



**Department of Counselor Education  
Annual Report for CACREP Accredited Programs**

**2019-2020 and 2020-2021 Academic Years**

The Counselor Education graduate program began as a school counseling program in 1992 administered through the Northwest Nazarene College Department of Education. In 1999, with two full-time faculty members and adjunct faculty, the department's accreditation process began with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In 2001 the department developed the curriculum, syllabi and budget for two new majors: Community Counseling and Marriage and Family Counseling. The NNU Graduate Council approved both new programs, and students entered the programs in 2001-2002. Full accreditation was received in 2005. Since 2005 rapid growth in student numbers has resulted in an increase in core faculty to six full-time faculty members. Full accreditation of three current tracks, Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling was re-established in 2017. The department is currently in the process of their Mid-Cycle Review under the CACREP 2016 Standards. Over the past decade, the Counselor Education Department at Northwest Nazarene might be described as a growing department with a commitment to innovation in program development and professional involvement.

**Faculty**  
**2020-2021**

**Rick Boyes, PhD**

Clinical Mental Health Counseling  
Trauma, Grief, and Crisis Emphasis

**Jeff Edmiston, MS**

Acceptance and Mindfulness Informed Therapies Emphasis

**Lori Fairgrieve, PhD**

Department Chair  
School Counseling  
Play Therapy Emphasis

**Beronica Salazar, PhD**

Marriage, Couple, and Family Counseling

**Chandra Salisbury, MS**

Clinical Site Director

**Bethany Townsend, PhD**

CACREP Liaison

## **Approach to Outcome Assessment in the Core: Butterfly Model and Themes**

Program Objectives related to core themes of the department are identified as follows:

1. **The Counselor Education Department seeks to educate academically prepared counselors.**
2. **The Counselor Education Department aims to produce counselors who establish and maintain a strong connection to the profession.**
3. **The Counselor Education Department aims to prepare skilled and relationally competent practitioners.**
4. **The Counselor Education Department intends to produce multiculturally competent and socially minded practitioners.**
5. **The Counselor Education Department aspires to prepare dispositionally appropriate counselors who are a good fit for the profession.**

University Values are used as the basis for the measurement of student learning outcomes for regional accreditation purposes. The Counselor Education Department Assessment Plan from 2013-2016 reflects the new university values.

The four university values, which are used for the measurement of student learning outcomes, are as follows:

**Transformation** — *We believe education fosters transformation. NNU engages and affects all domains of life—intellectual, social, physical and spiritual—thereby advancing the transformation of the individual, the church and the world.*

**Truth** — *We believe education pursues truth. NNU explores knowledge, the wonder of God's creative activity, the story of human civilization and the achievements in the arts, sciences and professions. Ultimately, we believe Jesus is the truth incarnate; therefore, we pursue Christ.*

**Community** — *We believe education flourishes in community. NNU provides a learning and faith community that teaches, challenges and encourages each other through intellectual and spiritual practices. Within covenantal relationships we express our love for God and others.*

**Service** — *We believe education cultivates service. NNU teaches the importance of a life of servanthood as modeled by Jesus Christ. We learn to lead by giving of ourselves to God and humankind.*

The program objectives comprising the conceptual model and themes describing the heart of the NNU program are referred to as the Butterfly Model. The model was conceived as a way of illustrating the concept of program objectives, student learning outcomes, and key performance indicators to students and others. The Butterfly Model shows the four program objectives where 14 student learning outcomes related to the core and corresponding 23 key performance indicators are measured. The department embraced a concept that students would need to demonstrate effectiveness in the core in order to have the capability of demonstrating effectiveness in the program standards. For example, measuring the capacity of a student to lead a group in the group

class may be understood as the foundation for that student's capacity in Internship to lead a psycho-educational group in schools. The measurement of the core, then, is crucial in the NNU model, and is illustrated by the Butterfly figure found in this section.

The core of the butterfly is dispositions. While CACREP has few standards related to dispositions, the person of the counselor and his/her appropriateness for the field is believed by the NNU counselor education faculty to be central to competence in performance outcomes. Two SLOs and four KPIs relate to dispositions. Following are definitions of the butterfly themes.

### ***Critical Analysis***

NNU Program Objective: The Counselor Education Department seeks to educate academically prepared counselors.

