



2023-2024 Program Evaluation Report

ANNUAL PROGRAM REVIEW

Meetings Held: April 15 & November 18, 2024
Final Version of Report Published: April 2025

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 academic year. At the beginning of each academic year, the EDCE faculty come together to intentionally review program data from the previous academic semester and make program changes as a result of this review. The following details the 2023-2024 academic year data from the fall 2023 and spring 2024 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. With the release of the 2024 CACREP Standards, the EDCE faculty have begun the process of modifying the assessment plan and program to comply with new standards and considerations.

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 began 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 began with focus groups with site supervisors and adjunct instructors held during the spring 2024 semester.

In addition, the department has 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 2023-2024 academic year, the EDCE graduated 48 students, including 14 Master of Counselling (Canada) student. Of those students 34 took the NCE exam with a passing rate of 100%. Specific to programs:

1. Clinical Mental Health Counseling (CMHC) program graduated 18 students in May 2024. Of those who took the NCE, 100% passed the exam. With 18 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 8* students with a NCE pass-rate of 100% and a program completion rate of 100% in May 2024. 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 8 students with a 100% NCE pass-rate and rate of 100% for program completion in May 2024. Of those who graduated 88%** were employed at the time of data collection.

*- 10 MFC students passed the NCE during the academic year

** - 100% of SC students found job placement at the time of the finalization of this report.

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
KPI 1.1-Self as Counselor 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

KPI 1.2- Personal Counseling Theory 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 639- Counseling Theories	Theory Paper	Gate 2	Spring
	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 has gathered enough data to finalize the self-report version of the PDCA. This assessment allows students to answer questions that helps to identify where they fall in relationship to the core dispositions identified by the department. All students completed this assessment and wrote reflections papers on the results. All students met requirements in this assessment process.
2. EDCE 639- Theory Paper-
 - a. No students fell below the cutoff for this course assessment in the Fall 2023 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 2024. Orals were held in the Bozarth Mansion and the department will work to hold opening (orientation) and closing (orals) experiences in this location.
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 2025.

Recommendations

Dr. Garner continues to work to finalize the PDCA self-report version for students to identify how their responses may be interpreted. Faculty continue to rely on student reflection of PDCA interpretation as a central component in dispositional assessment. Site supervisors have been trained on the use of the PDCA and 50% of site supervisors completed this assessment on students during the spring 2023 semester. In addition, faculty will continue to administer the

program evaluation at mid and end of program. This assessment will be revised to incorporate program objectives and ensure it is not repetitive in information gathered through other means.

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
2.1 Developmental Theory 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
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
3.1 Career Theories: 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
3.2- Assessment Tools in Career 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
5.1 Ethics 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
5.2 Confidentiality 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.
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 changed 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 2024.
11. Written Exam
 - a. All students passed the comprehensive written exam in Spring 2024.
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:

EDCE continues to utilize Canvas and qualtrics for gather assessment data. EDCE support staff and SOE assessment officer are working to ensure aggregate data can be tracked over time and assessed on a regular basis. The release of the 2024 standards provide the department the opportunity to ensure all courses are assessed with meaningful metrics that provide reliable evaluation of programs and students. Faculty have elected to use a 5-point rubric in the incorporation of the 2024 standards. The categories of this structure will be as follows: 1=not evident; 2= inadequate; 3= developing; 4= expected target; 5= exemplary. Faculty will work during the 2024-2025 academic year to modify the EDCE assessment plan to incorporate the 2024 standards.

Program Objective #3

Relational				
Program Objective: 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
	EDCE 689- Advanced Theories & Professional Seminar	Personal Theory Paper	Gate 3	Fall
<u>KPI 1.2- Personal Counseling Theory</u> Students will identify their own process of understanding nature of a person, psychological constructs, and process of counseling, developing a personal theory of counseling	EDCE 639- Counseling Theories	Theories Paper	Gate 2	Spring
	EDCE 695- Counseling Pre-Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	PDCA/ Reflection	Gate 2	Fall

and gaining great awareness of self as counselor	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. Dr. Garner has gathered enough data to finalize the self-report version of the PDCA. This assessment allows students to answer questions that helps to identify where they fall in relationship to the core dispositions identified by the department. All students completed this assessment and wrote reflections papers on the results. All students met requirements in this assessment process.
 - 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. Faculty agreed to eliminate the requirement for relationship surveys during practicum.
2. EDCE 639- Theory Paper-
 - a. No students fell below acceptable expectations on this rubric in Fall 2023.
3. Oral Exam Rubric-

- a. No students fell below expectation on this experience in Spring 2024.
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 compliance with the 2024 CACREP standards, the department will continue to consider the rubric used in EDCE 695 to assess student microskills and evaluate how this can also be incorporated into internship and practicum experiences.

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

Program Objective #4

Transformational				
Program Objective: 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
<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>4.1 Global Perspective</u> 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
<u>4.2. Social Justice</u> Students will identify ways that social injustice and multicultural incompetence	EDCE 695- Counseling Pre-Practicum	Multicultural Competency Assessment	Gate 2	Spring
	EDCE 696 Counseling Practicum	Multicultural Competency Assessment	Gate 2	Fall

impacts systems, clients, and the counseling process	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 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 incorporated 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 2024.
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 2025.

Recommendations

The department continues to use the IDI and has fully incorporated this reliable and valid assessment measure into the new multicultural counseling and diversity series. The series of these courses will be assessed and growth from intro to advanced will be measured. The EDCE will continue identifying ways of assessing student cultural competence and applying a self-reflective approach to diversity.

Program Objective #5

Kind				
Program Objective: 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

Response rates have improved during the 2023-2024 academic year. Asking students to complete the end of year evaluation before attending their oral exam seems to have an impact on completion rates. Faculty will continue administering this evaluation twice a year and will revise it to eliminate duplication of assessment data. In addition, the EDCE will spend the 2024-2025 academic year working to incorporate the 2024 CACREP standards into the department assessment plan that may naturally lead to considerable changes to the structure and questions in the program evaluation.

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. A suggestion of holding a focus group for or providing an assessment to site supervisors, employers, and alumni at the end of provided community training could be an efficient way to receive a larger sample of constituents.

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. During the spring 2024 academic year, the faculty modified the missions statement and began working on modifying the program objectives. This information will

be shared with adjunct instructors and site supervisors at the end of the academic year during focus groups held by the SOE assessment and accreditation officer. The results of these focus groups will be shared and discussed during the fall 2024 academic semester and faculty will use these recommendations to further incorporate the 2024 standards and modify the assessment plan.

Other areas of note include continued discussions regarding the implementation of an advisor/ graduation checklist that can be used to track SLOs and program requirements, changes to the student handbook as a result of new standards, and considerations related to increasing rate of response to all department assessments. EDCE is committed to the meaningful incorporation of the 2024 standards and will ensure full implementation by July 2026 as dictated by CACREP.