



2022-2023 Program Evaluation Report

ANNUAL PROGRAM REVIEW

Meetings Held: April 24 & November 6, 2023
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Annual Comprehensive Program Review

The Department of Counselor Education in the School of Education at Gonzaga University (EDCE) faculty have developed and implemented a comprehensive assessment plan that facilitates understanding of program and student outcomes using a systematic approach to data review. In alignment with the assessment plan, core faculty members meet to review program data twice during the semester. At the beginning of each academic year, the EDCE faculty come together to intentionally review program data from the previous year and make program changes as a result of this review. The following details the 2022-2023 academic year data from the fall 2022 and spring 2023 meetings regarding Clinical Mental Health, Marriage and Family, and School Counseling programs.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that this report be posted and shared with students, faculty, site-supervisors, and key program stakeholders. The EDCE is currently accredited under the 2016 CACREP standards after a virtual site visit was completed on October 11-13, 2021, resulting in all standards met and no specific modification requirements identified. To accomplish this positive outcome at the end of the accreditation cycle, the program faculty have worked diligently over the past four years to create and implement the assessment plan that allows for the use of multiple measures over multiple points in the program to assess student knowledge, skill, and dispositions from the perspective of students, alumni, site supervisors, employers, and program faculty. All courses have been mapped to the 2016 standards and Student Learning Outcomes (SLOs) and Key Performance Indicators (KPIs) have been created. In addition, departmental and program mission statements have been adjusted.

The EDCE currently house all data in Canvas or Qualtrics. As Gonzaga University have transitioned to Canvas from Blackboard as the learning management system, the department believes this platform, in addition to the already incorporated use of Qualtrics, will allow the EDCE to meet all assessment needs. In addition, the department will begin a strategic planning process in the spring 2024 to start the process of aligning the program with the 2024 CACREP Standards. The EDCE have created a structured plan of incorporating the 2024 CACREP standard into each program and will begin with focus groups of key program stakeholders and faculty workshops.

In addition, the department has already identified several program revisions that will facilitate significant changes to the EDCE Assessment Plan including the modification of the final paper from the Personal Theory of Counseling to the Personal Approach to Counseling allowing for a stronger adherence to the counselor identity and understanding of the role of theory in counseling. Another significant change to the department is the revision of the dispositional assessment process, moving away from the Professional Performance Evaluation (PPE) and incorporating the Professional Dispositions Competency Assessment (PDCA), which is a reliable and valid measure of dispositional assessment for counselors.

VITAL STATISTICS DATA

During the 2022-2023 academic year, the EDCE graduated 53 students, including 12 Master of Counselling (Canada) student. Of those students 36 took the NCE exam with a passing rate of 89%. Specific to programs:

1. Clinical Mental Health Counseling (CMHC) program graduated 21 students in May 2023. Of those who took the NCE, 95% passed the exam. With 21 students initially admitted to the program, the current completion rate is 100%. Also, this group has a 100% job placement rate.
2. Marriage and Family Counseling (MFC) program graduated 10 students with a NCE pass-rate of 89% and a program completion rate of 91% in May 2023. Of those who graduated during this academic year, 100% had been placed in a job at the time of data collection in early fall.
3. School Counseling (SC) program graduated 10 students with an 80% NCE pass-rate and rate of 91% for program completion in May 2023. Of those who graduated 100% were employed at the time of data collection.

PROGRAM OBJECTIVES REVIEW

In conjunction with the EDCE assessment plan, the faculty have developed five program objectives. For evaluation of these objectives, core program faculty review a combination of program and student data. The following will provide a detailed look at the evaluation of each objective with a systematic use of data.

Program Objective #1

Personal				
<u>Program Objective:</u> The Department of Counselor Education will create learning opportunities for students that encourage personal reflection to promote deeper intentional understanding of the whole self, awareness of one's impact on the diverse world around one's self, and a healthy capacity for discernment.				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
<u>KPI 1.1-Self as Counselor</u> Students will understand self in relationship to essential skills and gain awareness of self as counselor.	EDCE 695- Counseling Pre- Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	Reflective Journal (SC)	Gate 2	Fall
		PDCA/ Reflection	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	PDCA/ Reflection	Gate 3	Fall/ Spring
	EDCE 699- Comprehensive Oral Exam	Oral Exam Rubric	Gate 3	Fall
<u>KPI 1.2- Personal Counseling Theory</u>	EDCE 639- Counseling Theories	Theory Paper	Gate 2	Spring

