



2024-2025 Program Evaluation Report

ANNUAL PROGRAM REVIEW

Meetings Held: March 8 & November 3, 2025
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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 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 2024-2025 academic year data from the fall 2024 and spring 2025 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. As required by CACREP, the program has been working to align the program assessment plan with the 2024 standards. All courses have been mapped to the 2024 standards and Student Learning Outcomes (SLOs) and Key Performance Indicators (KPIs) have been created that align with academic quality indicator requirements. 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 has worked to incorporate all rubrics and assessment tools to the 2024 standards and ensure Canvas has the capacity to allow aggregate tracking of data related to academic quality indicators.

In addition, the department has identified several program revisions that will facilitate significant changes to the EDCE Assessment Plan including the modification to the gathering of data from employers, site supervisors, and alumni. One of the most significant outcomes of the 2024-2025 academic year was the inability to form a school counseling cohort through the admissions process. This prevents the department from starting a new cohort in the upcoming academic year.

VITAL STATISTICS DATA

During the 2024-2025 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 21 students in May 2025. Of those who took the NCE, 100% passed the exam. With 21 students initially admitted to the program, the current completion rate is 95%. Also, this group has a 95% job placement rate.
2. Marriage and Family Counseling (MFC) program graduated 10 students with a NCE pass-rate of 100% and a program completion rate of 91% in May 2025. Of

those who graduated during this academic year, 90% had been placed in a job at the time of data collection in early fall.

- School Counseling (SC) program graduated 11 students with a 86% NCE pass-rate and rate of 100% for program completion in May 2025. 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				
The Department of Counselor Education will provide learning opportunities that encourage personal reflection, aiming to enhance students' understanding of themselves, their impact on the diverse world around them, and their ability to discern effectively. This will be measured through regular assessments of students' self-reported growth in these areas, with the goal of demonstrating measurable progress in personal awareness and discernment throughout the program.				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
<u>KPI 1.1-Self as Counselor</u> Students will develop an understanding of themselves in relation to core counseling skills and cultivate self-awareness in their emerging identity as counselors.	EDCE 695- Counseling Pre-Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 697 A- Counseling Internship	PDCA/ Reflection	Gate 3	Spring
	EDCE 699- Comprehensive Oral Exam	Personal Approach to Counseling Paper Rubric	Gate 3	Fall
<u>KPI 1.2- Personal Counseling Theory</u> Students will articulate their evolving understanding of humans, counseling identity, foundation, and roles, and the counseling process, leading to the development of their	EDCE 639- Counseling Theories	Theory Paper	Gate 2	Spring
	EDCE 695- Counseling Pre-Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 697 A- Counseling Internship	PDCA/ Reflection	Gate 3	Spring
	EDCE 699- Comprehensive Oral Exam	Personal Approach to Counseling Paper Rubric	Gate 3	Fall

personal approach to counseling.				
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 2024 semester.
3. Oral Exam Rubric-
 - a. All students successfully completed the oral defense of their Personal Approach to Counseling paper. No students fell below expectation on this experience in May 2025. Orals were held in the Bozarth Mansion as a capstone to orientation, held in the same 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.

Aligned with the PDCA sequence, students completed reflective assignments at pre-practicum, practicum, and internship. The oral exam rubric and theory assignments continued to evidence acceptable performance across cohorts. Faculty reaffirmed the candidacy process as a meaningful gate with a standardized rubric to be applied by all faculty reviewers.

Data Review Summary

- PDCA self-report and reflections completed at all checkpoints; all students met expectations.
- No students fell below cutoff on theory paper, oral exam, or reflective prompts.
- Candidacy process enhancements (faculty-calibrated rubric; integration with exit checklist) approved for implementation.

Recommendations

- Fully integrate PDCA timelines into course shells and advising checklists.
- Continue faculty calibration around candidacy rubric and store exemplars in Teams.

