * (beg. FA 2020 Final Presentation)	80% of grades were "B" or higher

			Benchmark: 80% of grades are "B" or higher	FA & SU avg. = 95%
		Comps-Diagnosis question	Students must pass with 60% or higher	95% passed Comps on first attempt
	2.F.7.i.: practice use of assessments relevant to academic/ educational career, personal, and social development	CO 525 Career Development and Assessment	Career Narrative Paper (S) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, INT, SP avg. = 95%
		CO601 Research & Program Evaluation	Final Research Proposal (S) Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP avg. = 93%
Program Objective #8: Research & Program Evaluation: Assess and utilize the current body of research for effective clinical mental health and school counseling practice and program evaluation.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2019 – Su 2020
8. Research and Program Evaluation	2.F.8.a.: acknowledge the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	CO 601 Research and Evaluation in Counseling	Journal Article Critiques Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP avg. = 95%
			Final Research Project Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP avg. = 93%
		CO 615 Professional Orientation	Critical Writing Assignment Benchmark:	80% of grades were "B" or higher

			80% of grades are "B" or higher	FA, SP avg. = 89%
	2.F.8.e.: practice an evaluation of counseling interventions and programs	CO 502 Counseling Theories	Final paper or combined paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SU avg. = 89%
		CO 555 Addictions and Counseling	In-patient Site Visit Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA, SP, SU avg. = 96%
		CO 797 Clinical Counseling Internship II	Assessment Paper Benchmark: 80% of grades are "B" or higher	
Program Objective #9: School Counseling: Assess and utilize models of school counseling that promote equitable academic development and achievement for all students.				
Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2019 – Su 2020
9. Specialty Area: School Counseling	5.G.1.d.: create models of school-based collaboration and consultation	CO 507 Programs in School Counseling	Program Development Project Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher SP avg. = 100%
			Case Study from Internship Benchmark: 80% of grades are "Pass"	FA, SP, avg. =100% Pass
		CO 506 Intro to School Counseling	Philosophy of School Counseling Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher FA avg. = 97%

	5.G.2.g.: identify characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	CO 556 Counseling Children and Adolescents	Final Project Paper Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher SU avg. = 96%
		CO 602 Assessment and Measurement in Counseling	Incremental Assessment Report Benchmark: 80% of grades are "B" or higher	80% of grades were "B" or higher

Program Review Action Plan:

- 1) In reviewing the Comprehensive exam scores, we see that we need to re-visit the study guide. Also, we have identified that our policy has not been in alignment with the Seminary policy on Comps.
- 2) A number of scores on our KPI assignments seem high. This may be due to the number of adjuncts teaching these courses. Goal: Lead professors will develop plan for meeting more regularly with adjuncts.
- 3) Faculty will continue to develop and standardize rubrics across the curriculum where possible to assess student performance of CACREP standard
- 4) As a faculty, we are not satisfied that multiculturalism, social justice, and spirituality are not infused into more of the curriculum. We will work to see this addressed in the course and KPI assignments more consistently. Lead professors will oversee this process for their courses.

NATIONAL COUNSELOR EXAM (NCE): PASS RATES FROM 2018-2020

Academic Year	# of Students	# who passed	Pass Rate
2018-2019	53	52	98%
2019-2020	53	53	100%

Denver Seminary students have consistently had a passing rate which is above the national average. The NBCC had not released national scores for 2020 at the time of this report, but in Fall 2019 the national pass rate was 90.6% and Denver Seminary's was 100%.

Praxis Results: During 2019-2020 we had 1 School Counseling student take the praxis and she passed.

Program Review Action Plan: None needed.

