MASTER OF ARTS IN COUNSELING:

CLINICAL MENTAL HEALTH COUNSELING

SCHOOL COUNSELING

2020-2021

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 2020 through Summer 2021.

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 launched the first cohort in Fall 2021.

In the Fall of 2021, the Counseling Faculty conducted an Annual Programmatic Review of the areas outlined below and discussions of these area also 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

j) Student Exit Evaluations

The final section of the Annual Report will describe the goals and program modifications based on the Program Review of Fall 2020-Summer 2021 that was conducted in the Fall 2021.

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 CMHC trains students to:

9. Perform techniques and interventions for prevention and treatment of a broad range of mental health issues

The MA in Counseling with a Concentration in School Counseling prepares students to:

10. 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 Accreditation Process

We are happy to report that our School Counseling program received CACREP Accreditation as a result of our CACREP application and Site visit that took place between April 26-28, 2021.

Past Certification

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. 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 and we created an MA in Counseling: School Counseling Concentration alongside our Clinical Mental Health Counseling Concentration.

Current Program Distinctives

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. At the time of this report, Denver Seminary's *MA in Counseling: School Counseling Concentration* is the only seminary based CACREP accredited program in the country.

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. The dual concentration enables students to graduate with the training and coursework for both SC and LPC licensure in the state of Colorado while only taking 12 additional credits beyond the individual 64-credit concentrations.

School Counseling Certificate: Whereas the Master's in Counseling: School Counseling degree is intended for those seeking a master's degree in counseling, the certificate is intended for those professionals who already carry a CACREP accredited Master's in Counseling degree but are seeking to become trained and licensed in School Counseling in the state of Colorado. It should

be noted that this certificate is not CACREP accredited, as CACREP does not accredit certificate programs. Instead, it is a standalone offering intended for those already in possession of a Master's in Counseling from a CACREP accredited institution.

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 and receive 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 CACREP accredited 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.

In Spring 2020, 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.
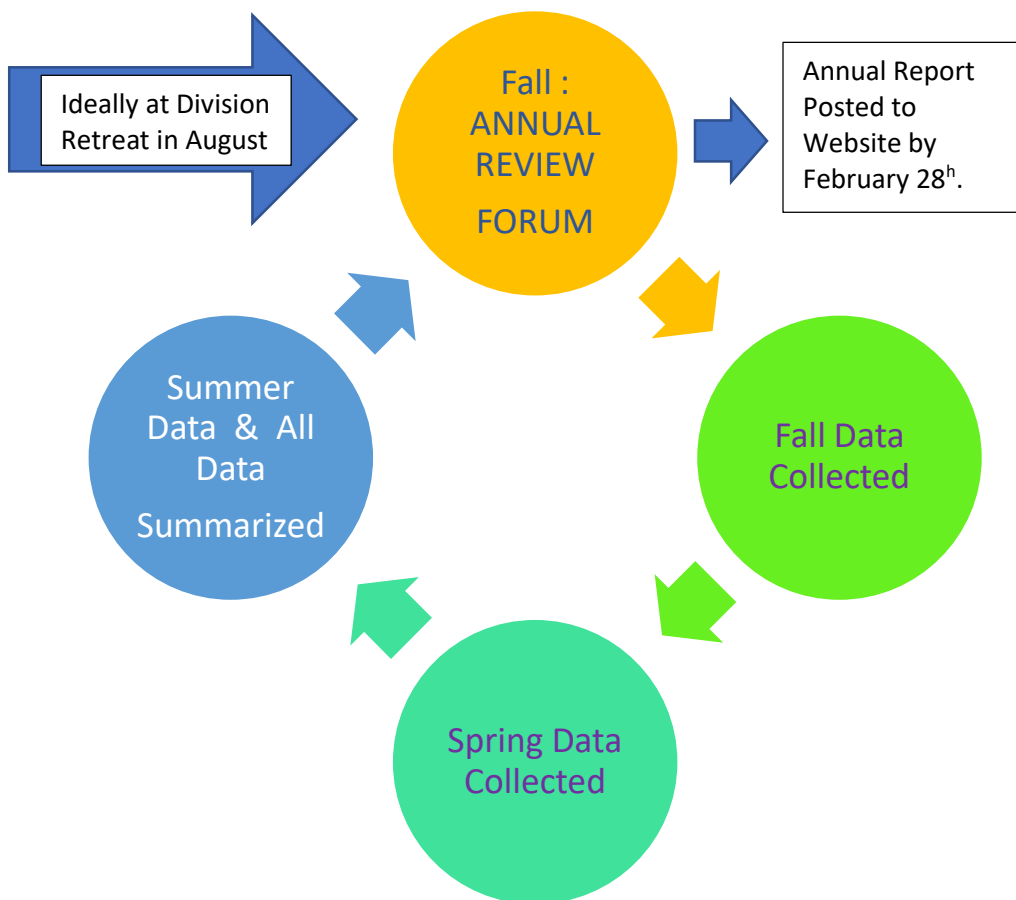
FALL 2021: ANNUAL REVIEW

