



CLINICAL MENTAL HEALTH PROGRAM

CACREP

Comprehensive Assessment Plan

Nov 2022

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CACREP Comprehensive Assessment Plan

In compliance with CACREP (2106) standards, the purpose of this comprehensive assessment plan is to engage in continuous, systematic program evaluation of the program mission, objectives and student learning outcomes.

Mission of the University

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

Mission of the CMHC Program

The Bushnell University CMHC Program is to prepare culturally humble mental health counselors who integrate current, evidenced-based interventions and techniques with clients to foster their wellness and relationships.

CMHC Program Objectives

- a. Develop and exhibit a professional identity as a counselor, as evidenced by membership in professional counseling organizations, active preparation for licensure, and other counseling credentials, skillsets and expertise.
- b. Verbalize and integrate a personal theoretical orientation to counseling.
- c. Conduct a comprehensive mental health assessment including a DSM 5 TR diagnosis and/or other relevant impressions.
- d. Formulate an evidenced based treatment plan including client informed goals, interventions and objectives.
- e. Model professional ethical practices and adherence to legal requirements for counselors.
- f. Demonstrate awareness of social, spiritual and cultural issues affecting clients and integrate that awareness into culturally informed practice.
- g. Deliver supervised counseling services to individuals, families and groups. Document a minimum of 700 clock hours (280 direct client contact hours) of supervised clinical experience.

CMHC Student Development Assessment

Student Developmental Assessment (SDA) is completed during the admissions process, during each academic semester (except summer), and at program exit. The student's assigned faculty mentor completes the SDA. The SDA assesses the following areas:

- a. Academic Performance: The CMHC program requires a 3.0 cumulative GPA, a grade of B- or higher in each course and an 80% higher on each signature assignment.
- b. Professional Development: A passing grade in the field experience courses CMHC 685 and CMHC 695 and Meets Expectations/Demonstrates Competencies on the Counseling Competencies Scale (CCS) by the end of CMHC 695.
- c. Personal Development: A positive rating on all disposition evaluation areas.
- d. Mentor Endorsement of Program: Program mentors endorse student progress during each

- semester. Students are referred to the remedial process if not endorsed for Program progression.
- e. Each SDA is completed in Supervision Assist in the Spring and Fall. With comments added throughout the academic year as indicated. . SDA data is kept confidential according to FERPA law on a Secure Drive. Students may request individual advising data.

Program Evaluation

- a) A review by program faculty of programs, curricular offerings, and characteristics of the program applicants.
 - i) Program and curricular offerings are reviewed at the CMHC Advisory Board Meeting bi-yearly (March/Sept). Formal minutes are kept and filed. Data from our Student Survey, Graduate Survey, Employer Survey, Vital Statistics report, NCE passing rate etc. are incorporated into the Advisory Board Meeting.
 - ii) For admitted students, characteristics are reviewed throughout the program via the SDA.
- b) Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the programs.
 - i) Perceptions and evaluations of major aspects of the Program are assessed through a Graduate Survey offered annually in January. Data is reviewed at the Advisory Board Meetings and at Faculty and Staff meetings.
- c) Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of the major aspects of the program.
 - i) Perceptions and evaluations of major aspects of the Program are assessed through an annual supervisor/employer survey (January). Site Supervisors also evaluate students using the CCS at the end of each CHMC 695 Field Experience. Data is reviewed at the Advisory Board Meetings and at Faculty and Staff Meetings.
- d) Assessment of student learning and performance on professional practice and program area standards.
 - i) Student assessment is completed throughout the student's matriculation from application (ranked interviewing scoring, criminal background checks, writing sample, group interaction, undergraduate academic work, recommendations) through program exit. Following admission all data is kept on the SDA.
- e) Evidence of use of finding to inform program modifications:
 - i) Assessment data and findings are reviewed at Advisory Meetings and Faculty/Staff meetings. Recommendations for changes are made during meetings following discussion, initial decision, and feedback and finalization process. Program changes may also need to go through a University Process, such as Academic Council (e.g. for curricular changes).
- f) Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperation agencies (e.g. employers, site supervisors) and the public.
 - i) The Dean of CMHC prepares a yearly, formal report in January (Appendix A). The report is shared with Advisory Board Members, other key stakeholders and posted on the Program Website.

- g) Students have regular and systematic opportunities to formally evaluate who provides curricular experiences and supervisors of clinical experiences.
 - i) Students complete formal course evaluations at the end of each course. The Assistant Dean reviews all student evaluations and reviews results with faculty. Data from course evaluations is also reported in the Annual Report.
 - ii) Students complete formal evaluations of clinical supervisors, both site and program faculty supervisors. Data from clinical supervisor evaluations also reported in the Annual Report.
 - iii) Students also evaluate the program via the Student Survey administered by the CMHC Student Representative bi-annually (January, August). Data from the Student Survey is reported in the Annual Report.
- h) Annual results of student course evaluations are provided to the faculty.
 - i) Program faculty can access their course evaluations and clinical supervisors' evaluations within 4 weeks of the student completion. Faculty have the opportunity to review their evaluations with the Dean on a requested basis and part of formal evaluations.
- i) Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.
 - i) Faculty evaluation procedures are described in the Bushnell University Faculty Handbook and Field Experience Handbook (updated annually in August at Faculty Retreat).