SUMMARY & ANALYSIS OF STUDENT SKILLS OUTCOMES

COUNSELING SKILLS SCALE (CSS) Fall 2019-Spring 2020

Average Basic Counseling Skills Score	CO511 Practicum		CO795/85 Intern. I		CO797/87 Intern. II		Internship Con't or End of Program	
COUNSELING SKILLS SCALE:	FA	SP	FA	SP	FA	SP	FA	SP
Eye contact: Maintains direct gaze with occasional breaks	1.47	1.43	1.43	1.41	1.59	1.78		
Body Language & Appearance: Maintains open, relaxed, confident posture	1.61	1.36	1.40	1.41	1.50	1.60		
Minimal encouragers: Repeats key words and phrases	1.57	1.31	1.14	1.19	1.45	1.55		
Vocal tone: Uses vocal tone that matches the sense of the session	1.42	1.36	1.22	1.31	1.54	1.58		
Evoking and punctuating client strengths: Includes questions and reflections; positively reframes client experiences	1.45	1.57	1.17	1.19	1.50	1.68		
Questioning: Asks open-ended questions that encourages client to continue talking	1.40	1.23	1.0	1.06	1.45	1.45		
Requests concrete and specific examples when clients provide vague generalities	1.29	1.29	.91	0.81	1.27	1.33		
Paraphrasing: uses brief, accurate and clear rephrasing	1.19	1.29	1.14	1.16	1.36	1.65		
Summarizing: Makes statement at key moments	1.19	1.21	1.11	1.16	1.31	1.68		
Reflecting feeling: States succinctly the feeling and the content ("You feel _____ when _____.")	1.14	1.29	1.08	1.28	1.38	1.45		
Using immediacy: Recognizes here-and-now feelings	1.14	1.14	0.77	0.97	1.13	1.38		
Observes themes and patterns	1.14	1.57	0.80	0.97	1.27	1.43		
Challenges/Points out discrepancies	1.0	1.14	0.65	0.93	1.09	1.20		
Reflecting meaning and values: Reflects the unexpressed meaning or belief/value behind the client's words	1.33	1.42	1.81	0.97	1.18	1.40		

Average Basic Counseling Skills Score	CO511 Practicum		CO795/85 Intern.I		CO797/87 Intern II		Intern con't or End of program	
	FA	SP	FA	SP	FA	SP	FA	SP
Counseling Skills Scale, con't.								
Determines goals and desired outcomes collaboratively	1.40	1.36	0.97	1.10	1.27	1.25		
Uses strategies for creating change	1.30	1.36	0.85	0.97	1.28	1.30		
Considers alternatives and their consequences	1.0	1.07	0.91	1.13	1.18	1.36		
Plans action and anticipates possible obstacles	1.10	1.36	0.85	0.97	1.28	1.25		
Consistently engages in caring manner with client: Shows genuineness, authenticity, warmth, and acceptance	1.76	1.79	1.66	1.69	1.86	1.95		
Ability to open session warmly and smoothly	1.47	1.43	1.31	1.32	1.50	1.83		
Directing the session: Structures session, directing clients naturally through opening, exploration, and deeper understanding	1.33	1.29	0.89	0.94	1.24	1.45		
Closing the session: Ends the session smoothly, warmly, timely	1.33	1.36	0.97	1.26	1.27	1.66		
I. Shows Interest and Appreciation Avg. Score	1.50	1.40	1.27	1.30	1.52	1.63		
II. Encourages Exploration Avg. Score	1.26	1.25	1.04	1.05	1.35	1.53		
III. Deepens the Session Avg. Score	1.17	1.31	0.88	1.03	1.2	1.37		
IV. Encourages Change Avg. Score	1.22	1.29	0.90	1.04	1.24	1.29		
V. Develops the Therapeutic Relationship	1.76	1.79	1.66	1.69	1.86	1.95		
VI. Manages the Session Avg. Score	1.38	1.36	1.06	1.17	1.33	1.65		

Key:

- +2 Highly developed: helpful, well-timed, and consistently well-performed
- +1 Well developed: helpful and well-timed when performed, but not consistently smooth
- 0 Developing skills: somewhat helpful but too many missed opportunities
- 1 Continue practice: not helpful or well-timed, or no skill existent when it should be
- 2 Major adjustment needed: not at all helpful or well-timed

Program Review Action Plan:

There is a discrepancy between our Practicum Supervisor ratings and our Internship Supervisor ratings. Practicum supervisors tend to rate students higher on many skills than Internship Supervisors. Faculty have interpreted this as the Practicum supervisors' desire to be encouraging as students try out new skills. It may be helpful to do more training with Practicum supervisors on how to rate students at this level. Bethany Adams, our clinical director, will put together DSCKA training for our practicum supervisors.