The PDCA self-report version for students has been finalized and Dr. Garner is actively working to show concurrent validity with another instrument used to assess dispositions. 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 all site supervisors are using this instrument as a secondary evaluation of student disposition. 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				
The Department of Counselor Education will offer intentional academic and field-based learning opportunities to support meaningful and efficient learning both in the field and the classroom. We will measure the success of these opportunities through student evaluations of their learning experiences and track the development of a service-oriented mindset, with a focus on cultural competency and responsiveness to diverse populations.				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
<u>2.1 Developmental Theory</u> Students will demonstrate knowledge of major theories of human development and learning by identifying key concepts, comparing theoretical frameworks, and explaining their relevance to counseling practice.	EDCE588- Human Growth and Development	Personal Development Paper Rubric	Gate 2	Fall
	EDCE 699- Comprehensive Oral Exam	Personal Approach to Counseling Paper	Gate 3	Fall
<u>2.2- Differing Abilities</u> Students will demonstrate the ability to recognize diverse client abilities and developmental stages, and identify appropriate counseling strategies to effectively support clients across a range of needs and life experiences.	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 identify and compare theories and models of career development, demonstrating an understanding of the patterns and processes that influence career decision-making and progression.	EDCE 605- Occupational Choice and Career Development	Life Planning Model Rubric	Gate 2	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>3.2- Assessment Tools in Career</u> Students will identify and appropriately apply career assessment tools, demonstrating the ability to interpret results and integrate them into culturally responsive and meaningful career counseling practices.	EDCE 605- Occupational Choice and Career Development	Life Planning Model Rubric	Gate 2	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall

<u>5.1 Ethics</u> Students will demonstrate the ability to apply the ACA Code of Ethics and ACA-endorsed ethical decision-making models in counseling practice, and clearly distinguish between ethical standards and legal requirements.	EDCE 697 A/B- Counseling Internship	Site Supervisor Evaluation	Gate 3	Fall/ Spring
	EDCE 699- Comprehensive Oral Exam	Personal Approach to Counseling Paper	Gate 3	Fall
<u>5.2 Confidentiality</u> Students will identify circumstances under which client confidentiality may be legally or ethically breached and accurately described the appropriate reporting procedures for each scenario.	EDCE 559- Ethics and Law in School Counseling EDCE 560- Ethics and Law in CMHC EDCE 561- Ethics and Law in MFC	Ethical Interview Rubric	Gate 2	Spring
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
<u>6.1 Group Dynamics</u> Students will identify and compare major models and theories of group counseling, including stages of group development, leader characteristics, group screening, and explain their application to effective group facilitation.	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 demonstrate the intentional use of culturally responsive group facilitation skills across diverse settings, adapting their approach to meet the needs of group members from varied backgrounds.	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 will evaluate client and student needs and select appropriate assessment measures based on the specific context, purpose, and cultural relevance of the 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 will interpret assessment reports and apply ethically sound diagnostic practices, demonstrating adherence to professional standards and consideration of cultural and contextual factors.	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
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall

<u>10.1 Basic Principles</u> Students will demonstrate understanding of the role of research in counseling by explaining key concepts such as reliability, validity, measures of central tendency, distribution, and variability, and describing their relevance to evidence-based practice.	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 identify and apply research findings to inform counseling practice, including selection and use of evidence-based interventions appropriate to client needs.	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.
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 feel 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 feel 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 2025.
- 11. Written Exam
 - a. All students passed the comprehensive written exam in Spring 2025.
- 12. Program Evaluation
 - a. Faculty reviewed both qualitative and qualitative 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.

Key performance indicators in development, assessment, ethics, group work, and research continued to meet benchmarks. Faculty discussed course sequencing to improve developmental timing and student workload management.

Data Review Summary

- All rubric-based indicators in EDCE 588, 605, 559/560, 650, 664, 564/565, 616, 698 met or exceeded acceptable levels.
- No issues identified on comprehensive written exams or oral defenses.
- Discussion to move research/statistics later, group to second-year fall, and psychopathology prior to site work for better readiness.

Recommendations:

- Model 5-point rubric language consistently across all Canvas outcomes and KPIs.
- Pilot revised course sequence in the next catalog cycle; monitor load balance and outcomes.

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 and are actively converting all rubrics to this new standard for incorporation into Canvas. Faculty worked during the 2024-2025 academic year to modify the EDCE assessment plan to incorporate the 2024 standards with all updates finalized at the end of the spring 2025 semester.