Students will identify their own process of understanding nature of a person, psychological constructs and process of counseling, developing a personal theory of counseling and gaining great awareness of self as counselor	EDCE 695- Counseling Pre- Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	PDCA/ Reflection	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	PDCA/ Reflection	Gate 3	Fall/ Spring
	EDCE 699- Comprehensive Oral Exam	Oral Exam Rubric	Gate 3	Fall
PE- Section E	All	Program Evaluation	Mid/ End of Program	Fall/ Spring

Data Review

1. EDCE 695, 696, 697- PDCA/ Reflection:
 - a. Dr. Garner was in process of developing a self-report PDCA for use in department dispositional assessment. This process is currently in development and the implementation of the PDCA with faculty and supervisors is in progress.
2. EDCE 639- Theory Paper-
 - a. No students fell below the cutoff for this course assessment in the Fall 2022 semester.
3. Oral Exam Rubric-
 - a. All students successfully completed the oral defense of their Personal Counseling Theory paper. No students fell below expectation on this experience in May 2023. As noted in last year's report, student relay support for the completion of the oral defense before graduation and the benefits of this model appear to outweigh the truncated time devoted to this process.
4. Program Evaluation-
 - a. Faculty reviewed mid and end of program evaluation data. All students rated all program variables at acceptable levels on this area of the evaluation. Faculty discussed qualitative data related to this objective. Response rates continue to be low for these assessments with faculty will be working to revise these assessments and the process of application in conjunction with the assessment plan revision beginning in Spring 2024.

Recommendations

Faculty have made a commitment to changing the dispositional assessment process in the department, moving from the PPE to the PDCA. Faculty attended a training on the use of this instrument to all for stronger inter-rater reliability and discussed the incorporation of this tool into the current structure of the dispositional assessment process. Dr. Garner is in the process of developing a PDCA self-report form to be used in collaboration with student self-reflection on dispositional qualities. Due to transition in measure, procedures, and process for the use of the PDCA by students, faculty, and site supervisors need to be further developed.

Program Objective #2

Intentional				
Program Objective: The Department of Counselor Education will provide intentional academic and field-based learning opportunities to facilitate meaningful and efficient learning in the field and classroom to promote a service-oriented heart in a culturally pluralistic world.				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
<u>2.1 Developmental Theory</u> Students will identify various theories of development and learning.	EDCE588- Human Growth and Development	Personal Development Paper Rubric	Gate 2	Fall
	EDCE 699- Comprehensive Oral Exam	Oral Exam Rubric	Gate 3	Fall
<u>2.2- Differing Abilities</u> Students will understand different abilities of clients and identify ways to work with a variety of clients at various stages.	EDCE 588- Human Growth and Development	Four-time frame Interviews/ Observations	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	Site Supervisor Evaluation	Gate 3	Fall/ Spring
<u>3.1 Career Theories:</u> Students will understand theories and models of career development, including patterns and processes of career development.	EDCE 605- Occupational Choice and Career Development	Life Planning Model Paper/ Presentation	Gate 2	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>3.2- Assessment Tools in Career</u> Students will identify assessment tools useful in career development and utilize these assessments with meaningful and culturally relevant approach.	EDCE 605- Occupational Choice and Career Development	Pre-Assignment	Gate 2	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>5.1 Ethics</u> Students will know and use the ACA Code of Ethics, including ACA supported ethical decision-making models and be able to distinguish ethics from laws.	EDCE 697 A/B- Counseling Internship	Site Supervisor Evaluation	Gate 3	Fall/ Spring
	EDCE 699- Comprehensive Oral Exam	Oral Exam Rubric	Gate 3	Fall
<u>5.2 Confidentiality</u> Students will identify situations in which confidentiality of a client may be broken and reports the appropriate process in these scenarios.	EDCE 559- Critical Issues in School Counseling EDCE 560- Critical Issues in Clinical/MF Counseling	Interview Rubric	Gate 2	Spring
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall

<u>6.1 Group Dynamics</u> Students will understand models and theories of group work, including theories of group development.	EDCE 650- Group Process	Group Proposal Rubric	Gate 2	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>6.2 Group Facilitation</u> Students will intentionally and effectively utilize culturally appropriate group facilitation skills in a variety of settings.	EDCE 664- Group Facilitation	Group Leadership Rubric	Gate 2	Spring
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>9.1 Assessment Identification</u> Students identify appropriate selection of measures given the specifics of the client's or student's situation.	EDCE 565- Assessment in Counseling	Integrated Assessment Report Rubric	Gate 2	Fall
	EDCE 564- Assessment in School Counseling	Case Study and Presentation Rubric	Gate 2	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>9.2 Diagnosis</u> Students understand and apply ethically sound diagnostic evaluation when considering assessment reports.	EDCE 616- Psychopathology and Psychopharmacology	Case Vignettes	Gate 2	Fall
	EDCE 565- Assessment in Counseling	Integrated Assessment Report Rubric	Gate 2	Fall
	EDCE 564- Assessment in School Counseling	Case Study and Presentation Rubric	Gate 2	Fall
<u>10.1 Basic Principles</u> Students will understand the relevance of research in counseling and basic principles including reliability, validity, measures of central tendency, distribution, and variability.	EDCE 698- Research and Statistics	Final Exam	Gate 2	Spring
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>10.2 Research Informed Practice</u> Students will understand how to use research to inform work with clients, including identification of evidenced-based counseling practice	EDCE 698- Research and Statistics	Research Proposal Rubric	Gate 2	Spring
	EDCE 616- Psychopathology and Psychopharmacology	Case Vignettes Rubric	Gate 2	Fall
Program Evaluation- Section A	All	Program Evaluation	Mid/ End of Program	Fall/ Spring

Data Review

1. EDCE 588- Four-time Frame Interviews/Observations and Personal Development Rubric
 - a. Data related to rubric was evaluated for the first time due. No students fell below the cutoff score. The assignment is meaningful and the rubric needs to be modified to capture the critical components of this assignment.
2. EDCE 605- Life Planning Model Paper/Presentation and Pre-Assignments

- a. Data related to this rubric was evaluated. No students scored in an unacceptable level on any rubric item.
 - b. Data has not been available in this course for a long period of time. The current instructor is ensuring to track KPIs and believes that the assignment being used is meaningful and the rubric has been modified to capture what the instructor is aiming to teach.
3. EDCE 697- Site Supervisor Evaluations
 - a. Program faculty have reviewed site supervisor data specific to program. No student concerns were identified as a result of this data. The Site Supervisor Evaluation is currently housed in Qualtrics, and this approach continues to be modified in attempts to meet site supervisor, student, and program needs. This evaluation is in the initial stages of modification.
4. EDCE 559/560- Interview Rubric
 - a. Data related to this rubric was evaluated. No students scored in an unacceptable level on any rubric item.
5. EDCE 650- Group Proposal Rubric
 - a. Data related to this rubric was evaluated. No students scored at an unacceptable level on any item.
6. EDCE 664- Group Leadership Rubric
 - a. Data related to this rubric was evaluated. No students scored at an unacceptable level on any item on the rubric.
7. EDCE 564/565- Integrated Assessment Report/Case Study and Presentation Rubric
 - a. Data related to this rubric was evaluated. No students fell below an acceptable level on any item of this rubric for either section of the course.
8. EDCE 616- Case Vignettes
 - a. Data related to average vignette scores was reviewed. No students fell below an acceptable level on any items on this rubric.
 - b. The number of required vignettes has changes from seven to four and the average of these four is used for the final KPI assessment.
9. EDCE 698- Final Exam
 - a. No students fell below expectations on overall final exam score. No student issues identified.
 - b. No students fell below expectations with the Research Proposal Rubric.
10. Oral Exam
 - a. No students fell below expectation on Oral Exam Rubric for any programs in Spring 2023.
11. Written Exam
 - a. All students passed the comprehensive written exam in Spring 2023.
12. Program Evaluation
 - a. Faculty reviewed both qualitative and quantitative data on this area.

- b. Review of quantitative data revealed student expectations of this objective were met.
- c. Review of qualitative data shows that students are pleased with the cohort model and relationships with faculty. Students indicated feeling supported and encouraged in academic studies and found the knowledge to be relevant and useful.

Recommendations:

Modifications to the course curriculum and sequencing will require adjustment of the assessment plan to ensure that all KPIs are captured, and the new courses offered are incorporated. The anticipated strategic planning required to adopt the 2024 CACREP standards will aid in the modification process.

Gonzaga University has selected Canvas to serve as the learning management system, moving away from Blackboard. With this transition, the EDCE intends on discontinuing the use of Via, relying solely on Canvas and Qualtrics to gather and house all relevant program data. In relationship to the modification of the assessment plan to incorporate the 2024 standards, the EDCE will work to modify existing rubrics and assessments, most notably including the site supervisor evaluation, program evaluation, and assignment rubrics.

