



CLINICAL MENTAL HEALTH PROGRAM

Annual Report for Stakeholders and the Public

December 2025



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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.

The CMHC Program welcomed its first cohort in Fall, 2002. The advisory board members for endorsed the creation of the program and unanimously agreed that “there exists, and will continue to exist, the need for professional mental health counselors in Oregon.” Since inception, the program has prepared more than 1,000 graduates who have gone on to become licensed counselors in Oregon and other states.

D. CMHC Program Objectives

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

1. Develop and exhibit a professional identity as a clinical mental health counselor, as evidenced by active preparation for licensure and other counseling credentials and membership in relevant professional associations. (KPI 1)
2. Articulate a personal model of counseling for individual, career, and group work informed by counseling theory and research. (KPI 4, KPI 6, KPI 7)
4. Conduct a comprehensive mental health assessment including a diagnostic impression, cultural assessment, risk assessment, and other assessments relevant to a case. (KPI 8)
5. Formulate and monitor the effectiveness of developmentally relevant, trauma-informed, and culturally sustaining biopsychosocial treatment plans with measurable outcomes for the clients. (KPI 5, KPI 9)
6. Model professional dispositions, ethical practices, and adherence to legal requirements for counselors in relationships with clients, peers, supervisors, other professionals, and self. (KPI 2)
7. Employ awareness of social, spiritual, and cultural factors impacting counselors and clients while engaging in client-centered counseling practices with diverse client populations. (KPI 3)

8. Develop strategies and resources for interfacing with integrated behavioral health care professionals and networks within the continuum of care. (KPI 10)

II. Program Faculty 2025.

A. Core Faculty

Marilyn Montgomery, PhD, LPC, NCC

Ph.D. Human Development and Family Studies, Texas Tech University
Dr. Montgomery serves as Professor and CMHC Program Director. Dr. Montgomery was previously core faculty at Bushnell University (then Northwest Christian University) in 2015-2017. She returned to Bushnell in 2022-2023 and returned as a full-time faculty member and chair in July 2024.

Darleen Dempster, PhD, LPC-S, NCC

Ph.D. Counselor Education, University of Mississippi
Dr. Dempster has served as an Associate Professor and full-time core faculty member since August 2024. She also serves as the Assistant Director for the program.

Gene James, PhD, LPC, NCC

Ph.D. Counselor Education, Oregon State University
Dr. James previously served as CMHC Program Director (2012-2020). He returned to Bushnell University as a full-time faculty member (after teaching elsewhere from 2022-2025) in August 2025.

Ashley Jackson, PhD, LPC, LMHC, NCC

PhD. Counselor Education, University of Texas at San Antonio.
Dr. Ashley Jackson serves as an Assistant Professor and full-time core faculty.

Angela Burdick-McPhee, PhD, LPC

PhD. Counselor Education, University of Holy Cross
Dr. Angela Burdick-McPhee serves as an Assistant Professor and full-time faculty.

B. Faculty (Affiliate)

Mindi Barta, MA

Ph.D. Counselor Education, Oregon State University (enrolled)
M.A. Clinical Mental Health Counseling, Bushnell University
Mindi Barta served full-time as CMHC Department Chair from August 2022 - June, 2024. She assumed a new role as Affiliate Faculty beginning Fall, 2024.

Abraham Cervantes, PhD

Ph.D. Counselor Education and Supervision, Oregon State University

M.S. School Counseling, Central Washington University
Dr. Cervantes served as Director of Education and School Counseling from 2015-2016. He now serves as adjunct faculty for the CMHC program.

Rebecca Tsuchiya, MA

Ph.D. Counselor Education, Capella University (enrolled)
M.S. Clinical Mental Health Counseling, Capella University
Rebecca Tsuchiya served as adjunct faculty from August 2023 through August, 2024. She began a full-time faculty position in the Fall 2024 term.

Devon Halleman, MA, Interim Program Coordinator

M.A. Clinical Mental Health Counseling, Bushnell University
Devon Halleman served CMHC as adjunct faculty in 2023-2024; she joined the faculty as a full-time instructor and CMHC Fieldwork Coordinator in October 2024 and has now transitioned into the CMHC Interim Program Coordinator and Adjunct professor.

Samantha Silver, MA, CMHC Clinic Manager and Fieldwork Coordinator

M.A. Clinical Mental Health Counseling, Bushnell University
Samantha joined the CMHC program as CMHC Clinic Manager in October 2024, and in September 2025, she added the role of Fieldwork Coordinator.