Program Objective #3

Relational				
<p>The Department of Counselor Education recognizes the importance of relationships and is committed to providing a learning experience that prioritizes relationship-building. We will measure this commitment by assessing student and faculty feedback on the strength of working alliances within the program, aiming for consistent, positive reports on collaborative interactions and relationship-based learning experiences.</p>				
Related KPI/ Program Evaluation	Related Course	Assessment Tool	When Assessed	When Analyzed
<p><u>KPI 1.1-Self as Counselor</u> Students will develop an understanding of themselves in relation to core counseling skills and cultivate self-awareness in their emerging identity as counselors.</p>	EDCE 695- Counseling Pre-Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 697 A- Counseling Internship	PDCA/ Reflection	Gate 3	Spring
	EDCE 689- Advanced Theories & Professional Seminar	Personal Theory Paper	Gate 3	Fall
<p><u>KPI 1.2- Personal Counseling Theory</u> Students will articulate their evolving understanding of humans, counseling identity, foundation, and roles, and the counseling process, leading to the development of their personal approach to counseling.</p>	EDCE 639- Counseling Theories	Theories Paper	Gate 2	Spring
	EDCE 695- Counseling Pre-Practicum	PDCA/ Reflection	Gate 2	Spring
	EDCE 697 A- 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> S Students will demonstrate the ability to identify and intentionally apply essential counseling skills when working with clients from diverse cultural backgrounds and presenting concerns.	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
	EDCE 699- Comprehensive Oral Examination	Personal Approach to Counseling Rubric	Gate 3	Fall
<u>8.1 Monitoring the Process</u> Students will identify and apply appropriate methods for monitoring client progress and evaluating the strength and quality of the therapeutic relationship.	EDCE 697 A/B- Counseling Internship	Relationship Surveys	Gate 3	Fall/Spring
	EDCE 688- Advanced Theories and Professional Seminar II	Personal Approach to Counseling Paper Section 3 Rubric	Gate 3	Fall
	EDCE 699- Comprehensive Oral Examination	Personal Approach to Counseling 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. The PDCA self-report 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.
2. EDCE 639- Theory Paper-
 - a. No students fell below acceptable expectations on this rubric in Fall 2024.
3. Oral Exam Rubric-
 - a. No students fell below expectation on this experience in Spring 2025.
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.

Essential counseling skills and monitoring processes were affirmed across practicum and internship. Faculty elected to discontinue relationship surveys during practicum when tandem or shadowing models limit validity; alternative evidence of therapeutic process will be emphasized.

Data Review Summary

- No students fell below acceptable levels on pre-practicum final tapes/exams or site supervisor skills rubrics.
- Relationship surveys retained for internship; eliminated in practicum when not instructionally meaningful.
- Handbook clarity on dual relationships, dispositional concerns, and conflict processes identified for enhancement.

Recommendations

- Update clinical course shells with revised monitoring strategies and feedback loops.
- Add faculty rotation guidance to maintain instructor continuity across clinical sequences where feasible.

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				
The Department of Counselor Education will actively engage with the greater community through service and the dissemination of knowledge to promote the greater good. We will measure this engagement by tracking the number and impact of community service projects, as well as the dissemination of research and knowledge through events, publications, or partnerships, with the goal of reaching and benefiting 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 demonstrate the ability to recognize diverse client abilities and developmental stages, and identify appropriate counseling	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

strategies to effectively support clients across a range of needs and life experiences.				
4.1 Global Perspective Students will demonstrate a global understanding of diversity and culture by analyzing cultural perspectives and applying culturally responsive strategies to effectively engage with individuals and groups from diverse backgrounds.	EDCE 549- Intro to Multicultural Counseling	My Cultural Narrative Rubric	Gate 2	Spring
	EDCE 550 – Advanced Multicultural Counseling	MAP Direct Action Phase Rubric	Gate 2	Fall
	Comprehensive Written Exam	Comprehensive Written Exam	Gate 3	Fall
4.2. Social Justice Students will analyze the impact of social injustice and multicultural incompetence on clients, the counseling process and broader systems, and articulate strategies for promoting equity and inclusion in professional practice.	EDCE 550 Multicultural Counseling	MAP Observation Phase Rubric	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 549- My Cultural Narrative
 - a. No students fell below expectations on this key assessment.
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.

The multicultural and diversity series continues to use the IDI with reflective assessment; site supervisor training and alumni/employer feedback cycles are being strengthened to ensure broader input and continuous improvement.

Data Review Summary

- MAP rubric and multicultural reflections demonstrated acceptable performance; no students below threshold.
- Plan to capture supervisor/employer/alumni feedback via revised surveys and in-session QR codes at trainings.
- Service-learning visibility to be increased via CSI newsletter and a department opportunities board.

