



## Master of Arts in Clinical Mental Health

### Program Assessment Report – 2018

The Master of Arts in Clinical Mental Health Counseling program at Denver Seminary uses a systematic plan for evaluating the program. Data that is used to evaluate the program objectives include the following:

- 1) Student Assessment data that is used to evaluate student knowledge, skills, and professional dispositions;
- 2) Demographic and other characteristics of applicants, students, and graduates; and
- 3) Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

The purpose of this report is to disseminate the findings of these evaluations to current students, program faculty, institutional administrators and personnel in cooperating agencies. In this report, **Section I** will give a summary of the data collected, **Section II** will report on program modifications that have been made this year as a result of this data; and **Section III** will discuss other substantial program changes that have been made to the Clinical Mental Health Counseling program in the past year.

#### **Section I: Data collected**

- 1) Student Knowledge, skills and professional dispositions:
  - a) Student Knowledge: The process used by the Counseling Division to evaluate Student Learning Outcomes (SLO's) is to identify the four institutional SLO's, and then identify artifacts within the Counseling program and curriculum for evaluation. This past year the program evaluated the following SLO's:
    - #1: MA-CO graduates will demonstrate the ability to use biblical and theological material to address contemporary issues related to counseling.
    - #2: MA-CO graduates will demonstrate sensitivity and ethical practice when working within diverse counseling contexts and with diverse clients.
    - #3: MA-CO graduates will demonstrate a growing knowledge of concepts and competence in skills related to fulfilling their vocational role as a counselor.
    - #4: MA-CO graduates will demonstrate a growing commitment to Christlikeness that is needed to sustain their work as a counselor.

The program curriculum used to evaluate these SLOs were: #1) CO 631 Counseling and Spirituality (the Personal Integration paper); #2) CO 621 Social and Cultural Foundations of Counseling (The Cultural Immersion project); #3) the National Counselor Exam; and #4) The

Comprehensive Exam. The success benchmark used is that 80% of students will achieve 80% or better on each question/paper. The result of this evaluation in the past year was as follows:

#1: 93% of students achieved a grade of 80% or higher on the Personal Integration paper.

#2: 98% of students passed the Cultural Immersion Project with a grade of 80% or higher.

#3: 96% of students who took the National Counselor Exam in Spring 2018 passed the exam.

#4: 80% of students passed the Comprehensive Exam on their first attempt.

The results were reviewed by two faculty within the Counseling Division and one faculty member from another Division.

The Observations/Interpretations that were made are as follows: "...the results of the evaluation appears to be generally acceptable. However, there has been feedback that there needs to be some change in the artifacts and general evaluation. In both CO 631 (Counseling and Spirituality) and CO 795-797 (Internship), the Assessment of Student Learning (ASL) committee recommended use of a rubric more closely related to the Denver Seminary SLO's. In light of the [Counseling Division's] curriculum revision, we anticipate that all Artifacts, SLO's, and Rubrics will need to be reviewed. In that process of review, some of these will likely be changed."

- a) Student skills: Student skills are evaluated by Internship Site Supervisors. The Site Supervisor fills out a formal evaluation on each student reviewing specific skills which are required in CACREP's Standards for Internship Students at the end of every semester. Denver Seminary uses a program for data collection that is accessible only by the Clinical Training Director, the student, and the student's supervisor. However, any concerns that come up regarding a student's skill development is referred to the gatekeeping committee. The gatekeeping committee collects data and makes a recommendation of appropriate remediation to the leadership team. The leadership decides on remediation and contacts the student.
- b) In the 2017 to 2018 Academic Year, 2 students went through a process of skills remediation. One completed the process successfully, and one is still in process.
- c) Student Professional Dispositions: The professional development of students is a process which begins in the student's first semester and concludes in the final semester of Internship. The process requires students to meet with the Professional Development Director throughout their program, and includes group sessions, individual sessions, and remedial sessions. Students who are struggling with professional dispositions are brought up for discussion at the Counseling Division meetings, where a determination is made if further action needs to be taken.

In the 2017-2018 Academic year, 4 students were required to attend additional meetings and/or requirements to work through professional dispositions. Of those students, 3 are still in process of working through what is being asked of them to develop professional dispositions, and 1 student was removed from the program.

- 2) Demographic and other characteristics of applicants, students and graduates: This information can be found on Denver Seminary's Website under the title of "Program Descriptive Data" at this [link](#).

