



2019-2020 Program Evaluation Report

ANNUAL PROGRAM REVIEW

Meeting Held: October 17, 2020

Final Version of Report Published: March 2021

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 at multiple levels. At the beginning of the 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 data reviewed and information gleaned from this meeting reviewing data from the 2019-2020 academic year for all 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 2009 CACREP standards and are currently awaiting the scheduling of the site visit, which is the last step in the self-study process to gain accreditation under the 2016 CACREP standards. To accomplish this task, the program faculty have worked diligently over the past three years to create and implement the assessment plan that allows for the use of multiple measures over multiple periods 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 is currently working to incorporate an assessment management system that will allow for thorough and complete review of program data. During the Fall 2020 semester, the entire assessment and program evaluation plan was moved to Via from Foliotek to allow for a more thorough assessment of aggregate data from all assessment measures. The process of transitioning to Via has been relatively smooth with a few issues in classification of rubrics or modification of process to allow for streamlined work of site supervisors. These processes continue to be considered and modified to allow for ease of reporting and clear data.

In addition, the department has identified key points of assessment throughout the student's time in the program. After admission to the program, faculty advisors evaluate and meet with students throughout their program to ensure success of the student and promotion of the profession. Student completion of student learning outcomes through key performance indicators and consistency in dispositions and reflection of dispositions occurs at multiple gates; 1-admission to the program, 2- completion of pre-practicum, 3- completion of practicum, 4- completion of internship/program exit. Student successful completion of gate 3 leads to candidacy and is completed at the end of the first year in the program.

VITAL STATISTICS DATA

During the 2019-2020 academic year, the EDCE graduated 39 students. Of those 39 students, 100% passed their NCE exam. Specific to programs:

1. Clinical Mental Health Counseling (CMHC) program graduated 17 students in May 2020. Of those who took the NCE, 100% passed the exam. With 19 students initially admitted to the program, the current completion rate is 89%. Also, this group has a 100% job placement rate.
2. Marriage and Family Counseling (MFC) program graduated 9 students with a NCE pass-rate of 100% and a program completion rate of 100% in May 2020. 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 a 100% NCE pass-rate and rate of 100% for program completion in May 2020. Of those who graduated 75% 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				
Program Objective: 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	PPE Chart and Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	Reflective Journal (SC)	Gate 3	Fall
		PPE Chart and Reflection	Gate 3	Fall
	EDCE 697 A/B- Counseling Internship	PPE Chart and Reflection	Gate 4	Fall/ Spring
	EDCE 699- Comprehensive Oral Exam	Oral Exam Rubric	Gate 4	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,	EDCE 639- Counseling Theories	Theory Paper	Gate 2	Spring
	EDCE 695- Counseling Pre-Practicum	PPE Chart and Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	PPE/ Reflection	Gate 3	Fall
	EDCE 697 A/B- Counseling Internship	PPE/ Reflection	Gate 4	Fall/ Spring

developing a personal theory of counseling and gaining great awareness of self as counselor	EDCE 699- Comprehensive Oral Exam	Oral Exam Rubric	Gate 4	Fall
PE- Section E	All	Program Evaluation	Mid/ End of Program	Fall/ Spring

Data Review

1. EDCE 695, 696, 697- PPE/ Reflection Paper:
 - 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. Aggregate PPE data was observed at the program review meeting in Spring 2020 and Fall 2020. Faculty will continue to discuss best ways of tracking and capturing dispositions befitting of an EDCE counselor graduate.
2. EDCE 639- Theory Paper-
 - a. No students fell below the cutoff for this course assessment in the Fall 2019 semester
3. Oral Exam Rubric-
 - a. All students successfully completed their oral defense of their Personal Counseling Theory paper. No students fell below expectation on this experience in summer 2020.
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. The vast majority of students highlight the self-reflective nature of the program and there appears to be high satisfaction with increasing self-awareness to increase awareness of impact of whole self in diverse world and the development of healthy discernment. There are a variety of activities and approaches highlighted in the qualitative data reviewed.