NNU Value: *Truth*

Critical Analysis is defined as the capacity to expand knowledge through critical thinking, evaluation, and synthesis of literature and research, as well as developing the capacity to engage with the body of knowledge by conducting original research and utilizing existing research in guiding clinical assessment, planning, and decision-making.

### ***Professional Identity & Development***

NNU Program Objectives: The Counselor Education Department aims to produce counselors who establish and maintain a strong connection to the profession.

NNU Value: *Transformation*

Professional Identity and Development refers to the intentional identity transformation as a professional counselor; including intellectual, social, and experiential engagement in appropriate professional activities and making contributions to the field of counseling.

### ***Relational Knowing***

NNU Program Objectives: The Counselor Education Department aims to prepare skilled and relationally competent practitioners.

NNU Value: *Community*

Relational Knowing is defined as the capacity of the student to cultivate positive, caring professional relationships with individuals, groups, supervisors, colleagues, and peers, as well as exhibit strong social and counseling skills for working within systems and within the broader community.

### ***Social & Cultural Responsiveness***

NNU Program Objective: The Counselor Education Department intends to produce multiculturally competent and socially minded practitioners.

NNU Value: *Service*

Social and Cultural Responsiveness is defined as cultural self-awareness, diverse social awareness, intentional advocacy within appropriate social and professional counseling contexts, and purpose-driven service to the broader culture and the counseling profession.

## *Dispositions*

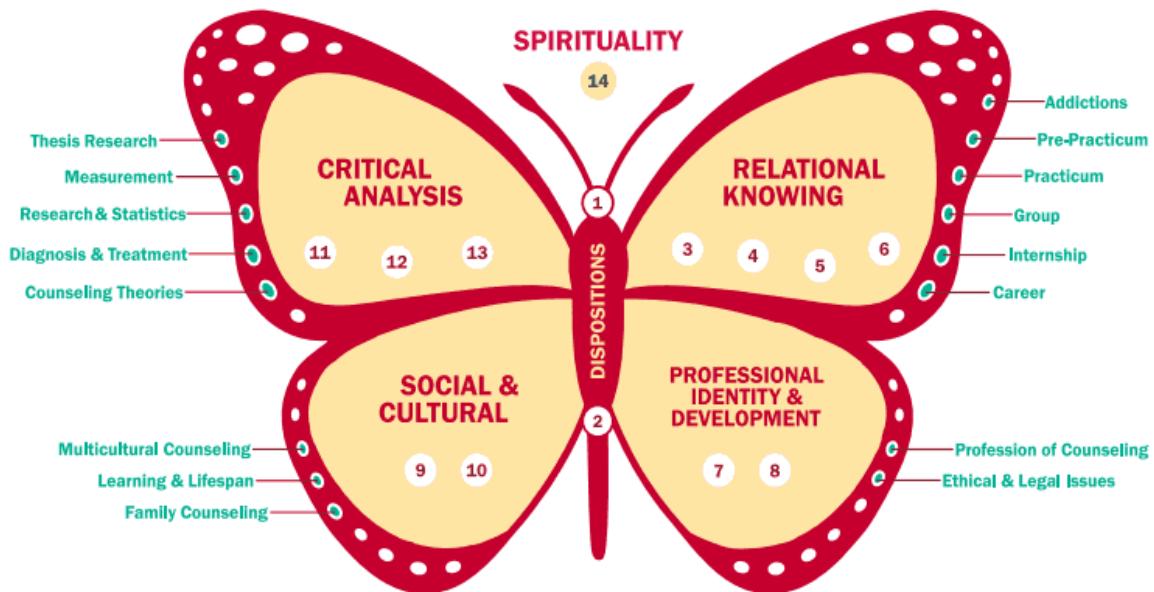
NNU Program Objective: The Counselor Education Department aspires to prepare dispositionally appropriate counselors who are a good fit for the profession.

Dispositional Inquiry refers to the goodness of fit between the individual, the NNU graduate counseling program, and the overarching field of counseling. This also includes the student's personification of the characteristics of professional helpers, as well as the broader characteristics associated with being spiritually grounded, emotionally healthy, mature adults.

