ANNUAL REPORT

FY 2021
Covering Academic Year 2020-2021

KPI 1.16 Effectively work with data and technology to advocate for all students, to evaluate and improve program effectiveness, and to advocate for the School Counseling profession

2. Articulate the integration of faith and mental health practice
KPI 2.1 Articulate how personal faith informs one's identity and practice as a clinical mental health counselor.

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KPI 3.1 Articulate knowledge of the contextual components of the helping relationship and the counseling process, demonstrating knowledge in theories, consultation, ethical relationships, and the integration of technology
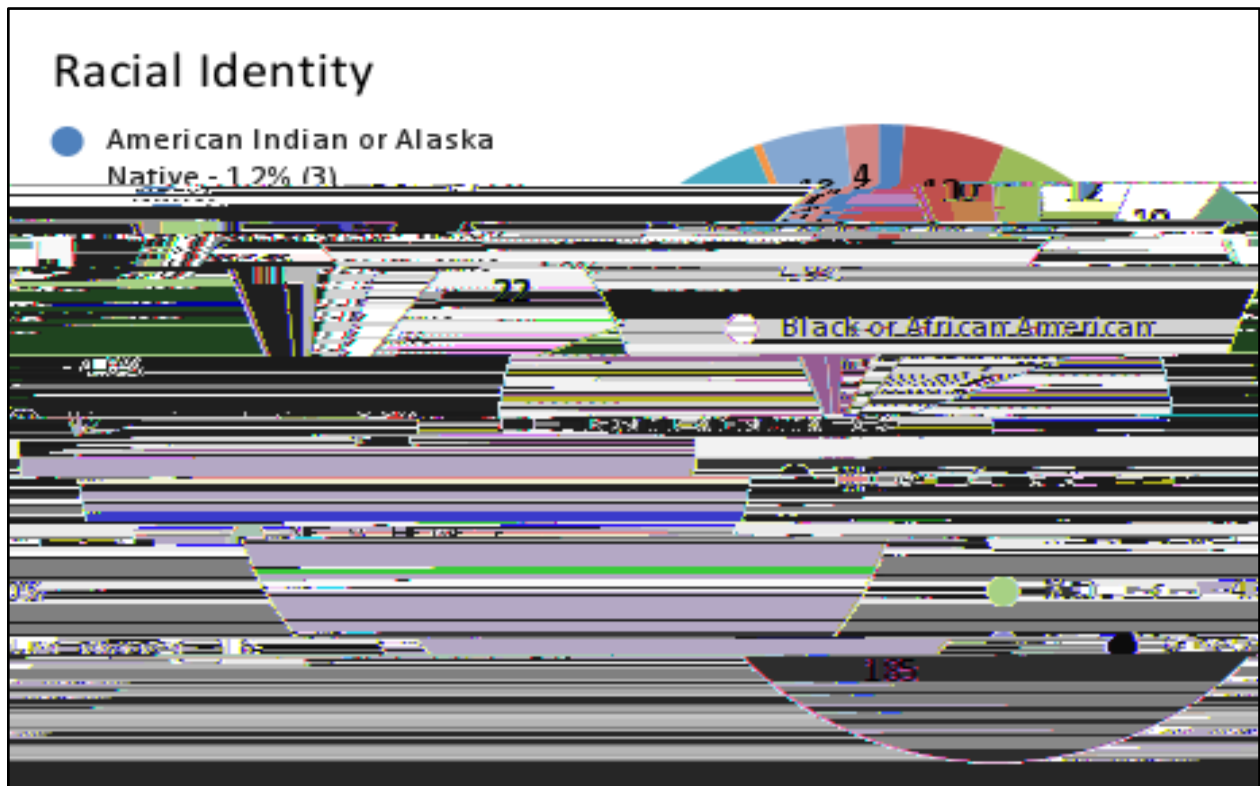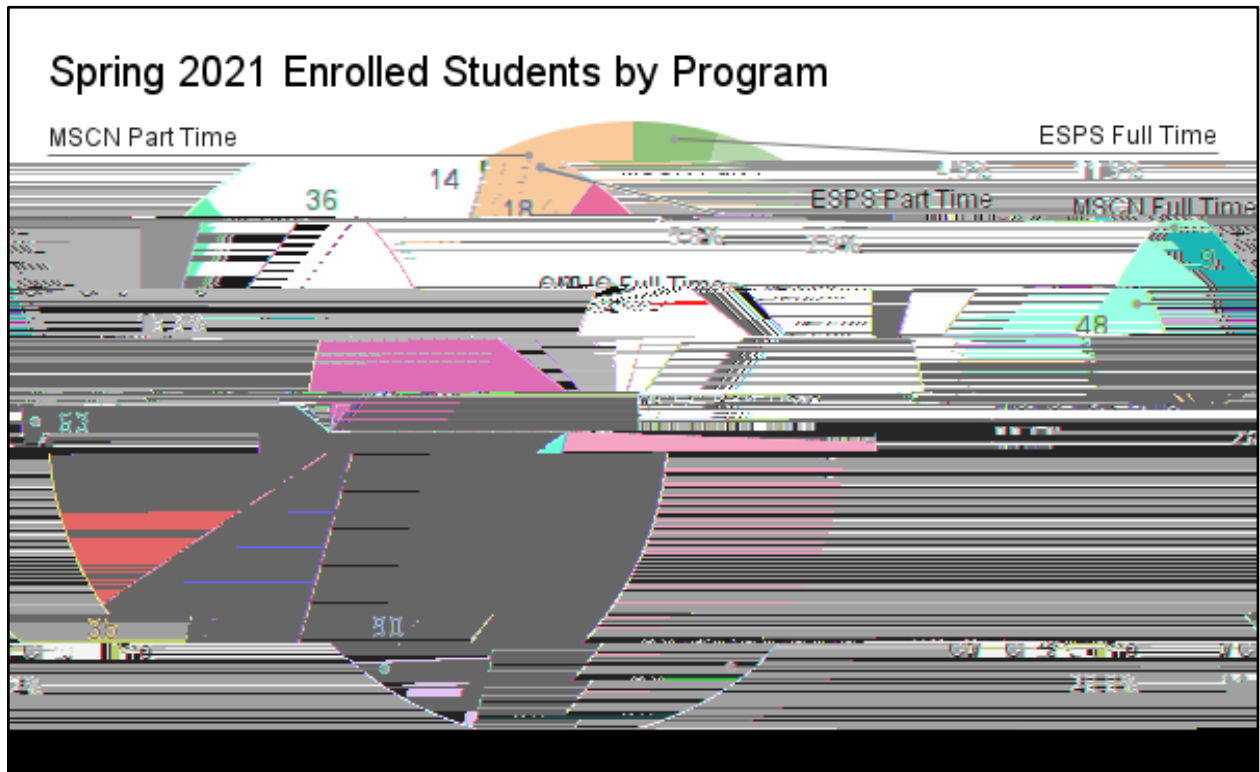KPI 3.2 Demonstrate application of skill in recognizing one's own limitations as a professional counselor (seeking supervision, self-evaluation and self-care).
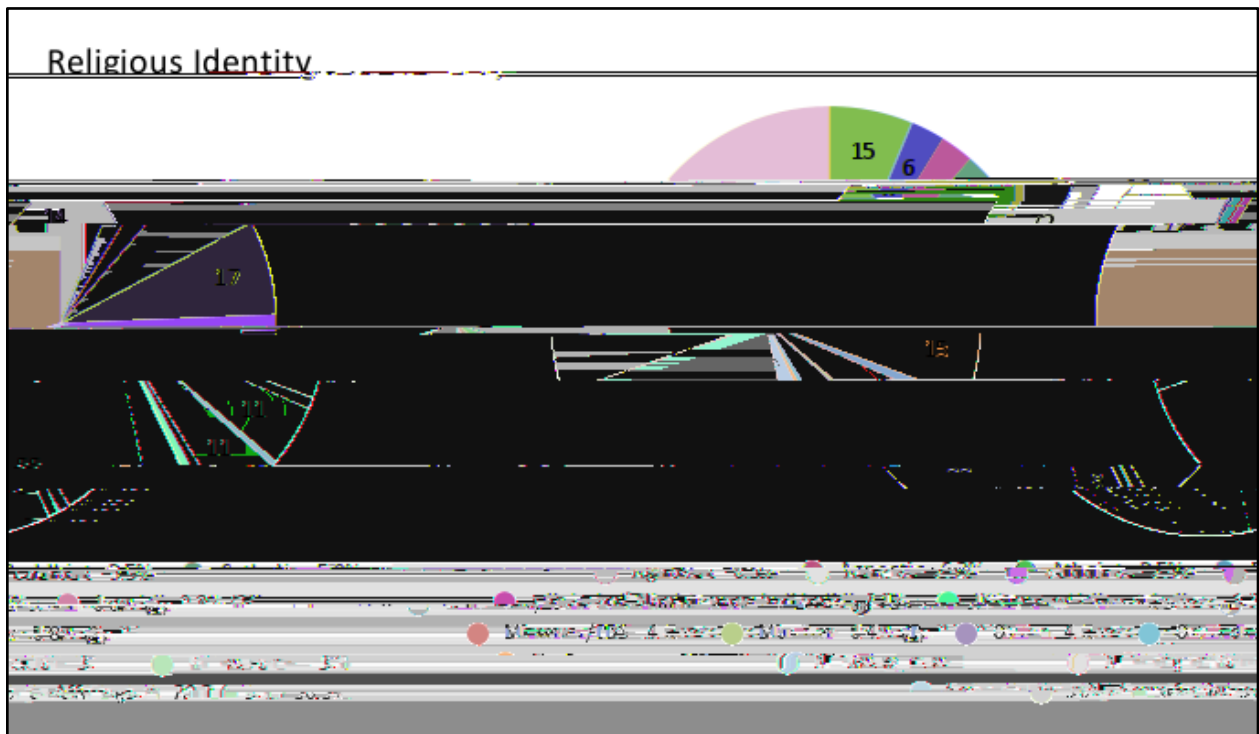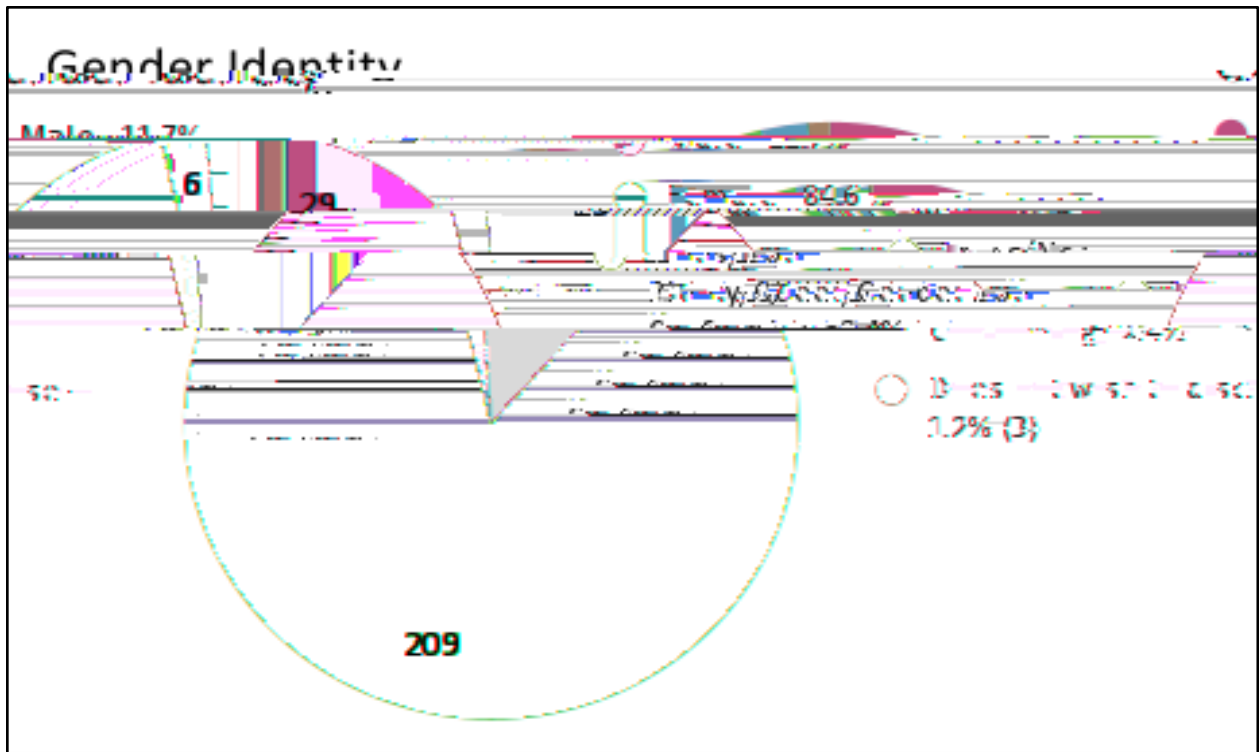
4. Demonstrate cultural proficiency in the practice of mental health counseling
KPI 4.1 Demonstrate the personal awareness, theoretical knowledge, and clinical skills needed to engage in multi-culturally sensitive individual and group counseling and advocacy.

