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Annual Report

for

Stakeholders and the Public

Clinical mental health program

Table of Contents

[I. Introduction 2](#_Toc69126089)

[A. Mission of Bushnell University 2](#_Toc69126090)

[1. Mission 2](#_Toc69126091)

[2. Vision 2](#_Toc69126092)

[B. Core Themes of Bushnell University 2](#_Toc69126093)

[1. Manifest Excellence in Christian Higher Education 2](#_Toc69126094)

[2. Exercise Faithful Stewardship 2](#_Toc69126095)

[3. Foster Life-Transformation in a Christ-Centered Community 2](#_Toc69126096)

[4. Develop Purposeful Graduates 3](#_Toc69126097)

[C. Mission of the CMHC Program 3](#_Toc69126098)

[D. CMHC Program Objectives 3](#_Toc69126099)

[II. Program Faculty 2021-2022 3](#_Toc69126100)

[A. New Faculty 3](#_Toc69126101)

[B. Continuing Faculty 4](#_Toc69126102)

[III. Studies of Program Graduates (Alumni) 4](#_Toc69126103)

[A. Alumni Survey – Graduate Perceptions, Employment, Licensure 4](#_Toc69126104)

[B. Graduation Rate 5](#_Toc69126105)

[C. Employer Survey 5](#_Toc69126106)

[IV. Studies of Applicants and Current Students 6](#_Toc69126107)

[A. Program Applicant Characteristics 6](#_Toc69126108)

[B. Current Student Characteristics 7](#_Toc69126109)

[C. Student Satisfaction Survey 7](#_Toc69126110)

[V. Studies of Site Supervisors and Sites 8](#_Toc69126111)

[A. Feedback from Site Supervisors 8](#_Toc69126112)

[B. Student Evaluations of Fieldwork Sites 8](#_Toc69126113)

[VI. Studies of Faculty and Supervisors 10](#_Toc69126114)

[A. Faculty Course Evaluations 10](#_Toc69126115)

[B. Clinical Supervisors 11](#_Toc69126116)

[VII. Program Modifications 11](#_Toc69126117)

[A. Targeted Improvements 11](#_Toc69126118)

[B. Sustaining Strengths 11](#_Toc69126119)

**CLINICAL MENTAL HEALTH COUNSELING**

**YEARLY ASSESSMENT REPORT**

# Introduction

## Mission of Bushnell University

### Mission

 Bushnell University fosters wisdom, faith, and service through excellent academic programs within a Christ-centered community.

### Vision

 Bushnell University aspires to be characterized by its commitment to equip students to discover and answer God’s call in their lives.

 Bushnell University achieves this vision through academic excellence and faithful stewardship in a Christ-centered community that develops purposeful graduates.

## Core Themes of Bushnell University

### Manifest Excellence in Christian Higher Education

 Bushnell University takes seriously its history and calling to deliver excellent academic programs within a distinctively Christian learning environment. Faculty and students engage in research and academic dialogue from a faith-based perspective and with a confessional commitment to the authority of the Bible as Holy Scripture.

### Exercise Faithful Stewardship

 With the conviction that all the resources we have at our disposal (financial, physical plant, faculty, staff, students, community partners, etc.) are gifts from God, we seek to utilize these resources in such a way that demonstrates respect for the resources themselves and that brings honor to the One who has entrusted them to us. Faithful stewardship ensures appropriate resources and capacity for educational and institutional effectiveness.

### Foster Life-Transformation in a Christ-Centered Community

 Bushnell University is committed to a holistic approach to education and life-long learning that engages not only the mind of the learner, but every aspect of life – body, spirit, and heart. Bushnell University fosters life-transformation through co-curricular learning, campus ministries, student development programs, service activities, and community experiences, including programs designed for non-traditional and adult students, as well as traditional undergraduate students.

### Develop Purposeful Graduates

 Developing purposeful graduates is the culmination of all aspects of a Bushnell University education and experience. Purposeful graduates apply skills and knowledge into practice as productive and contributing members of their respective families, churches, communities, and places of work.

## Mission of the CMHC Program

 The mission of the Bushnell University Clinical Mental Health Counseling Program is to prepare culturally humble mental health counselors who integrate current, evidence-based interventions and techniques with clients to foster their wellness and relationships.

## CMHC Program Objectives

Upon completion of the Bushnell University Master of Arts in Clinical Mental Health Counseling, candidates will be able to:

* Develop and exhibit a professional identity as a counselor, as evidenced by membership in relevant professional organizations, active preparation for licensure, and obtaining relevant counseling credentials.
* Verbalize a personal theoretical orientation to counseling.
* Conduct a comprehensive mental health assessment including a DSM 5TR diagnosis as appropriate.
* Formulate and monitor the effectiveness of an evidence-based treatment plan for counseling.
* Deliver supervised counseling services to individuals and groups and document a minimum of 700 clock hours (280 direct hours) of supervised clinical experience.
* Model professional ethical practices and adherence to legal requirements for counselors.
* Demonstrate awareness of social, spiritual, and cultural issues affecting clients, and integrate that awareness into culturally informed counseling practice.