# NNU COUNSELOR EDUCATION DEPARTMENT

## Conceptual Model

# SLO (Student Learning Outcome)



**MASTER OF SCIENCE IN COUNSELING  
2020-2021**

<b>COURSE</b>	<b>TITLE</b>	<b>CMHC</b>	<b>MCFC</b>	<b>SC</b>
COUN6511	THE PROFESSION OF COUNSELING	2	2	2
COUN6512	ETHICAL AND LEGAL ISSUES	3	3	3
COUN6515	MULTICULTURAL COUNSELING AND SOCIETAL ISSUES	3	3	3
COUN6531	LEARNING PROCESS & LIFESPAN DEVELOPMENT.	3	3	3
COUN6532	THEORIES OF COUNSELING	3	3	3
COUN6533	FAMILY COUNSELING THEORIES	2	2	2
COUN6534	CAREER DEVELOPMENT	3	3	3
COUN6541	PRE-PRACTICUM: BASIC COUNSELING SKILLS	3	3	3
COUN6542	GROUP COUNSELING	3	3	3
COUN6551	DIAGNOSIS AND TREATMENT OF PSYCHOPATHOLOGY	3	3	3
COUN6552	ADDICTIONS COUNSELING	2	2	2
COUN7507	INTRODUCTION TO CHILD-CENTERED PLAY THERAPY		1	
COUN7521	SCHOOL COUNSELING			2
COUN7523	ORG AND ADMIN OF CLINICAL AND FAMILY SERVICES	2	2	
COUN7524	ORGANIZATION OF GUIDANCE SERVICES			2
COUN7529	HUMAN SEXUALITY		1	
COUN7532	MCFC ASSESSMENT, CONCEPTUALIZATION, AND TREATMENT		2	
COUN7533	COUPLE AND FAMILY MODELS AND INTERVENTIONS		2	
COUN7534	CLINICAL ISSUES IN MARRIAGE, COUPLE, AND FAMILY COUNSELING		2	
COUN7537	RESEARCH AND STATISTICS	3	3	3
COUN7538	FAMILY EDUCATION EXPERIENCE		1	
COUN7545	COLLABORATION & CONSULTATION			2
COUN7553	MEASUREMENT AND ASSESSMENT	3	3	3
COUN7561	**PRACTICUM IN COUNSELING	3	3	3
COUN7563	CLINICAL INTERVENTION AND PREVENTION	3		
COUN7571	PSYCHOPHARMACOLOGY	1	1	
COUN7582	INTRO TO TRAUMA AND CRISIS	1	1	1
COUN7589	**INTERNSHIP IN COUNSELING (SCHOOL SETTING)			8
COUN7589	**INTERNSHIP IN COUNSELING (CLINICAL SETTING)	8		
COUN7589	**INTERNSHIP IN COUNSELING (MCFC SETTING)		8	
	ELECTIVES/EMPHASIS AREA	6		6
	TOTAL CREDIT HOURS	60	60	60

## **Program Outcomes for 2019-2020 and 2020-2021**

In this report, you will find data from the 2019-2020 and the 2020-2021 academic years. A report was not generated in 2020 due to the craziness that was COVID-19, so this report reflects 2 academic years. In Spring of 2020, we moved online due to COVID-19. In Summer and Fall of 2020, classes were both in-person and online depending on the instructor. In Spring 2021, most classes were in-person, and we are pleased that all Fall 2021 classes will likely be in-person. We are thankful to see light at the end of the tunnel!

Data are aggregated by track (CMHC, MCFC, School) unless otherwise specified. Where possible, data from Twin Falls and Nampa are presented separately. We are a single site operating at multiple locations, and CACREP requires specificity per location. Some of our survey methods have not allowed disaggregation, so we will change our methods in the future to provide greater detail.

### **Data of Student Knowledge, Skills, and Dispositions**

Assessment procedures are presented in narrative format. Assessment results are presented in Table 1.

#### **Knowledge**

We track each student's progress in all classes and review data annually. On a 4.0 rubric scale, we have established that all students must achieve 3.0 or higher on Key Assignments in each class as well as score at or above 80% on Key Final Exams.\* Key Assignments are those chosen by the program to measure the Key Performance Indicators that we have selected from among the CACREP standards.