Program Objective #3

Relational				
<u>Program Objective:</u> The Department of Counselor Education is aware of the power of relationships and is dedicated to providing a learning experience that centers on relationships and demonstrates the potential of strong working alliances with all individuals.				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
<u>KPI 1.1-Self as Counselor</u> Students will understand self in relationship to essential skills and gain awareness of self as counselor.	EDCE 695- Counseling Pre-Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	Reflective Journal/ Written Prompt (SC)	Gate 2	Fall
		PDCA/ Reflection	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	PDCA/ Reflection	Gate 3	Fall/ Spring
<u>KPI 1.2- Personal Counseling Theory</u>	EDCE 689- Advanced Theories & Professional Seminar	Personal Theory Paper	Gate 3	Fall
	EDCE 639- Counseling Theories	Theories Paper	Gate 2	Spring

Students will identify their own process of understanding nature of a person, psychological constructs, and process of counseling, developing a personal theory of counseling and gaining great awareness of self as counselor	EDCE 695- Counseling Pre- Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	PDCA/ Reflection	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	PDCA/ Reflection	Gate 3	Fall/ Spring
	EDCE 699- Professional Seminar	Personal Theory Paper	Gate 3	Fall
<u>7.1 Essential Counseling Skills</u> Students will understand, identify, and intentionally utilize essential skills of counseling across a variety of client cultures and issues.	EDCE 695- Counseling Pre- Practicum	Final Exam/ Final Tape	Gate 2	Spring
	EDCE 696- Counseling Practicum	Practicum Site Supervisor Evaluation	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	Site Supervisor Evaluation of Student	Gate 3	Fall/Spring
<u>8.1 Monitoring the Process</u> Students will identify ways to monitor client progress and the therapeutic relationship.	EDCE 696- Counseling Practicum	Relationship Surveys	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	Relationship Surveys	Gate 3	Fall/Spring
	EDCE 689- Advanced Theories & Professional Seminar	Oral Exam Rubric	Gate 3	Fall
PE- Section B, D	All	Program Evaluation	Mid/ End of Program	Fall/ Spring

Data Review

1. EDCE 695, 696, 697- PDCA/ Reflection:
 - a. All students scored passing marks on this evaluation. The minimum score of 4 per area of PPE was determined. No student fell below this minimum requirement in review of data in either Fall 2022 or Spring 2023.
 - b. EDCE 695- Final Tape/Exam Rubric
 - i. Data related to this rubric were evaluated for all programs. No students feel below acceptable levels on any area of this rubric.
 - c. EDCE 696, 697- Relationship Surveys
 - i. Faculty discussed more meaningful ways to incorporate student evaluation of counseling into the assessment plan.
 - ii. No student fell below minimum expectations on this program data.
 - iii. Issue with collecting surveys during practicum was identified as some students are shadowing or tandem counseling, making it difficult to use the relationship surveys. Considerations on how to modify the placement

process to allow for a timeline of when individual clients should be expected was discussed.

2. EDCE 639- Theory Paper-
 - a. No students fell below acceptable expectations on this rubric in Fall 2022.
3. Oral Exam Rubric-
 - a. No students fell below expectation on this experience in Spring 2023.
4. Program Evaluation-
 - a. Faculty reviewed mid and end of program evaluation data. All students rated all program variables at or above acceptable levels on this area of the evaluation. Faculty discussed qualitative data related to this objective.

Recommendations

In conjunction with the strategic planning process anticipated, the EDCE will consider best ways of using client-counselor surveys and new dispositional assessment tools to promote faculty assessment and student self-rating.

Faculty will continue to evaluate rubrics and assignments to ensure this objective is being adequately measured.

Program Objective #4

Transformational				
<u>Program Objective:</u> The Department of Counselor Education faculty will be engaged in the greater community through service and dissemination of knowledge to promote greater good in our diverse local, regional, state, and national communities.				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
2.2- Differing Abilities Students will understand different abilities of clients and identify ways to work with a variety of clients at various stages	EDCE 588- Human Growth and Development	Four-time frame Interviews/ Observations	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	Site Supervisor Evaluation	Gate 3	Fall/Spring
4.1 Global Perspective Students will gain a global perspective of diversity and culture, incorporating this knowledge to increase effectiveness with various groups and cultures	EDCE 695- Counseling Pre-Practicum	Multicultural Competency Assessment	Gate 2	Spring
	EDCE 696- Counseling Practicum	Multicultural Competency Assessment	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	Multicultural Competency Assessment	Gate 3	Fall/ Spring
	EDCE 550 Multicultural Counseling	MAP Rubrics	Gate 3	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall

4.2. <u>Social Justice</u> Students will identify ways that social injustice and multicultural incompetence impacts systems, clients, and the counseling process	EDCE 695- Counseling Pre- Practicum	Multicultural Competency Assessment	Gate 2	Spring
	EDCE 696 Counseling Practicum	Multicultural Competency Assessment	Gate 2	Fall
	EDCE 697 A/B- Counseling Internship	Multicultural Competency Assessment	Gate 3	Fall/ Spring
	EDCE 550 Multicultural Counseling	MAP Rubrics	Gate 3	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
PE- Section A, C	All	Program Evaluation	Mid/ End of Program	Fall/ Spring

Data Review

1. EDCE 588- Four-time frame Interviews/ Observations Rubric
 - a. No data available for review. Adjunct instructor to receive instructions on grading in the Via assessment system.
2. EDCE 697- Site Supervisor Evaluation
 - a. Program faculty reviewed site supervisor evaluation data. No student fell below expectations related to this data.
3. EDCE 695, 696, 697- Multicultural Competency Assessment
 - a. New process of delivering the IDI assessment has been developed and Dr. McKinney has been trained in the use of this assessment. He also developed a rubric to for reflection papers related to the IDI to prevent using the IDI scores as cutoff.
 - b. A recommended change to the Introduction to Multicultural Counseling course from one, 1-hour class a week to one, 2-hour class every other week has been proposed to ensure time to learn and apply material presented.
4. EDCE 550- MAP Rubric
 - a. No student fell below expectations related to the MAP rubric.
5. Comprehensive Written Exam
 - a. All students successfully passed the comprehensive written exam in Spring 2023.
6. Program Evaluation:
 - a. Faculty reviewed mid and end of program evaluation data. All students rated all program variables at acceptable levels on this area of the evaluation. Faculty discussed qualitative data related to this objective. Response rates continue to be low for these assessments with faculty will be working to revise these assessments and the process of application in conjunction with the assessment plan revision beginning in Spring 2024.

Recommendations

The validated and reliable measure of the IDI assessment for multicultural competency has been adopted to replace the Multicultural Checklist created by the department. This new assessment method is incorporate into the new Introduction to Multicultural Counseling course offered in the first year of the program. Students can take this assessment and then consider how to increase their multicultural competency awareness.

Program Objective #5

Kind				
<u>Program Objective:</u> The Department of Counselor Education will consistently approach students from a place of kindness and caring to not only model this trait but to also create a safe and welcoming environment for all.				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
Program Evaluation- Section B, D, E	All	Program Evaluation	Mid/ End of Program	Fall/ Spring

Data Review

1. Program Evaluation:
 - a. Faculty reviewed mid and end of program evaluation data. All students rated all program variables at acceptable levels on this area of the evaluation. Faculty discussed qualitative data related to this objective.

Recommendations

The response rate on the end of program evaluation were very low with 32.5% of students completing this evaluation. Students continue to identify working with clients with special needs as an area of growth in their academic program. The department has made several attempts to address this continually low score and will consider the wording of the question, asking the assessment coordinator in the School of Education to assist in revising this assessment to ensure questions are addressing what is intended. In addition, the mid-program evaluation will be put on hold and efforts will be focused to address a more meaningful comprehensive assessment of the program at the end of the students' experience.

Other Considerations

Alumni and employer data was not gathered this year due to an issue with the system used to gather the information. All faculty agree that the employer/alumni survey needs to be revised to address the low response rate and to identify what is most important for the growth and modification of the program. The modification of this survey will occur in conjunction with the adoption of the 2024 CACREP standards.

Despite the assignment audit completed last year, student continue to share frustration regarding the commitment required and time necessary to be a successful graduate student in this program. Faculty considered the pros and cons of extending the program of study beyond 20-months, in addition to preparing students for the rigor and pace of the program during information nights, interviews, and orientation.

Significant changes to the program and assessment plan are anticipated in the coming academic years due to the 2024 CACREP standards in addition to information gleaned from program review meeting. Changes to the program of study have already been made and changes to the assessment plan as identified student learning outcomes are implemented. The revisions to the assessment plan will begin with focus groups held with faculty, adjuncts, site supervisors, alumni, and current students to identify strengths and areas of improvement in the program.

Other areas of note include the impending revision of the site placement process, removal of physically handing out candidacy letters during the second-year orientation, success of the mentorship program, and the revising the second-year orientation to include more discussion of the NCE.