1) We reviewed collected & summarized data from previous academic year.

2) We identified themes & patterns, gaps, weaknesses, strengths (analysis)

3) Recommendations were made for program modifications to be implemented for the following academic year. Extensive programmatic changes can be made every 2 years per Denver Seminary's Assessment Plan

4) The Assessment Plan was evaluated for potential improvements.

FALL: Collect Data		**Spring: Collect Data**			**Summer**
KPI	GPA's	KPI	DSKCA	Supervision Evals	Summarize data
DSKCA	Supervision Evals	Survey Data (alumni, employers, site supervisors)			

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 96%

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 94%

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 96%

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

Artifact was the Personal Integration paper from CO 631.

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

Program Division & Faculty Transitions

The most important events of the 2020-2021 academic year included earning CACREP re-accreditation and several new faculty hires. The CACREP Site visit took place virtually on April 26-28, 2021. CACREP representatives met with faculty, students, alumni, and supervisors, for three intensive days. On the last day, we were granted a 2 year Accreditation, which will be extended to the maximum 8 years, once we fulfill a few requirements. One important requirement was that we hire more faculty and faculty with more diversity.

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 Norris, 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 from 2019-2020, 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 Academic Dean and a Chief of Staff. Dr. Don Payne was appointed to Academic Dean and Josh Bleeker was appointed as Chief of Staff.

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 Fall 2020. Additionally, Danielle Partridge also started in the role of Personal Formation Advisor in Fall 2020.

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 keenly felt the loss of three long-term faculty members (Dr. Betsy Wagner, Dr. Fred Gingrich, and Dr. Monte Haz) and their wealth of clinical knowledge and professorial experience; however, the Division is also truly grateful for their service and for the opportunity to welcome three new faculty members into the Division in the Fall of 2021.

Counseling Division and COVID-19 Response

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 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 polices 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 2020 Denver Seminary graduated 20 students with MAs in Counseling: 19 with concentrations in Clinical Mental Health and 1 from the dual track program (CMHC and SC. In May 2021, 33 students graduated: 31 in CMHC and 2 from the dual track program (CMHC and SC

The pass rate for graduates taking the NCE in Fall 2020 and Spring 2021 was 100% (see table below).

There were 278 students enrolled in the MA Counseling Program at Denver Seminary from Fall 2020-Summer 2021: 232 were in CMHC; 7 were in the School Counseling Concentration, and 40 were dual track.

Our students ranged in age from 21-65; 79% are female; 21% are male; 85% are Caucasian, and 15% 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.
FA 20-SU 21	280		70	210	174	56	50	155	125

Ethnicity						
YEAR	White	African-Am	Hispanic	Asian	Native-Am	Two or more
FA 20-SP 21	212	15	16	19	1	3

STUDENTS

YEAR		Gender		Age			Residency	
		M	F	21-30	31-40	40+	CO Res.	Out of St.
FA 20-SP 21		70	219	157	69	52	247	31

Ethnicity						
YEAR	White	African-Am	Hispanic	Asian	Native-Am	2 or more
FA17-SP18	205	4	7	8	2	16
FA18-SP19	188	4	5	7	3	7
FA 19-SP 20	246	3	7	8	3	8
FA 20- SP 21	235	6	8	11	5	8

Summary and Analysis of Student to Faculty Ratios

Semester/Year	Student Headcount	Student to faculty FTE Ration	Student FTE (student credit hours/21) 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 (8 core MAC Program Fac + 7 adjunct)
Spring 20 & Summer 2020	383	1:12	197.6 Cr.= 2372/12	16 (7 core MAC Program fac + 8.9 adjunct)
FA 2020 – SU 2021	469	1:10	4344/24 = 181	18 (8 core + 10.)