Table 1: CACREP Assessment Data Collection Plan

CACREP Standard	Data Collected	Date Collected
4.0	Advisory Committee Feedback Graduate/Employer Survey	September & March January
4B	Student Survey Vital Statistics Report	January & August December
4B	Graduate Survey	January
4B, F, G, H & F	Site Supervisor Evaluation Employer Survey	End of each term January
4G	Admissions Interview SDA	Pre-Admission Admissions thru Exit
AA.54A	Advisory Board Committee Minutes	September & March
4A-E	Annual Report	January
BB4 A-E	Annual Report	January
4A-E	Annual Report/Annual Retreat Minutes	January
4A-E	Annual Report	January
4E	NCE/NCMHE Exam Results	Spring/Fall

Stakeholder Contact Information

Email contact lists are kept and regularly updated for the following Stakeholders;

- h. Program applicants, both admitted students and individuals that declined admission.
- i. Current students
- j. Program graduates (also collect address and phone at exit)
- k. Program Faculty (core and non-core)
- l. Program Advisory Board
- m. Program Staff
- n. Field Experience site supervisors

Additionally, the CMHC Program will list assessment information on the Bushnell CMHC program page. This will include the Annual report, Vital Statistics Report, Student/Graduate/Employer Surveys.

Surveys/Assessments

- a. Counselor Competencies Scale (CCS)**
- b. SDA**
- c. Signature Assignments**
- d. Student Survey**
- e. Graduate Survey**
- f. Employer Survey**
- g. Student Evaluations of Supervisors**
- h. Student Interviews Ranking**

Table 2: Bushnell University-CMHC Data-Driven Program Modifications Plan*

Area of Improvement	Modifications/Interventions	Results/ Objectives
Advisory Board/Student Survey Finding: Students are requesting specific counseling skills that go beyond what is taught in counseling theory.	Continue to offer specialized training courses in counseling skills within and outside of CMHC program. This will include the Special Topics Courses, engaging with training specialists who can offer training, credentialing to students at free or discounted rates. Faculty share free training with students through social media and email.	Spring 2021: First Special Topics course is offered with plans to offer at least one course each semester. Regular free training posted on social media and over email Established a relationship with the Oregon Counseling Association to offer free memberships to students.
Data sources (Student Survey, Vital Statistics Report) Indicate low racial and sexual diversity in CMHC program. Student survey found 65% of student reporting identify as white and 5% of them identify as LGBTQIA+.	Work with Dean of Students to target minority undergraduates interested in the helping profession. Identify cultural brokers and newly formed DEI community at Bushnell in these specific areas that may be able to offer support/insights in recruiting minority students. Continue to work with University to safely identify LGBTQIA+ students and encourage those students to provide feedback on areas of improvement Add more minority members of advisory council that may guide us as a program in this area.	Goal: Increase both areas by 10% enrollment over by Fall 2023
April 2020: Data sources (Student Survey, Student Faculty Evaluations) indicate 55% satisfaction with organization of courses.	Emphasize consistency in communication and application of course syllabi. Begin to integrate new University Faculty Evaluation that reviews course syllabi and online courses in more detail.	Goal: Increase to 70% by Fall 2021. This goal was increased to 78% and met!

Area of Improvement	Modifications/Interventions	Results/ Objectives
April 2020: Data Source (Student Survey) indicate the least preferred (85%) form of instruction is online formats.	Continue to engage in strategies that may improve online courses (e.g. tech snacks, personal mentorship with Instructional Technology Specialist Elise Crichton, webinars, etc.)	Goal: Reduce this finding to 70% by Fall 2021. This goal was met as evidenced by a decrease to 50%
April 2020: Data Source (Student Survey) indicate 30% dissatisfaction rate with being able to locate resources in the Bushnell Clinic.	Continue to move all clinical forms within Theranest, increase Mindi's access to basic supplies, Integrate MyOutcomes into clinic practice.	Goal: Decrease this finding to 15% by Fall 2021. This goal was met with no students reporting dissatisfaction.
April 2020: Data Source (Student Survey) indicate 65% of students feel they do not have enough time to engage in research for working with clients. Staff audits have also noted some students neglecting to report other hours in Prac and Supervision.	Practicum and Internship Faculty review other hours on Hour logs more consistently and give specific assignments (e.g. review articles, AVON video specific to a client need). Create Special Topics Course to cover specific counseling interventions/research.	Goal: Decrease this finding to 50% by Fall 2021. This goal was met with increase to 89%!
April 2020: Data Source (Vital Statistics Report) indicates a 72% program completion rate.	Continue to consistently offer SDA meetings each semester if not more consistently, if student is of concern. Students of concern are identified at bi-weekly Faculty and Staff meetings. Add technology experience question into admissions survey as this was an area of low approval in previous student surveys.	Goal: Increase this finding to 80% by Fall 2023-We will continue this goal as 2021 Vital statis reported a 75% completion rate.
April 2020: Data Source (Student Evaluations) indicate a 55% evaluation completion rate.	Faculty to integrate course evaluations into course learning (e.g. research methods, assessment and appraisal) and consider offering an incentive in terms of course points.	Goal: Increase this finding to 70% by Fall 2023 We will continue this goal as we saw an evaluation return below 55%