Recommendations

No program recommendations were made a result of completing review of this data. The only recommendation relevant to this area of program review is to ensure a data collection system that will allow for a comprehensive and efficient review of all program data related to this objective.

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 4	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 4	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 3	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 4	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 3	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 4	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 4	Fall/ Spring
	EDCE 699- Comprehensive Oral Exam	Oral Exam Rubric	Gate 4	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 4	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 4	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 3	Spring
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 4	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 3	Fall
	EDCE 564- Assessment in School Counseling	Case Study and Presentation Rubric	Gate 3	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 4	Fall
<u>9.2 Diagnosis</u> Students understand and apply ethically sounds diagnostic evaluation when considering assessment reports.	EDCE 616- Psychopathology and Psychopharmacology	Case Vignettes	Gate 3	Fall
	EDCE 565- Assessment in Counseling	Integrated Assessment Report Rubric	Gate 3	Fall
	EDCE 564- Assessment in School Counseling	Case Study and Presentation Rubric	Gate 3	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 4	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 3	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. No data available for review. Adjunct instructor to receive instructions on grading in the Via assessment system.
2. EDCE 605- Life Planning Model Paper/Presentation and Pre-Assignments
 - a. No data available for this item. Adjunct instructor to receive instructions on grading in the Via system.
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 being modified before being implemented in to Via to ensure faculty will be able to view aggregate data from this item during future meetings.
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. While this data was not housed in Foliotek or Via, it was in Blackboard. For summer 2021, all data will be gathered in Via. No students fell below an acceptable level on any item of this rubric for either sections 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.
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 summer 2020.
11. Written Exam
 - a. All students passed the comprehensive written exam in spring 2020.
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 knowledge gained and level of academic rigor expected. Students indicated feeling supported and encouraged in academic studies and found the knowledge to be relevant and useful.

Recommendations:

The use of Via and working through issues in transferring to this system will continue to be discussed. Ensuring that all faculty, including adjunct, are familiar with the Assessment Plan and accompanying Via assessment framework is essential to program success in evaluating this objective. Program directors will work with adjunct faculty to support transition to Via and accurate capturing of all necessary data.

Faculty will continue to evaluate textbooks used each semester and continue to update and review course information to allow for continued student success.

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	PPE Chart and Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	Reflective Journal/ Written Prompt (SC)	Gate 3	Fall
		PPE Chart and Reflection	Gate 3	Fall
	EDCE 697 A/B- Counseling Internship	PPE Chart and Reflection	Gate 4	Fall/ Spring
	EDCE 699- Comprehensive Oral Exam	Personal Theory Paper	Gate 4	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 and gaining great awareness of self as counselor	EDCE 639- Counseling Theories	Theories Paper	Gate 2	Spring
	EDCE 695- Counseling Pre-Practicum	PPE Chart and Reflection	Gate 2	Spring
	EDCE 696- Counseling Practicum	PPE Chart and Reflection	Gate 3	Fall
	EDCE 697 A/B- Counseling Internship	PPE Chart and Reflection	Gate 4	Fall/ Spring
	EDCE 699- Professional Seminar	Personal Theory Paper	Gate 4	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 3	Fall
	EDCE 697 A/B- Counseling Internship	Site Supervisor Evaluation of Student	Gate 4	Fall/Spring
<u>8.1 Monitoring the Process</u>	EDCE 696- Counseling Practicum	Relationship Surveys	Gate 3	Fall

Students will identify ways to monitor client progress and the therapeutic relationship.	EDCE 697 A/B- Counseling Internship	Relationship Surveys	Gate 4	Fall/Spring
	EDCE 699- Professional Seminar	Oral Exam Rubric	Gate 4	Fall
PE- Section B, D	All	Program Evaluation	Mid/ End of Program	Fall/ Spring