CACREP requires a 1:12 Student to faculty ratio and they require that core faculty teach 50% or more of the total credits taught during the year. These numbers will improve with new faculty hires.

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

Fall 2020 : Core faculty taught 46% and non-core taught 54%

Spring & Summer 2021: Core faculty taught 33% and non-core 67%

Explanation for FTE Data

The Denver Seminary MA in Counseling offers full programming in the Fall, Spring and Summer. Internship Continuation is offered in a 4-week Intersession. Courses are offered in the Summer in the form of 1-2 week Intensives. We calculate the Student FTE by combining the student credits for Fall, Spring, Summer and divide that by 24 (The Seminary defines full -time student equivalency for the academic year according to the MA Counseling degree worksheet). 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 18- which is the same teaching credit load as one full time faculty member per academic year (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 2020- Summer 2021 academic year we were compliant with the CACREP maximum student to faculty ratio of 1:10.

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 and followed up with requested Addendums in preparation for our Spring 2020 CACREP Site Visit, 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 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 a Key Performance Indicators (KPI) in each of 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 any 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 2020 – SP 2021
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	87% of grades were "B" or higher
		Comprehensive Exam	Comprehensive Exam question	97% passed Comps on first attempt

			Benchmark: 90% Pass rate 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. = 95.1%
	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	98% averaged 2 or higher

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 2020– SP 2021
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 = 96.1 avg.
			Cultural Autobiography (K) **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP = 99% avg.
		CO 505 Groups in Counseling	Article Review on D'Andrea RCID Article (K) **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg, =92%

	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. = 97%
		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 avg. = 93%
		CO 555 Addictions and Counseling Summer Year 2	The Spirituality & Addictions Integration Paper **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher avg. = 93%

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 2020– SP 2021
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. = 90%
		CO 552 Marriage and Family Counseling Summer	Video Viewing Assign **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher F & SP avg. = 99%
		CO 506 Intro to School Counseling	Philosophy of School Counseling Paper **Benchmark:**	80% of grades were "B" or higher

		Fall	80% of grades are "B" or higher	FA avg. = 94%
		COMP Exam	Students must pass by 60% or higher	97% 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 avg. = 90%
		CO 504 Psychopathology and Diagnosis SPRING	Final Exam (s) **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 89%
		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 2020 – SP 2021
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 & SP avg. = 92%
			Final Exam (K) **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 90.6%
		CO 507 Programs in School Counseling	Career Development Reaction Paper **Benchmark:** 80% of grades are "B" or higher	SP (only; not taught in Fall) = 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 & SP avg. = 92%
		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 2020 – SP 2021
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 are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 90.5%
			Final Exam Score **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 88.5%
		Comprehensive Exam	Theories question on Comps **Benchmark:** Students must pass with 60% or higher	97% 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. = 90.5%

		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. = 92%

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 2020 – SP 2021
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 avg. = 92%
		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. = 96.6%
	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 avg. = 96%

		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:** 90 % Fac Group Supervisor Evals rank avg. 2 or higher	98% achieved 2 or higher

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 2020 – SP 2021
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. = 85%
			Final Report Critique (K) * (beg. FA 2020 Final Presentation) **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SU avg. = 94%
		Comps-Diagnosis question	Students must pass with 60% or higher	97% 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 & SP avg. = 92%
		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 2020 – SP 2021
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. = 92.8%
			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 are "B" or higher	80% of grades were "B" or higher FA, SP avg. = 93%
	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. = 90.5%
		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 avg. = 95.7%
		CO 797 Clinical Counseling Internship II	Assessment Paper **Benchmark:** 80% of grades are "B" or higher	FA & Sp avg. 100% "S"

Program Objective #9: Clinical Mental Health Counseling: Execute techniques and interventions for prevention and treatment of a broad range of mental health issues.