# Program Faculty 2021-2022

## New Faculty

The program hired one new faculty member in 2021-2022.

 **Marilyn Montgomery, Ph.D, LMHC, NCC**

 **Professor**

Ph.D. Human Development & Family Studies, Texas Tech University

 M.Ed. Counselor Education, Texas Tech University

 M.Ed. Curriculum and Instruction, University of Houston

 B.A. Secondary Education, Abiliene Chrisitan University

## Continuing Faculty

 **Ryan Melton Ph.D., LPC, ACS**

 **Dean and Associate Professor of Counseling**

Ph.D. Counselor Education, Oregon State University

M.A. Counseling Psychology, Pacific University

B.A. Psychology, Pacific University

 **Julie Lerwick, Ph.D., LPC, NCC, RPT**

 **Associate Professor of Counseling**

 Ph.D. Counselor Education, Oregon State University

 B.A. Christian Ministry, Theology, Leadership, Puget Sound Christian College

 **Mindi Barta, M.A., LPC, NCC**

 **Clinic Manager & Field Experience Coordinator**

 M.A. Clinical Mental Health Counseling, Bushnell University

 B.A. Interdisciplinary Studies, Bushnell University

The Program has one current opening for a full-time faculty following the sudden retirement of long standing faculty Dr. Gene James. Bushnell CMHC Program also employs affiliate and adjunct faculty who support the mission, goals, and curriculum of the Program. All affiliate faculty hold graduate degrees, preferably in counseling or counselor education from CACREP-accredited programs, have relevant preparation and experience in the assigned area of teaching, and who identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

# Studies of Program Graduates (Alumni)

## Alumni Survey – Graduate Perceptions, Employment, Licensure

In 2022, alumni were invited to participate in a Bushnell University CMHC Graduate survey. We received 28 responses; this is down from 47 the previous survey. We will need to explore reasons for the reduced responses. Of those responding, the majority (97%) indicated that they were working as a counselor; this is up from 94% from our previous survey.

Most of the alumni (100%) feel that the CMHC program prepared them equivalent to or better than others in the mental field with similar degrees; this is up from 88% from the previous survey.

The majority (93%) of Bushnell University CMHC Graduates are in the process of registering to become a registered intern with the licensing board or currently a licensed professional counselor. This is up from 88% on our previous survey.

You can review the full **graduate survey** results here (*Ctrl+Click on image*):



The NBCC reported a 100% pass rate for Bushnell students on the national exams (NCE & NCMHE) over the last year. This is the same pass rate as previous results. Bushnell students score on average higher than the national average with higher than national averages on 12 of the 14 exam areas.

You can review the full **NCE results** here (*Ctrl+Click on text*):



## Graduation Rate

Of those students who entered in Fall 2016, a total of 70% of those have graduated.

## Employer Survey

In 2022, employers of Bushnell University CMHC graduates were invited to participate in an employer survey regarding program objectives related to employment outcomes. Employers from a wide range of settings responded (12 total) including mental health agencies, hospitals, schools, universities, group practice, etc. This was the same number of respondents from our previous survey.

The majority of employers (100%) felt the Bushnell University CMHC program prepared them to work in their respective settings. This same score from our previous survey.

100% of employers indicated they are “likely to more likely” hire a Bushnell University graduate! This is the same result as our previous survey. With half of those responses stating they are more likely to hire a Bushnell graduate!

You can review the full **employer survey** results here (*Ctrl+Click on image*):