Recommendations

- Track growth across the multicultural course sequence from intro to advanced using consistent rubrics.
- Implement end-of-training stakeholder pulse surveys with QR codes and aggregate annually.

The department's decision to honor multicultural counseling through the incorporation of an intro and advanced course appears to be helpful to student development and understanding of multicultural and social justice competencies. The EDCE assessment plan was modified to include the most meaningful assignment in both of these courses. The EDCE will continue identifying ways of assessing student cultural competence and applying a self-reflective approach to diversity.

Program Objective #5

Kind				
The Department of Counselor Education will actively demonstrate kindness and caring in all interactions with students, aiming to model these behaviors and foster a safe, welcoming environment. We will measure this by regularly assessing student feedback on their sense of safety and support, aiming for a consistently high level of satisfaction in these areas.				
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.

Mid- and end-of-program evaluations continue to reflect positively on faculty support, the cohort model, and program climate. Requiring completion of the end-of-program evaluation prior to oral exams has improved response rates.

Data Review Summary

- All items on program climate and support were rated at acceptable or higher levels.
- Improved response rates associated with pre-orals submission requirement.

Recommendations

- Continue twice-yearly program evaluations; streamline items to reduce redundancy with course-embedded assessments.
- Add a brief “what helped most in internship” question set to capture high-value instructional practices.

ACADEMIC QUALITY INDICATORS: 2024–2025 SUMMARY

- No students fell outside acceptable ranges on course-embedded KPIs and rubric criteria across programs (CMHC, MFC, SC).
- All candidates met dispositional benchmarks as evidenced by PDCA checkpoints at pre-practicum, practicum, and internship.
- Comprehensive evaluations (mid-program and end-of-program) indicated acceptable to strong ratings across domains; response rates improved when completion was required prior to orals.
- Site supervisor evaluations revealed no performance concerns; rubric refinement is in progress to streamline aggregation across Canvas and Qualtrics.

PROGRAM MODIFICATIONS AND IMPROVEMENTS INFORMED BY PROGRAM EVALUATION

- Rubric migration to Canvas with standardized 5-point scale; Teams folder established for rubric version control and exemplars.
- Candidacy process strengthened with a common rubric reviewed by all faculty; integrated with exit checklist and timeline.
- End-of-program evaluation completion required prior to orals to maintain strong response rates.
- Evaluation item clarity improved (e.g., reworded “work with exceptional students” to “work with students/clients with differing abilities”).
- Revised alumni/employer/site supervisor surveys and use of QR codes at trainings to increase participation.

OTHER SIGNIFICANT PROGRAM CHANGES

- Assessment plan tables updated to reflect 2024 CACREP Standards; departmental plan adopted.
- Advisory Committee organization launched to strengthen external stakeholder input.
- Department policy section created for syllabi (including PHI and assessment policies).
- Handbook revisions underway (technology competencies, conflict resolution guidance, dispositional concerns, and dual relationship language).
- Website audit to ensure compliance with public information requirements (faculty list, practice areas, delivery types/locations, admissions, accreditation, degree requirements, costs, financial aid).
- Professional identity supports: ACA membership required; documentation of at least one training prior to graduation included on Graduation Checklist (with ATPS upload).
- Curricular sequencing under consideration to optimize learning load across spring/summer and to meet University contact hour requirements (e.g., potential Summer I/Summer II structure, added asynchronous time).

APPENDIX A. ACTION ITEMS AND RESPONSIBLE PARTIES

1. Move rubrics to Canvas and establish longitudinal reporting — Lead: Cari.
2. Design and deploy candidacy rubric; faculty calibration session — Lead: Dr. Bennett (with core faculty).
3. Website 1.B compliance audit and updates — Leads: Dr. Wissel, Cari, Lauren.
4. Advisory Committee formation and scheduling — Lead: Andrea.
5. Revise case conceptualization/skills rubric and feedback reflection — Core faculty.
6. Revise site supervisor/employer/alumni surveys; add QR code to supervisor training — Core faculty with Assessment Officer.
7. Handbook revisions (technology competencies; conflict process; dispositional guidance; dual relationships) — Program Director with faculty.
8. Syllabi department policy section (including PHI) — Program Director with faculty.

EDCE remains committed to continuous quality improvement and full implementation of the 2024 CACREP Standards by the required timeline. This report summarizes evaluation results, academic quality indicators, program improvements, and significant changes enacted during the 2024–2025 academic year.