*This table presents areas identified for improvement based on a review of program data. This table is updated on an ongoing basis in order to track modifications suggested and the results of implemented modifications.



CLINICAL MENTAL HEALTH PROGRAM

Annual Report for Stakeholders and the Public

December, 2022

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CLINICAL MENTAL HEALTH COUNSELING YEARLY ASSESSMENT REPORT

I. Introduction

A. *Mission of Bushnell University*

1. Mission

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

2. 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.

B. *Core Themes of Bushnell University*

1. 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.

2. 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.

3. 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.

4. 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.

C. 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.

D. 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.

II. Program Faculty 2021-2022

A. 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, Abilene Christian University

B. 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.

III. Studies of Program Graduates (Alumni)

A. 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*):

Form: Bushnell CMHC CACREP Graduate Student Survey Feb 2021		
Report Generated: Monday, June 06, 2022		
Survey Cases :	CASE#1: Survey Launch: Bushnell CMHC CACREP Graduate Survey April 2022	28 individual(s) of 28 total responded to this survey launch (100.00%)

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*):

Descriptive Statistics on Bushnell University

CACREP - Clinical Mental Health Counseling (60 Hours)

B. Graduation Rate

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

C. 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*):

Form: Bushnell CMHC CACREP Employer Survey Feb 2021		
Report Generated: Monday, June 06, 2022		
Survey Cases :	CASE#1: Survey Launch: Bushnell CMHC CACREP Employer Survey April 2022	12 individual(s) of 12 total responded to this survey launch (100.00%)

IV. Studies of Applicants and Current Students

A. 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

B. 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.

C. 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*):

2020-21 Bushnell University CMHC Student to Student Survey

V. Studies of Site Supervisors and Sites

A. 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 our last report) was the average in the areas of Professional Behaviors

B. 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
2. Family Faith And Relationship Advocates (FARA)
3. CAHOOTS - White Bird Clinic
4. Shangri-La
5. Youth Services - Lane County
6. Willamette Sky Counseling
7. Umpqua Community College

8. The Sage House
9. Eugene Mission
10. South Lane Mental Health
11. The Child Center
12. El Rod
13. Monte Nido (Rain Rock)
14. Lane Community College
15. Lane County Behavioral Health
16. JJ Oregon State Hospital
17. Jasper Mountain
18. Holly Residential Center
19. Douglas County Educational Service
20. COMPASS
21. Cascade Behavioral Health
22. Center Community Counseling
23. Center for Family Development
24. Children's Farm Home
25. Empowerment Therapy
26. Options Counseling
27. PeaceHealth
28. Stronger Oregon
29. Serenity Lane
30. Maegan Mexicotte
31. G Street Integrated Health
32. Bethel Health Center
33. Cascade Hospice
34. Christians As Family Advocates (CAFA)
35. Faith Hope and Healing
36. Family Development Center Douglas County Relief Nursery
37. The Relief Nursery
38. C.H.O.I.C.E.S. Creating Healthy Options In Confronting Exploitive Sexuality
39. CFD - Recovery Program
40. Jackson County Health and Human Services
41. Looking Glass - (AYS)
42. Postpartum Support International
43. Left Coast Wellness
44. Parry Center for Children
45. Oakland Elementary School
46. Eating Disorder Center of Eugene - Monte Nido

47. North Douglas Elementary Middle School
48. Direction Service
49. Children's Behavioral Health, Marion County
50. Wild Wish Counseling
51. Rimrock Trails Treatment Services
52. Breaking Free LLC
53. Benson Health Clinic
54. Sweet Home School District
55. Parenting Now
56. Bob Belloni Ranch
57. Veritas Community Counseling
58. ElRod Center
59. 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.”

VI. Studies of Faculty and Supervisors

A. 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.

B. 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.

VII. Program Modifications

A. 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.

B. 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.