**IV. Studies of Applicants and Current Students**

## Program Applicant Characteristics

|  |
| --- |
| Summary of Demographics for FA-21 and FA-22 CMHC Admits |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **RACE** |  |
| Hispanic | 5 |
|  |  |
| **ETHNICITY** |  |
| American Indian or Alaska Native  | 1 |
| Asian | 1 |
| Black or African American | 0 |
| Native Hawaiian/other Pacific Islander | 2 |
| White | 65 |
| No Response | 1 |
| \*4 students reported 2 or more ethnicities |  |
|  |  |
| **GENDER** |  |
| Female | 56 |
| Male | 18 |
|  |  |
| **FROM** |  |
| Oregon  | 62 |
| California | 4 |
| Colorado | 1 |
| Georgia | 1 |
| Ohio | 1 |
| Texas | 3 |
| Washington | 2 |
|  |  |
| **RELIGIOUS AFFILIATION** |  |
| Agnostic | 3 |
| Baptist | 1 |
| Calvary Chapel | 2 |
| Catholic | 2 |
| Christian Church/Church of Christ | 4 |
| Christian Church/COC Non-Instrumental | 1 |
| Christian Church/Disciples of Christ | 1 |
| Christian Missionary Alliance | 2 |
| Episcopal  | 1 |
| Evangelical | 1 |
| Hindu | 1 |
| Lutheran | 1 |
| Mormon | 2 |
| No Affiliation | 7 |
| Non-Denominational | 13 |
| Other | 4 |
| Pentecostal | 2 |
| Seventh Day Adventist | 2 |
| United Church of Christ | 1 |
| Unknown | 23 |

## Current Student Characteristics

In Fall, 2022, 48 admitted students began the CMCH program. Making a total of 98 currently enrolled.

Most are female (56%), and most indicate that their race is non-Hispanic White (86%). Other student races (totaling 14% of current students, slightly lower than previous reports) include American Indian/Alaska Native; Hispanic/Latino; Black/African American; and two or more races. Currently, 11% of our students are Veterans.

## Student Satisfaction Survey

When it comes to student satisfaction, the Bushnell University CMHC program believes in “by the student, for the student”. A student survey is administered every six (6) months by a student representative. In 2022, 18 CMHC students (24% of CMHC students invited to participate) completed the survey, the same from previous survey. The student representatives are working with faculty and students to improve response rates, by designing a more inclusive survey from an equity framework.

80% of students expressed feeling satisfied or very satisfied with the structure of the program. This is down from 84% from the previous survey. 89% reported feeling satisfied or very satisfied with the course content and support from faculty and administration; this is the same from the previous survey.

Areas where students expressed the most dissatisfaction were around online courses (50%). These results highlight areas where improvements will be targeted; see *Program Modifications* (Section VII) below. We will focus on improving survey response rates given the decline in responses with this survey.

You can review the full **student survey** results here (*Ctrl+Click on text*):



# Studies of Site Supervisors and Sites

## Feedback from Site Supervisors

The Bushnell University CMHC program utilizes the Counselor Competency Scale (CCS) for Off-site evaluations of students. The CCS measures three primary areas: Primary Counseling Skills, Professional Dispositions and Professional Behaviors with the following anchors:

2 = Below Expectations / Insufficient / Unacceptable

4 = Near Expectations / Developing Towards Competencies

6 = Meets Expectations / Demonstrates Competencies

8 = Exceeds Expectations / Demonstrates Competencies

Over the course of the 2021-2022 academic year, 220 responses from supervisors were collected with the following summary of results.

Supervisors responded that

* 7.3 (up from 7.0 from our last report) was the average score in the area of Primary Counseling Skills
* 7.5 (up from 7.4 from our last report) was the average score in the areas of Professional Dispositions
* 7.3 (up from 7.1 from out last report) was the average in the areas of Professional Behaviors

## Student Evaluations of Fieldwork Sites

Bushnell University currently has established relationships with 59 community sites where our Internship students are placed for their field experiences.

Students and Field Experience Coordinator evaluations/comments of field experience sites are recorded in the Student Development Assessment files and specific information about the sites is kept in the Field Experience Coordinator’s office. The purpose of its availability is to allow each succeeding cohort to consider information about prospective.

Here are the sites we currently have a contract in place:

|  |
| --- |
| Name |
| 1. Bushnell University - Mental Health Counseling Clinic
 |
| 1. Family Faith And Relationship Advocates (FARA)
 |
| 1. CAHOOTS - White Bird Clinic
 |
| 1. Shangri-La
 |
| 1. Youth Services - Lane County
 |
| 1. Willamette Sky Counseling
 |
| 1. Umpqua Community College
 |
| 1. The Sage House
 |
| 1. Eugene Mission
 |
| 1. South Lane Mental Health
 |
| 1. The Child Center
 |
| 1. El Rod
 |
| 1. Monte Nido (Rain Rock)
 |
| 1. Lane Community College
 |
| 1. Lane County Behavioral Health
 |
| 1. JJ Oregon State Hospital
 |
| 1. Jasper Mountain
 |
| 1. Holly Residential Center
 |
| 1. Douglas County Educational Service
 |
| 1. COMPASS
 |
| 1. Cascade Behavioral Health
 |
| 1. Center Community Counseling
 |
| 1. Center for Family Development
 |
| 1. Children's Farm Home
 |
| 1. Empowerment Therapy
 |
| 1. Options Counseling
 |
| 1. PeaceHealth
 |
| 1. Stronger Oregon
 |
| 1. Serenity Lane
 |
| 1. Maegan Mexicotte
 |
| 1. G Street Integrated Health
 |
| 1. Bethel Health Center
 |
| 1. Cascade Hospice
 |
| 1. Christians As Family Advocates (CAFA)
 |
| 1. Faith Hope and Healing
 |
| 1. Family Development Center Douglas County Relief Nursery
 |
| 1. The Relief Nursery
 |
| 1. C.H.O.I.C.E.S. Creating Healthy Options In Confronting Exploitive Sexuality
 |
| 1. CFD - Recovery Program
 |
| 1. Jackson County Health and Human Services
 |
| 1. Looking Glass - (AYS)
 |
| 1. Postpartum Support International
 |
| 1. Left Coast Wellness
 |
| 1. Parry Center for Children
 |
| 1. Oakland Elementary School
 |
| 1. Eating Disorder Center of Eugene - Monte Nido
 |
| 1. North Douglas Elementary Middle School
 |
| 1. Direction Service
 |
| 1. Children's Behavioral Health, Marion County
 |
| 1. Wild Wish Counseling
 |
| 1. Rimrock Trails Treatment Services
 |
| 1. Breaking Free LLC
 |
| 1. Benson Health Clinic
 |
| 1. Sweet Home School District
 |
| 1. Parenting Now
 |
| 1. Bob Belloni Ranch
 |
| 1. Veritas Community Counseling
 |
| 1. ElRod Center
 |
| 1. McKenzie Living – Eugene
 |

Student feedback Center for Community Counseling “Leora has been a fantastic supervisor. She has a unique perspective that has pushed me to grow in many new ways. She is comfortable taking risks and always emphasizes the importance of doing all things for the benefit of the client, something I will remember for the rest of my time practicing as a counselor. She was supportive throughout my internship and was always willing to case something with me as needed.”

“Gale from New Springs Counseling (Now Faith Hope and Healing) has been fantastic and I've enjoyed my time with them. I look forward to continuing my internship with them.

CAFA “Corey is the reason I wanted to intern with CAFA. He has a lot of good qualities I need to cultivate more of.”

# Studies of Faculty and Supervisors

## Faculty Course Evaluations

In 2021-2022, the majority of sections of academic courses were taught by core faculty; three were taught by non-core faculty. Students rated faculty on a 25-item 5-point Likert scale (5 = *excellent*) in each of the four areas: *Quality of Course,* *Quality of Delivery,* *Class Environment,* and *Integration of* *Faith and Learning.*

Over the course of 2021-2022, students rated faculty on average of 4.5 across all four domains. This is the same from the previous report. With the following averages for each area:

Quality of Course: 4.6 (no change)

Quality of Delivery: 4.5 (no change)

Class Environment: 4.7 (no change)

Integration of Faith in Learning: 4.1 (drop from 4.3)

Majority of students in courses are completing these evaluations (52%). This is a drop from 62% in the previous report, the faculty plan to encourage greater numbers of students to complete these evaluations so that feedback can be used to target continuous improvements.

## Clinical Supervisors

Practicum and Internship supervisors were rated by students over the 2021-2020 academic year on a 29-item 5-point Likert scale (5 = *very satisfied*). CMHC faculty’s ratings averaged 4.7; from 220 responses this is the same from the previous report.

# Program Modifications

## Targeted Improvements

Based on data from several sources, the faculty plan to target the following improvements:

* + 1. Increase opportunities for specific employment by adding employers to our internship fair with the hopes of increasing employment opportunities for graduates. This was based on feedback from sites that attended fair that they are also in need of employees in addition to interns.
		2. Increase the frequency, quality, and amount of feedback to faculty on their courses and the quality of the program, given the 10% drop in course evaluations completed. Work with student representatives to improve this number.
		3. Ensure that part-time and new faculty receive support and training for all aspects of teaching at Bushnell University and in CMHC; improve on-boarding processes. We will keep this goal given the return from COVID restrictions.
		4. Work to continue to increase diversity in our student body. We will work directly with the new DEI committee starting at Bushnell and other stakeholders to improve in this area.

## Sustaining Strengths

Additionally, the faculty plan to do the following in order to sustain their areas of strength:

* + 1. Continue high quality course content in curriculum planning and course design, for online, hybrid, and face-to-face courses as evidenced by student evaluations.
		2. Maintain the frequency, quality, and amount of feedback to students on their coursework, need for support, and clinical skills.
		3. Continue high availability and improved structure to students through face-to-face and online meetings as needed.
		4. Continue to obtain high employment rates and employer high expectations of Bushnell University CMHC graduates.
		5. Continue to offer support for the NCE and CMHCE to maintain high pass rates.