COUNSELOR DISPOSITION RATINGS (KEY PROFESSIONAL DISPOSITIONS)

Measured by the DSKCA (Soli & Stretch, 2014)

Fall 2019-Spring 2020

Average Disposition Score	CO510 Foundations		CO511 Practicum		CO795/85 Intern I		CO797/87 Intern II	
	FA	SP	FA: no data	SP	FA	SP	FA	SP
Professionalism	2.8	2.71	-	3.60	2.8	3.49	3.2	3.63
Social & cultural appreciation and respect of differences	2.8	2.46	-	3.33	3.2	3.33	3.8	3.41
Engaged/motivated to learn and grow	2.6	2.77	-	3.53	2.7	3.53	3.1	3.65
Flexibility and adaptability	2.2	2.71	-	3.73	2.3	3.62	2.8	3.67
Emotional stability and self-control	2.8	2.60	-	3.40	2.6	3.44	3.2	3.63
Congruence and genuineness	2.8	2.63	-	3.60	2.3	3.40	3	3.56
General self-awareness and understanding	2.6	2.57	-	3.40	2.7	3.52	3.5	3.56
Cultural self-awareness	2.20	2.45	-	3.33	2.3	3.39	2.8	3.41
Clinical competency self-awareness	2.6	2.55	-	3.33	2.5	3.56	3.5	3.50
Self-reflection	2.6	2.60	-	3.35	3	3.40	3.4	3.56
Responds non-defensively to instructor/supervisor feedback	2.8	2.85	-	3.53	3.5	3.52	3.5	3.56
Provides and receives peer feedback	2.6	2.82	-	3.53	3	3.47	3.4	3.58
Engages in appropriate advocacy on behalf of the profession	1.0	2.29	-	3.6	2.58	3.41	3.0	3.20
Utilizes appropriate self-care	2.6	2.59	-	3.21	2.7	3.38	3.2	3.42
Attendance	3	3.23	-	3.40	3	3.63	3	3.69
Task completion	2.8	2.88	-	3.53	2.9	3.60	3.8	3.65
Seeks support and consultation	2.6	2.63	-	3.6	2.9	3.46	3.6	3.50
Knowledge and adherence to policies	2.8	2.72	-	3.53	2.8	3.63	3.8	3.66
Utilizes and critically evaluates scholarly literature/research	2.00	2.25	-	3.45	3.20	3.43	3.0	3.33
Effectively uses technology	3	2.79	-	3.40	3.50	3.71	3.50	3.62
DSKCA Total Average	2.70	2.70	-	3.46	2.80	3.50	3.30	3.55

Key: *Level 0: students unable to demonstrate competency*

Level 1: student demonstrates very limited knowledge of competency

Level 2: student demonstrates somewhat limited knowledge or competency without prompting or assistance

Level 3: student demonstrates adequate knowledge of competency

Level 4: student demonstrates a professional level of competency

Program Review Action Plan:

Students consistently rated below or just at benchmark on the following disposition: “Engages in appropriate advocacy on behalf of the profession.” The following Action Plans will address this need for program modification:

1) Faculty will encourage student involvement in organization and formation of Chi Sigma Iota;

Goal: 50% of eligible students involved in Chi Sigma Iota

2) Faculty will encourage students to participate/co-present at a professional conference;

Goal: 25% of students will attend or present at Colorado Counseling Association conferences or national conferences.

3) Create a capstone project in CO 631 which involves some form of advocacy on behalf of the profession

4) Involve School Counseling Students with stakeholders through the School Counseling Mental Health Initiative

REMEDIATION DATA

From Fall 2019-Summer 2020 we had 10 students in the remediation process. Six are continuing through the process and 4 successfully completed the requirements.