Common Core Area	KPI: Students will	Assessed in:	Assignment	Aggregate results from Fall 2020– SP 2021
9. Specialty Area: Clinical Mental Health Counseling	5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues.	**CO 502** Counseling Theories	Theories section of the Final Paper ("Major Paper" or "Optional Combined Paper") **Benchmark:** 80% of grades are "Pass"	80% of grades were "B" or higher FA &SP avg. = 90.5%
		Comprehensive Exam	Theories & Diagnosis question on Comps **Benchmark:** Students must pass with 60% or higher	97% passed Comps on first attempt
		Internship Group Supervisor Evaluation	Benchmark: 95 % of Students receive "S" or better	100% received "S" or higher
	5.C.3.a: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	**CO 785-787** SC Internship **CO 795-797** CMHC Internship	Case Study Presentation/Paper **Benchmark:** 80% will receive "P"	Over 80% included all elements in their case study and passed.
		CO 787 Initial Interview Assessment Report	**Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher
Program Objective #10: 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 2020 – SP 2021
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. = 91.4%

			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. = 94%
	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. = 94.5%
		CO 602 Assessment and Measurement in Counseling	Diagnostic Report **Benchmark:** 80% of grades are "B" or higher	80% of grades were "B" or higher FA & SP avg. = 85%

NATIONAL COUNSELOR EXAM (NCE): PASS RATES FROM 2020-2021

Academic Year	# of Students	# who passed	Pass Rate
2018-2019	53	52	98%
2019-2020	53	53	100%
2020-2021			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%.

SUMMARY & ANALYSIS OF STUDENT SKILLS OUTCOMES

COUNSELING SKILLS SCALE (CSS) Fall 2020-Spring 2021

Average Basic Counseling Skills Score	CO511 Practicum		CO795/85 Intern. I		CO797/87 Intern. II	
COUNSELING SKILLS SCALE:	FA	SP	FA	SP	FA	SP
Eye contact: Maintains direct gaze with occasional breaks	1.29	1.38	1.43	1.37	1.52	1.61
Body Language & Appearance: Maintains open, relaxed, confident posture	1.61	1.57	1.30	1.46	1.48	1.58
Minimal encouragers: Repeats key words and phrases	1.58	1.41	1.34	1.29	1.55	1.35
Vocal tone: Uses vocal tone that matches the sense of the session	1.42	1.42	1.27	1.35	1.57	1.58
Evoking and punctuating client strengths: Includes questions and reflections; positively reframes client experiences	1.25	1.27	1.37	1.39	1.57	1.58
Questioning: Asks open-ended questions that encourages client to continue talking	1.20	1.23	1.7	1.56	1.65	1.55
Requests concrete and specific examples when clients provide vague generalities	1.19	1.21	1.31	1.21	1.28	1.33
Paraphrasing: uses brief, accurate and clear rephrasing	1.19	1.22	1.24	1.19	1.46	1.65
Summarizing: Makes statement at key moments	1.09	1.01	1.18	1.20	1.51	1.65
Reflecting feeling: States succinctly the feeling and the content ("You feel_____ when____."	1.14	1.21	1.28	1.25	1.38	1.31
Using immediacy: Recognizes here-and-now feelings	1.14	1.21	1.03	1.12	1.13	1.28
Observes themes and patterns	1.12	1.37	1.09	1.12	1.27	1.33
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	1.32	1.8	1.45	1.78	1.40