C. Additional Continuing Faculty

The CMHC Program also employs adjunct faculty who support the mission, goals, and curriculum of the Program. All adjuncts (affiliate faculty) hold graduate degrees in counseling, psychology, or counselor education from CACREP-accredited programs, have relevant preparation and experience in the assigned area of teaching, and 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

CMHC conducts an Alumni Survey on a bi-annual basis. Alumni who could be contacted were invited to participate in the Bushnell University CMHC Graduate survey in October, 2025. We received 23 responses. Steps have been taken to partner with our University's Alumni office to increase the accuracy of current contact information for our graduates.

The majority of respondents were working as a counselor, and 61% reported they had secured their first counseling-related prior to graduation. An additional 26% reported they had their first counseling-related position within 6 months of graduation or less.

All (100%) of students surveyed reported that they agreed or strongly agreed that the program prepared them well in the following area:

- Adhering to legal and ethical standards in my relationships with clients, peers, supervisors, and colleagues.

Over 95% of students surveyed reported that they agreed or strongly agreed that the program prepared them well in the following areas:

- Demonstrating ethical behavior and professional dispositions consistent with the counseling profession
- Integrating awareness of diverse worldviews, spirituality, and socio-cultural experiences into my counseling work.
- Applying counseling theories effectively in individual, family, career, and group settings.
- Incorporating cultural and contextual factors into assessment and diagnostic processes.

Survey results of alumni students suggested several areas for growth to include the following:

- Collaborating effectively with integrated behavioral health professionals and community resources.
- Contributing meaningfully to interdisciplinary teams within the continuum of care.
- Developing a strong professional identity as a clinical mental health counselor.

Program Modification: In Fall of 2025, the Professional Orientation course was modified to include CACREP standards that support these three areas. Students' gains in these areas were assessed with the CMHC Program's Key Performance Indicators, an assessment of KPI results obtained indicates that students will report feeling better prepared in these areas in the future.

B. Graduation Rate and Exam Pass Rate

Of the students who entered the CMHC program in Fall 2022, the graduation rate was 81.82% (36 of 44 students). Of the students who did not complete the program, the majority withdrew due to personal reasons or life circumstances; one student transitioned to different academic program aligned with their professional goals, and one student was dismissed.

Of the 65 students who graduated from the Bushnell University CMHC program in 2023 or 2024, 60 (92.3%) are registered as Professional Counselor Associates or Licensed Professional Counselors with the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT).

The NBCC reported a 92% pass rate for Bushnell students on the national exams (NCE & NCMHE) from January 2024-July 2025.

C. Employer Survey

The CMHC conducts an Alumni Surveys on a bi-annual basis. In Fall 2025, employers of Bushnell University's CMHC students and graduates were invited to participate in an employer feedback survey. A total of 16 surveys were received. Of these respondents, 10 identified as employers, many of whom also indicated they had served as site supervisors. Analysis for this report reflects responses from individuals who endorsed having employed Bushnell CMHC graduates. Employers represented a range of professional practice settings and reported experience supervising or employing multiple Bushnell CMHC students or graduates.

Employer ratings indicate that graduates consistently demonstrate competencies aligned with expectations for entry-level clinical practice across assessed domains. Areas reflecting particularly strong endorsement include ethical and legal practice, core counseling skills, clinical conceptualization, assessment and diagnostic practices, treatment planning, cultural responsiveness, collaboration, and responsiveness to supervision. Overall, findings suggest that graduates enter the field with foundational competencies and professional dispositions appropriate for early-career clinical work.

Table X summarizes employer ratings of Bushnell CMHC graduates across key competency domains aligned with program objectives and expectations for preparedness for entry-level clinical practice. Values represent the percentage of respondents who agreed or strongly agreed that graduates demonstrated each competency domain.

Table 2:

Employer Ratings of Bushnell CMHC Graduates' Demonstrated Competencies

CMHC Competency Domain	% Strongly Agree or Agree (Employer)
Strong Professional Identity	80%
Ethical Behavior & Professional Dispositions	90%
Legal & Ethical Standards in Professional Relationships	90%
Cultural Awareness & Responsiveness	100%
Core Counseling Skills	90%
Clinical Case Conceptualization	90%
Assessment & Diagnostic Practices	90%
Professional Self-Awareness & Growth	90%
Openness & Responsiveness to Supervision	90%
Collaborative Professional Relationships	80%
Overall Readiness for Entry-Level Clinical Practice	70%

In addition to providing ratings, employers were asked to identify ways in which Bushnell CMHC students or graduates demonstrate strengths that distinguish them from other counseling trainees or early-career counselors. Employers provided the following comments: 1) “My experience is that Bushnell have the unique combination of professional exceptionalism and a strong commitment to faith and values that are exactly what our organization is looking for.”, 2) “They seem more mature and able to articulate well their personal and professional thoughts.”, 3) “Bushnell interns and graduates are simply far more prepared than students coming from other programs. They are more self-assured, their documentation is excellent, and their skills are far beyond what we would expect from an intern or a new graduate.”