	CSAT referrals made	CSAT referral made, no CSAT plan required, case closed	CSAT referral made, CSAT plan required, case closed	CSAT referral made, CSAT plan required, case still active
FA19-SU20	26	15	4	6

Program review Action Plan:

Based on the number of gatekeeping (CSAT) referrals and the time it takes to manage these, our goal is to begin face-to-face interviews by next Spring.

Student Evaluations of Clinical Site and Supervisors

This data was not available from Supervision Assist by the time this report needed to be put onto our website; however, it should be available soon and maybe requested by emailing paula.tipton@denverseminary.edu.

Action Plan: These surveys need to be converted from qualitative data to quantitative data, most likely using a Likert scale.

Employer and Site Supervisor Data

We send out a survey to our alumni and employers every two years. Our last survey was sent out in Spring 2018 and the next survey should have been sent out Spring of 2020. Due to our Administrative director retiring, this survey did not get sent out. Through the process of our CACREP self-report, we also realized that we need to create a more robust and user -friendly survey which will allow us to get the information we need quantitatively as well as insure higher return rates.

Program Review Action Plan:

Create more robust and user-friendly employer, site supervisor, and alumni surveys based on the kind of data that will further our program evaluation. The goal is to have these surveys completed and to be able to disseminate them by Summer or Fall 2021.

Goals and Program Modifications Based on the 2018-2019 Program Review

Many of the goals and program modifications that were implemented this past year were the result of evaluating our program through the lens of our 2018 Self Study and the Addendum which was submitted in Spring of 2019. A major curriculum revision was instituted in the Fall of 2018 to include a 60-credit core counseling program. This program required major changes in assessment strategies. The following goals capture many of these changes.

- 1) Goal: To create a clearer comprehensive assessment plan. This was created and implemented beginning Fall 2019.
- 2) Goal: To find a more robust assessment of student dispositions. We began using the DSCKA in Fall 2019
- 3) Goal: Choose standards and KPI's for Program Assessment. We accomplished this during our Annual Program Review.
- 4) Goal: Create rubrics and benchmarks for our KPI assignments that include rating the students' performance in meeting the CACREP standard we are assessing. Benchmarks were determined and we have nearly completed the task of creating rubrics.
- 5) Goal: Increase students' professional counselor identity in the areas of advocacy and leadership. We began the creation of a Chi Sigma Iota Chapter.
- 6) Goal: Strengthen our faculty counselor identity and involvement. We had 100% increase in faculty presentations at RMACES and commitments for on-going involvement in ACES and ASERVIC in presenting at conferences and taking on leadership roles in committees.
- 7) Goal: Bring required theological courses into the counseling division in order to more clearly teach integration of spirituality with counseling concepts and keep our program at 64 credits. We created CO 501 Theological Foundations for Counseling.
- 8) Goal: Create online courses so that those who cannot move to Denver right away are able to begin the program. Ed tech is training faculty for online course development.
- 9) Goal: Revise our written application for the counseling program to include a direct question on respect for cultural differences. This was added to our application.
- 10) Goal: Higher 1 new faculty to teach online classes for on-ramping new students. We have hired 1 new faculty who began in Fall 2019 but has since resigned.
- 11) Goal: Hire diverse faculty. New hire is a faculty of color.
- 12) Goal: Create a proposal for an online PhD Program in CES that uniquely emphasizes andragogy, leadership, and supervision. This proposal was created and submitted to the board.
- 13) Goal: Transform the School Counseling Certificate into a School Counseling Concentration. We accomplished this and began collecting data in order to apply for CACREP accreditation.
- 14) Goal: Successfully transition Division leadership with Dr. Monte Hasz's desire to return to full-time teaching. Co-chairs were appointed by the Dean to lead the Division. Dr. Betsy Wagner was appointed the Academic Chair and Dr. Welch was appointed the Administrative Chair.

15) Goal: Successful site visit and accreditation for MA Counseling with Concentrations in CMHC and School Counseling. Site visit was delayed due to COVID-19 until April 2021.