Data Review

1. EDCE 695, 696, 697- PPE/Reflection Paper:
 - 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 2019 or Spring 2020.
 - b. EDCE 695- Final Tape/Exam Rubric
 - i. Data related to this rubric were evaluated for the MFC and SC programs. The CMHC program will incorporate this rubric in Fall 2020 for future assessment. No students fell below acceptable levels on any area of this rubric.
 - c. EDCE 696, 697- Relationship Surveys
 - i. Faculty agreed to ask for a minimum of four surveys from each student during practicum and internship.
 - ii. No student fell below minimum expectations on this program data
2. EDCE 639- Theory Paper-
 - a. No students fell below acceptable expectations on this rubric in Fall 2019.
3. Oral Exam Rubric-
 - a. No students fell below expectation on this experience in Summer 2020.
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.

Recommendations

Faculty will ensure that all program data is collected efficiently and strategically. Implementing Via has created some benefits and unique challenges. Ensuring all data is captured to allow for individual and aggregate view is essential to the successful evaluation of the identified program objectives.

Faculty will continue to assess students' ability to facilitate meaningful and professional relationships.

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 4	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 3	Fall
	EDCE 697 A/B- Counseling Internship	Multicultural Competency Assessment	Gate 4	Fall/ Spring
	EDCE 550 Multicultural Counseling	MAP Rubrics	Gate 4	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 4	Fall
<u>4.2. 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 3	Fall
	EDCE 697 A/B- Counseling Internship	Multicultural Competency Assessment	Gate 4	Fall/ Spring
	EDCE 550 Multicultural Counseling	MAP Rubrics	Gate 4	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 4	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. Data related to this standard was reviewed by course instructor. No student fell below expectations related to MCC. Faculty discussed ways to ensure data is captured in Via moving forward to allow for aggregate evaluation of competency assessment items.
- 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 2020.
- 6. Program Evaluation:
 - a. Faculty reviewed mid and end of program evaluation data. All students rated all program at acceptable levels on this area of the evaluation. Faculty discussed qualitative data related to this objective. Based on mid-program reports, it appears that the efforts to incorporate multicultural and diversity discussions and content are not received by all students. In reviewing the end of program report, it appears students feel more prepared to work with diverse clients at the end of their program, highlighting the intentional development in this area.

Recommendations

Faculty will evaluate site supervisor evaluations this academic year to ensure they are capturing necessary information and that the process is efficient and meaningful for students and site supervisors.

Faculty will review assessment and assignments used in EDCE 695, 696, and 697 to ensure alignment with educational materials in EDCE 550.

Faculty will continue to promote immersion experiences and community volunteer work. In addition, a question on the evaluation will be changed to “prepared me to know how to research the population to work more effectively with a variety of individuals.

Faculty will incorporate “culture labs” in the first years of the program to bridge perceived gap in content and experience during the earlier clinical experiences of all students.

Program Objective #5

Kind				
<u>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.</u>				
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

Based on program evaluation data, students appear to be pleased with the care and kindness demonstrated by the EDCE faculty and staff.

Faculty will work to strengthen inclusive activities and identify further ways to promote community within the department

Other Considerations

Higher response rates for mid and end of program evaluations. Consider intentional tracking of qualitative responses to ensure that all critical and negative comments are not coming from a few students.

Alumni survey and employer survey have lower responses rate (17.4%), yet reflect what is expected from these populations. Faculty will consider ways to stay more connected to alumni. For future employer surveys, procedures will be changed to survey known employers of graduates in addition to specifically asking for employers through the alumni survey.

Site supervisor evaluation of program objectives will be captured using the Counselor Preparedness Survey, which will be revised and housed in Via.

Rubric headers will be addressed and a universal header system will be adopted once the assessment plan is fully captured within Via.

Graduate Enrollment Management (GEM) is now working with EDCE to support students from admissions through graduation. In conjunction with GEM, EDCE would like to further explore how we can support diverse and international students more comprehensively to allow for success in the program and profession.