Average Basic Counseling Skills Score	CO511 Practicum		CO795/85 Intern.I		CO797/87 Intern II	
Counseling Skills Scale, con't.	FA	SP	FA	SP	FA	SP
Determines goals and desired outcomes collaboratively	1.2	1.26	0.99	1.08	1.38	1.45
Uses strategies for creating change	1.30	1.30	1.11	1.04	1.29	1.31
Considers alternatives and their consequences	.97	1.01	1.12	1.10	1,28	1.36
Plans action and anticipates possible obstacles	1.17	1.26	1.0	0.97	1.18	1.35
Consistently engages in caring manner with client: Shows genuineness, authenticity, warmth, and acceptance	1.70	1.73	1.69	1.73	1.96	1.95
Ability to open session warmly and smoothly	1.27	1.43	1.41	1.42	1.68	1.81
Directing the session: Structures session, directing clients naturally through opening, exploration, and deeper understanding	1.03	1.13	1.23	1.14	1.27	1.25
Closing the session: Ends the session smoothly, warmly, timely	1.33	1.26	1.02	1.26	1.47	1.66
I. Shows Interest and Appreciation Avg. Score	1.35	1.38	1.27	1.37	1.62	1.53
II. Encourages Exploration Avg. Score	1.28	1.22	1.19	1.21	1.45	1.53
III. Deepens the Session Avg. Score	1.19	1.21	1.17	1.23	1.4	1.37
IV. Encourages Change Avg. Score	1.22	1.25	1.2	1.09	1.34	1.29
V. Develops the Therapeutic Relationship	1.66	1.79	1.76	1.71	1.95	1.91
VI. Manages the Session Avg. Score	1.18	1.26	1.16	1.22	1.35	1.53

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

COUNSELOR DISPOSITION RATINGS (KEY PROFESSIONAL DISPOSITIONS)

Measured by the DSKCA (Soli & Stretch, 2014)

Fall 2020-Spring 2021

Average Disposition Score	CO510 Foundations		CO511 Practicum		CO795/85 Intern I		CO797/87 Intern II	
	FA	SP	FA	SP	FA	SP	FA	SP
Professionalism	2.74	2.90	3.40	3.36	3.43	3.43	3.81	3.64
Social & cultural appreciation and respect of differences	2.76	2.85	3.60	3.36	3.40	3.43	3.57	3.66
Engaged/motivated to learn and grow	2.70	2.90	3.40	3.38	3.60	3.48	3.81	3.50
Flexibility and adaptability	2.57	3.00	3.33	2.71	3.51	3.32	3.86	3.43
Emotional stability and self-control	2.69	2.81	3.33	3.21	3.66	3.38	3.81	3.50
Congruence and genuineness	2.72	2.81	3.36	3.43	3.51	3.38	3.81	3.45
General self-awareness and understanding	2.96	3.00	3.53	3.50	3.71	3.76	3.95	3.71
Cultural self-awareness	2.29	2.86	3.53	3.64	3.54	3.62	3.81	3.57
Clinical competency self-awareness	3.33	3.00	3.60	3.20	3.85	3.29	3.85	3.38
Self-reflection	2.92	2.80	3.21	3.08	3.40	3.33	3.67	3.38
Responds non-defensively to instructor/supervisor feedback	2.77	3.10	3.40	3.43	3.66	3.76	3.95	3.69
Provides and receives peer feedback	2.71	3.10	3.53	3.50	3.65	3.57	3.90	3.55
Engages in appropriate advocacy on behalf of the profession	2.36	2.83	3.60	3.36	3.54	3.62	3.90	3.62
Utilizes appropriate self-care	2.78	3.25	3.53	3.43	3.71	3.48	4.0	3.55
Attendance	2.80	3.00	3.45	3.10	3.38	3.21	3.72	3.48
Task completion	2.80	2.85	3.40	3.15	3.74	3.43	3.71	3.49
Seeks support and consultation	2.60	2.93	3.47	3.30	3.56	3.48	3.84	3.56
Knowledge and adherence to policies	2.80	2.82	3.50	3.53	3.58	3.61	3.80	3.66
Utilizes and critically evaluates scholarly literature/research	2.00	2.25	3.64	3.43	3.20	3.40	3.88	3.65
Effectively uses technology	3.00	3.10	3.50	3.46	3.50	3.38	3.80	3.64
DSKCA Total Average	**2.72**	**2.90**	**3.46**	**3.32**	**3.55**	**3.46**	**3.82**	**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.