5. To foster and promote the formation and development of professional dispositions related to the counseling profession
KPI 5.1 Demonstrate the College of Education Conceptual Framework to Think Critically, Transform Practice, and Promote Justice

Student Demographics 2020-2021 Academic Year

Spring 2021 Enrolled Students by Program

Racial Identity

American Indian or Alaska Native - 1.2% (3)

Gender Identity

Religious Identity

Note. u ` \   "   'h   -
Sikh (1), Quaker (3), Omnist (1), and Messianic (1).

Faculty & Administrative Changes

In March 2021 Victoria Holland left the GSC and took a position in another department at GFU.

In May 2021 Steve Bearden retired.

In May 2021 Laurie Bloomquist left the GSC.

In June 2021 Janelle Freitag was hired as Administrative Assistant and she began her service with the GSC in July.

*The completion rate was determined by counting students who began, and successfully completed the program between 2011 and 2021, due to our program duration limit of seven years. In examining this data set, we eliminated students who switched from one program to another within the GSC and also eliminated those on current leaves of absence. Thus, the rate was then obtained by those who completed within our identified seven-year time period. We attribute some of the attrition rate to gate-keeping, as well as part-time students that either did not have the necessary time to commit to the program, or decided to take a break from the program indefinitely. Our program is designed to accommodate part-time adult learners, which can naturally lead to an increased attrition rate.

**Obtained from Alumni Survey of alumni from 1976-2021

Alumni Survey

The Alumni Survey was sent out to all graduates this year and garnered 134 responses. Alumni from 1976-2020 completed the survey. Some highlighted results from the survey are shown below.

1-10 Hours
11.5%

31-40 Hours

Graduate Currently Employed in Mental Health Field

No

No
46.1%

yes, part-time
44.9%

full time

Yes, Full Time
64.9%

Yes