A sizable majority (80%) of employers agreed or strongly agreed that they would recommend the Bushnell University’s CMHC program to others considering a career in counseling.

IV. Studies of Applicants and Current Students

D. Student Demographics

As in previous years, the majority of enrolled students are female, and the majority of students indicate that their race is non-Hispanic White Other student races (20% of current students, slightly higher than previous reports) include American Indian/Alaska Native; Hispanic/Latino; Black/African American; and two or more races. Currently, 4 of our students are Veterans.

RACE	Female	Male	Grand Total
Hispanic	12	2	14
ETHNICITY			
American Indian or Alaska Native	0	0	0
Asian	1	1	2
Black or African American	1	1	2
Native Hawaiian/other Pacific Islander	0	0	0
White	88	26	114
2 or more Ethnicities/Races	10	1	11
Race/Ethnicity Unknown	0	0	0
GENDER			
Female	112		
Male	31		
OTHER			
Veteran	3	1	4
With Disability Accommodations			4

E. Current Students and Graduates

Between July 1, 2024, and June 30, 2025, 114 students were enrolled in the CMHC program.

In December 2025, we celebrated with 44 graduates who participated in the graduation ceremony. This included 26 students who completed graduation requirements in the Summer Semester 2025 and 29 in the Fall of 2025, all of whom were invited to participate in the December commencement ceremony.

F. Student Satisfaction Survey

A student satisfaction survey was administered by Bushnell University in October, 2025. Twenty-five CMHC students completed the survey, representing a less than 25% response rate.

Overall, students reported high levels of satisfaction with faculty knowledge, fairness, availability, and care for students as individuals.

Areas identified for improvement primarily related to timeliness of faculty feedback and aspects of instructional quality, providing clear targets for ongoing faculty support and program curriculum/CANVAS course refinement.

The program will continue to prioritize strategies to increase student survey response rates in future administrations to strengthen the representativeness of student feedback and further support continuous program evaluation and improvements.

IV. Studies of Site Supervisors and Sites

A. Feedback from Site Supervisors

Bushnell University's CMHC program collects evaluation data from site supervisors at the conclusion of each semester of fieldwork using the Counselor Competency Scale– Revised (CCS-R). Evaluations are completed through *Supervision Assist* (our fieldwork tracking software) and are used to assess student development and readiness for professional practice.

The CCS-R measures two primary domains: **Part I: Counseling Skills & Therapeutic Conditions** and **Part II: Counseling Dispositions & Behaviors**. Supervisor ratings are provided using the following performance anchors:

5 = Exceeds Expectations / Demonstrates Competencies

4 = Meets Expectations / Demonstrates Competencies

3 = Near Expectations / Developing Toward Competencies

2 = Below Expectations / Insufficient / Unacceptable

1 = Harmful

Data collected from Site Supervisors is still being analyzed to include responses evaluating both Practicum and Internship students in Fall, 2025.

B. Student Evaluations of Fieldwork Sites and Placement Rate

The program reports in aggregate the achievement of minimum thresholds for student placement rates at practicum and internship site. This report is created each October, after Practicum students have begun accruing hours at their placement sites. The CMHC program's minimum threshold for student placement is 95%, although 100% placement is the target. During the 2024-25 academic year, 100% of interested students achieved placement at practicum and internship sites.

V. Studies of Faculty and Supervisors

A. Faculty Course Evaluations

Students complete faculty course evaluations using a 25-item, 5-point Likert scale (5 = excellent), assessing four domains: *Quality of Course*, *Quality of Delivery*, *Classroom Environment*, and *Integration of Faith and Learning*.