REMEDIATION DATA

Fall 2020-Spring 2021 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
FA 20- SP 21	13	3	4	6
FA 19-SP 20	26	15	4	7

STUDENT EVALUATIONS OF GROUP SUPERVISORS

Student Evaluation of Group Supervisors Fall 2020-Spring 2021	
My group supervision experience encouraged improvement of my clinical skills (initiating counseling, empathy, active listening, open-ended questions, attending, terminating counseling, etc.).	4.68
My group supervision experience encouraged improvement of my professional practice (record keeping, phone etiquette, ethical decision-making, starting and ending sessions on time, etc.).	4.14
My group supervision experience encouraged my understanding of professional counselor identity.	4.69
My group supervision experience encouraged my understanding of my spiritual-biopsychosocial self.	4.25
My group supervisor displayed a personal interest in students and their learning.	4.89
My group supervisor facilitated conversations, exercises, and/or meaningful peer interactions that were helpful to my clinical development.	4.75
Assignments for my internship section (case presentation, intake assessment report, cultural awareness case study paper, site visit report, etc.) were appropriate to the course.	4.39

KEY: **1-Strongly disagree; 2-Disagree; 3-Somewhat Agree; 4-Agree; 5-Strongly Agree**

STUDENT EVALUATION OF INTERNSHIP PLACEMENT & SUPERVISION

Student Evaluation of Internship Placement & Supervision Fall 2020-Spring 2021	
My overall internship experience this semester was positive.	4.58
My internship experience this semester encouraged improvement of my clinical skills (initiating counseling, empathy, active listening, open-ended questions, attending, terminating counseling, etc.).	4.63
My internship experience this semester encouraged improvement of my professional practice (record keeping, phone etiquette, ethical decision-making, starting and ending sessions on time, etc.).	4.32
My internship experience this semester encouraged my understanding of professional counselor identity.	4.60
My internship experience this semester encouraged my understanding of my spiritual-biopsychosocial self.	4.22
Orientation and ongoing training at my internship site was helpful in preparing and supporting me in internship.	4.41
This semester I received adequate support from my individual supervisor.	4.55
This semester my individual supervision experience was positive	4.59
My internship experience was relevant to my career goals	4.70

KEY: **1-Strongly disagree; 2-Disagree; 3-Somewhat Agree; 4-Agree; 5-Strongly Agree**

Program Review Action Plan:

None needed at this time. Internship sites continue to be rated highly and site Supervision continues to be strong and helpful to students.

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 these results were reported in our CACREP Self-Study. The next surveys 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. In Spring 2022 we will sent out new Exit and Alumni surveys and in Fall 2022 we will send out new employer surveys.

Program Modifications Based on the 2020-2021 Goals & Program Review

Many of the goals and program modifications that were implemented between Fall 2020 and Spring 2021 were the result of evaluating our program as we prepared for the CACREP Site visit and the Addendums that we were asked to submit. The following goals and accomplishments capture many of these changes.

1)Goal: Create innovative approaches for reaching and recruiting more diverse student populations. Our first step in moving toward reaching this goal was to begin with hiring more diverse faculty. Another is that we continue to put more courses online with the hope that these courses will help us reach a more diverse student population. This conversation continues in our division meetings. Related to this goal is:

2) Continue to increase the PhD program to grow the Division and with an emphasis on reaching a diverse group of students for future leadership in academia.

3) In reviewing the Comprehensive exam scores, we see that we needed to re-visit the study guide and re-work the Comprehensive Exam. We have identified that our policy has not been in alignment with the Seminary policy on Comps. We made some major changes to the Comprehensive exam and aligned it more closely to the Seminary policy.

3) Several 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. We have increased the expectations of lead professors and a written "job description" has been developed and disseminated to all lead professors.

3) Goal: Complete rubrics for all KPI assignments with an additional CACREP Standard evaluation based on the KPI. Faculty are continuing to develop and standardize rubrics across the curriculum where possible to assess student performance of CACREP standard. We have set as a goal to have all rubrics completed by Fall 2022.

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 courses and KPI assignments more consistently. Lead professors will oversee this process for their courses. We have initiated specific faculty workshops that will address these issues in Spring of 2022.

6) We learned through the Site visit that we have too many KPI's. This situation was corrected in late Spring 2021. Also, while most of our KPI's are measured over various points in time, we are inadequate in measuring some with multiple modalities. We identified those and will continue to work on broadening the types of assignments, preferably by adding more experiential elements into Fall 2021 and Spring 2022.