- 3) Data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates: The Counseling Division conducts regular, bi-yearly surveys of program alumni, Internship Site Supervisors, and employers of Counseling program graduates. These surveys were conducted in the summer of 2018.
- a. Alumni Survey: The Alumni Survey was sent to alumni from 2016 to 2018, and received a 28% response (49 of 175 surveys completed). One of the key results of the survey includes:

Of the eight CACREP Content Areas, the majority of responders felt that they were well prepared in these areas. A Likert scale was used, with 1 being “Excellent” and 5 being “Poor.” The strongest area, Human Growth and Development, received a weighted average of 1.45; and the weakest area, Assessment, received a 2.11, which was still an overall score of “Good” or “Excellent.” A score of 1 or 2 is the desired response.
  - b. Internship Site Supervisors and Employers of Graduates survey: This survey was sent to 147 individuals, with 48 responding – a 33% response rate. Similar to the alumni survey, a key result of the survey includes:

The Site Supervisors and Employers were asked to rate the knowledge of the interns/employees on the eight CACREP Content areas. A Likert scale was used, with 1 being “Below expected level of understanding,” and 3 being “Above expected level of understanding” (the reverse of the Likert scale used with Alumni). Again, interns and graduates/employees scored at or above expectation for all eight areas of knowledge, with the lowest average score as a 2.3 out of 3, and the highest being 2.6.

## **Section II: Program Modifications**

In light of the data collected, no substantial changes were made to the content of the Clinical Mental Health Counseling curriculum.

## **Section III: Substantial Program Changes**

In 2018 a few changes have taken place in the Counseling Division as a whole.

- 1) Faculty Changes: In the 2017-18 Academic year, Dr. Janelle Hallman resigned from her full time teaching position at the Seminary, but she continues to serve as an Affiliate Faculty member. Dr. Paula Tipton, who had served in a 1-year teaching position, has now been hired as a full-time core faculty member in the Counseling Division. Dr. Tipton has her PhD in Counselor Education and Supervision from a CACREP accredited program, and has an extensive teaching background. She brings expertise in the areas of Research, Sexuality and Counseling, Theology, and Clinical Supervision.

Also in 2017-18, Dr. Chris Hull resigned his position to take a position as Chair of a counseling program at another university. Dr. Adam Wilson, Ph.D. in Counseling Education and Supervision, served a 1-year contract, and then was hired as a full-time core faculty member beginning Fall 2018. Dr. Wilson has added to our Division his knowledge in Human Growth and Development, Counseling Children and Adolescents, and has been appointed as the Director of the School Counseling program.

- 2) Changes in Practicum and Internship: The content and structure of Practicum and Internship remain largely unchanged. However, there are two minor changes in leadership and supervision of the Practicum experience:
  - a.) In 2016 the Division made the decision to split the Clinical Training Director position, which serves the students in both Practicum and Internship, into two positions. Beginning in the fall of 2018, the two positions were combined again under the Clinical Training Director, and is now served by Bethany Adams. Ms. Adams has been the Director of Shepherd's Gate Clinic, our on campus clinic, and has directed the Practicum students. She adds to her responsibilities the duties of overseeing the Clinical and School Counseling Internships. She is also serving on the Gatekeeping Committee for the Division. Ms. Adams is currently pursuing her Ph.D. in Counselor Education and Supervision.
  - b.) Practicum and Internship courses have been increased from 2 academic credits to 3 credits. As a part of the additional credit, Faculty Supervisors will now be the primary contact with Site Supervisors to ensure that the Seminary and the Sites are communicating effectively in regards to the training of the student.
- 3) Beginning in the Fall of 2018, Denver Seminary changed the M.A. in Clinical Mental Health Counseling program to a Master of Arts in Counseling, with two concentrations: Clinical Mental Health and School Counseling. While the Clinical Mental Health concentration is CACREP Accredited, the Seminary will be pursuing CACREP Accreditation in School Counseling in our next accreditation cycle, which is due to begin in 2020.

The new MA in Counseling program has increased the credit requirement from 60 credits to 64 credits. All of the core counseling curriculum remains the same in the new program. The changes that occurred include the following: Bible and Theology course credits have been reduced from 12 credits to 4 credits, and the Counseling courses have increased from 48 to 60 credits. The courses that were added to the Counseling curriculum include a choice of electives as well as a new integrative course in counseling and theology. The reason for these changes is to aid students who will be looking to gain licensure in states like Texas and Arkansas, among others, that now require 60-credits in counseling courses. The Seminary highly values its commitment to theological content and integration, and is weaving the theology content into some of the core counseling curriculum to a greater extent than before.

- 4) Program Operations change: In July of 2018, Dr. Monte Hasz stepped down as Chair of the Counseling Division, but remains full time as an Associate Professor of Counseling, as well as a member of the leadership team of the Division. Dr. Ron Welch and Dr. Betsy Nesbit have assumed the positions of Co-Chairs of the Counseling Division, each taking specific leadership roles within the Division. Dr. Ron Welch began serving as faculty in the Counseling Division in 2008, Dr. Betsy Nesbit began as faculty in 2011, and both are tenured. Dr. Welch and Dr. Nesbit bring complementary strengths in their roles as co-chairs, which allows the Counseling Division

to continue to expand the programs in quality and depth. The Counseling Division encompasses Clinical Mental Health Counseling, School Counseling, Pastoral Care and Counseling, Counseling Ministries, and Chaplaincy.