Over the two academic years spanning Fall 2022 through Summer 2024, students rated CMHC faculty an overall average of approximately 4.1 across all domains on a 5-point scale. Average ratings for each domain were as follows:

Quality of Course:	4.26
Quality of Delivery:	4.01
Class Environment:	4.25
Integration of Faith in Learning:	3.80

Course evaluation results indicate several consistent strengths across the CMHC program, including clear and well-organized course design, supportive and respectful classroom environments, and faculty knowledge and subject matter expertise. Students reported feeling valued in class, safe approaching faculty with questions, and appropriately challenged to think critically and consider diverse perspectives. These findings reflect strong instructional foundations and positive learning climates across the program.

Areas identified for ongoing improvement primarily relate to timeliness and effectiveness of faculty feedback, consistency in instructional delivery, and integration of faith and learning across courses. While overall ratings in these areas remained positive, student feedback suggests opportunities to strengthen alignment and clarity in instructional practices. These findings will inform targeted faculty development and instructional alignment efforts, as outlined in Program Modifications (Section VII).

Approximately half of students in courses are completing these evaluations (52.8%). The program will continue to seek feedback from students on how to increase this response rate.

B. Academic Clinical Supervisors

Practicum and Internship course supervisors were rated in *Supervision Assist* by all fieldwork students over the 2024-2025 academic year on a 29-item 5-point Likert scale (5 = *very satisfied*). CMHC faculty's ratings for this period averaged 4.6, denoting a relatively high degree of student satisfaction with faculty supporting their clinical training. Data obtained for Fall 2025 are undergoing analysis.

VI. Program Modifications

A. Achieved and Planned Targeted Improvements

Based on data from several sources (including the previous annual reports), the faculty achieved or continue to target the following improvements:

1. Student feedback indicated a need for clearer and earlier communication of fieldwork expectations. In response, the program developed a dedicated Fieldwork Information course room that centralizes expectations, procedures, timelines, and resources related to fieldwork. This resource allows students to access consistent, comprehensive information early in their training.
2. To further enhance transparency and strengthen communication regarding student expectations and developmental progress during fieldwork, the program implemented new communication standards between Bushnell faculty and site supervisors. These standards promote more consistent information sharing, support student growth, and ensure alignment between academic and site-based training.
3. Feedback from the Community Advisory Council highlighted the need for increased student exposure to cultural considerations within specific career fields (e.g., law enforcement, firefighting, nursing) as well as greater competence in working with neurodiverse populations. The program plans to intentionally integrate these topics into existing coursework and explore the development of special topics courses focused on these populations.
4. The Community Advisory Council also emphasized the importance of preparing students to identify community resources, support clients in navigating complex systems (such as healthcare, education, and housing), and maintain ethical boundaries while engaging in advocacy. In response, the program is embedding structured opportunities within coursework and supervision for students to practice balancing clinical responsibilities with client advocacy.

B. Sustaining Strengths

CMHC faculty identified program strengths that have been identified in previous annual reports for continuing focus with refined action steps to further strengthen and sustain progress in 2026:

1. The program maintains a focus on high-quality curriculum and course design across online, hybrid, and face-to-face formats. Faculty implemented targeted improvements to curriculum and course rooms to support learning objectives and align with KPI assessments of learning.
2. The program has now completed a full year with the CANVAS Learning Management System. To refine student experience with CANVAS online courses and/or supporting CANVAS course websites, the CMHC faculty has adopted *Quality Matters*–informed best practices as an aspirational standard. In 2025, the faculty focused on consistent formatting across the curriculum for all CMHC courses (e.g., presenting course instructional material in modules).
3. The program added KPI rating opportunities to the “signature” assignment in every course across the curriculum. These KPI ratings are available for analysis and are used to identify areas that promote greater student success through enhanced instructional consistency and quality.
4. Continue efforts to improve instructional quality by more intentionally aligning courses with *Quality Matters Standards* (QMS) and matching faculty strengths and expertise with course assignments.
5. The program will enhance faculty assistance with grading and assessment as needed, so that faculty maintain and /or increase the frequency, quality, and amount of feedback to students on their coursework.
6. Maintain and /or increase the frequency, quality, and amount of feedback to students on their coursework, professional dispositions, and clinical skills with improved evaluation tools, including developmental support in student/mentor meetings and in clinical supervision.
7. Continue high availability to students through face-to-face and online meetings as needed.
8. Continue to obtain high employment rates and employer high satisfaction of Bushnell University CMHC graduates.
9. Continue to revitalize and strengthen our chapter of Chi Sigma Iota (Nu Chi Upsilon chapter) and engage with graduates by offering continuing education programs in conjunction with Capstone presentations.