7) There was 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, put together DSCKA training for our practicum supervisors.

8) Students consistently rated below or just at benchmark on the following disposition: "Engages in appropriate advocacy on behalf of the profession." Faculty initiated the following Action Plans to address this need for program modification:

a) Faculty will encourage student involvement in organization and formation of Chi Sigma Iota:

Chi Sigma Iota was organized during COVID and we had strong student involvement. Our goals were to begin building an active chapter. We set an ambitious goal of matching 50% of those eligible to match our first year percentages. We did not reach our goal of 50% as 82 students were eligible in Fall of 2020 and 17 were inducted.

9) 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. We did not meet this goal, but we will continue to work on it for AY 2021-2022.

10) Goal: Involve School Counseling Students with stakeholders through the School Counseling Mental Health Initiative. A number of students have been involved in the on-going research with SCHMI and they are currently preparing presentations in various venues.

11) Goal: Create more robust and user-friendly employer, site supervisor, exit, 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 Spring 2022.

These surveys have been completed and disseminated except for the employer surveys which will go out according to our survey schedule in Fall 2022.

Goals for Academic Year 2021-2022 and Beyond

These goals are a result of the Fall 2021 Annual Program Review Forum:

General MA Counseling Program Goals

1) Expansion of Denver Counseling Center services beyond the current clinic with expanded professional LPC staffing
2) Significant continued focus on faculty development and interdisciplinary training (NT and OT this year, Theology next year, and continued rotation of training)
3) Creation of a proposal for a fully online CMHC and School MA degree during the 2022 calendar year with evaluation of the viability of such a program
   with a potential implementation date of such a program if created in Fall 2025

4) Continued expansion of diversity of faculty, staff, and student body in all programs
5) Expansion of grant and donor funded initiatives such as the School Counseling Mental Health Initiative
6) Hiring of three more faculty over the next academic year to start in Fall 2023
   a. One additional CMHC/School MA faculty
   b. One additional PhD faculty
7) Continued development and implementation of the PhD program
   a. Implementation of the Residency elements of the program
   b. Development of the Personal Formation elements of the program
   c. Development of the Clinical Training elements of the program
   d. Potential CACREP accreditation application in year 3 of the program (Fall 2023).
8) Continued expansion of diversity of faculty, staff, and student body in all programs
9) Expansion of grant and donor funded initiatives such as the School Counseling Mental Health Initiative

School Counseling Program Goals

1. Program Goals
   a. Goal: seek out new funnels of students beyond traditional CMHC students
      i. Program chair will meet with Dusty Di Santo and his team during the spring 2022 semester to develop a strategy for recruiting school counseling students due to the nature of a new program in a field that is not naturally aligned with a traditional seminary student body.
      ii. Program chair will contact and visit education programs within the state in order to develop streams of prospective students.
      iii. Program chair will work with advancement to raise funds for school counseling student scholarships, especially for students of color.
      iv. Program chair will work with Michael Roberts to update and develop web presence surrounding the school counseling program and possible scholarships and opportunities (e.g., SCMHI) within the program.
   b. Goal: Expanding curricular offerings
      i. In order to further bolster the quality of the curriculum the program chair will develop and implement the following curricular changes:
         1. Spring 2023: Offer a new Brief Counseling course (CO 561) specifically oriented toward school counseling and clinical mental health counseling settings.

2. Fall 2023: Develop and offer the following new courses oriented toward school counseling and the child adolescent population:
    a. CO ???: Child and Adolescent Groups
    b. CO ???: Child and Adolescent Assessment and Measurement
    c. CO ???: College and Career Preparation

c. Goal: Use of School Counseling Mental Health Initiative research to evaluate program effectiveness
    i. Evaluate all school counseling core course curricula (i.e., CO 506, CO 507, CO 556, CO 652) as well as school counseling modified assignments (e.g., CO 615, CO 602) for alignment with SCMHI literature review and research project results.
    ii. Integrate/update current industry data and themes into all school counseling courses.

School counseling chair will attend CO 506 and CO 507 once per semester to provide a research update of the current SCMHI research findings and explore the use of data in school counseling and program evaluation with current school counseling students.