#### **General Skills**

Practicum site supervisors, Practicum and Internship instructors, faculty triadic supervisors, and faculty site visitors score students on the Relational Rubric. It has 17 categories (scored 1-5), which assess various components such as basic, intermediate, and advanced counseling skills; ethics; cultural sensitivity; treatment planning; and use of theory. Students are expected to score 3.0 or above.\*

#### **Track-Specific Skills**

Site supervisors for Interns complete a summative track-specific evaluation at the end of each semester. The Clinical Mental Health Counseling (CMHC) evaluation has 4 items (scored 1-4) measuring skills in assessment, diagnosis, intervention, and prevention. The Marriage, Couple, and Family Counseling (MCFC) evaluation has 12 items (scored 1-4) assessing skills in areas such as systemic assessment, counseling skills, and evidenced-based practice. The School evaluation has 20 items (scored 1-5), assessing skills in areas such as interventions, curriculum design, and collaboration. Students are expected to score 3.0 or above.\*

#### **Dispositions**

The Pre-Practicum instructor as well as Practicum and Internship site supervisors complete the PDCA-R. The PDCA-R can also be completed by any instructor (or student) for students at any stage of the program. It has 10 categories (scored 1-5), which assess various components such as

ethics, conscientiousness, openness, and interpersonal skills. Students are expected to score 3.0 or above.\*

\* For any total score lower than our established cut-off, we flag this student for discussion at our annual assessment review meeting.

**Table 1. Assessment of Students’ Knowledge, Skills, and Dispositions**

Assessment Per Population	Meets or Exceeds Minimum Standards	
	19-20	20-21
<b>Key Assignments</b>		
<i>All students</i>	92%	90%
<i>Nampa</i>	97%	89%
<i>Twin Falls</i>	73%	100%
<b>Relational Rubric</b>		
<i>All Practicum students</i>	90%	95%
<i>Nampa</i>	90%	93%
<i>Twin Falls</i>	NA	100%
<i>Internship students</i>	95%	100%
<b>Track-Specific Final Evaluation</b>		
<i>CMHC students</i>	90%	97%
<i>MCFC students</i>	95%	100%
<i>School students</i>	100%	100%
<b>PDCA-R</b>		
<i>All students</i>	98%	93%
<i>Nampa</i>	98%	94%
<i>Twin Falls</i>	100%	90%

Note: Due to rounding, percentages may not add to 100%.

The Twin Falls cohort started Internship this summer, so they do not have scores on the Internship Relational Rubric or the Final Evaluations.

### Program Changes Based on Data-Review

When we review the data, we make changes to the program to better meet the needs of students, deliver the necessary content, and increase the utility of our assessment procedures. Based on the review of 2019-2020 data, we made the following changes for 2020-2021:

- Changes to rubrics in Theories of Counseling because the previous rubric did not align with the content of the assignment, decreases in the number of required assignments, and decreases in the number of CACREP standards that were tied to Student Learning Outcomes.
- Changes in Career Development to decrease the number of required assignments and to decrease the number of CACREP standards that were tied to Student Learning Outcomes.
- Changes to the rubrics in Learning Process and Lifespan Development to decrease the number of CACREP standards that were tied to the Student Learning Outcomes.

When we received re-accreditation in 2017, the site visitors from CACREP suggested that we reduce the amount of standards that were connected to Student Learning Outcomes, so these changes reflect our efforts to streamline our assessment procedures in content-heavy courses.

## Additional Program Changes

In the Spring of 2020, we updated our Marriage, Couple, and Family Counseling Track. Meta-theoretical Practices and Contemporary Directions were removed as required courses. Introduction to Child-Centered Play Therapy is now a requirement to better equip MCFC counselors to work with children. Several other courses were revised to better cover the necessary content.

We continue to offer our emphasis areas. We are proud of several new classes within both the Play Therapy emphasis and the Trauma, Grief, and Crisis emphasis. The Addictions emphasis is being offered again. We are pleased to announce a new emphasis: Acceptance and Mindfulness Informed Therapies. We have worked with NNU’s Center for Professional Development and will be able to offer many of our emphasis-area courses to counselors and teachers wanting continued education.

## Demographic Information

We collect demographic information on current students in our efforts to recruit and retain a diverse student population (Table 2). Survey data was collected in Fall of 2019 and again in Summer of 2021 but not in 2020 due to COVID-19. Based on our review, we will decide upon an annual time to send out surveys. In keeping with CACREP standard 4.B., we will begin to assess applicant demographics as well as graduate demographics. We acknowledge that we live in a diverse society, and we all have cultural intersectionalities. Therefore, we will redesign the demographic survey so that it includes a variety of cultural variables.

**Table 2. Aggregate Demographics of Current Students**

Characteristic	19-20	20-21
<b>Ability status</b>		
<i>No report of differing abilities</i>	98%	100%
<i>Report of differing abilities</i>	2%	0%
<b>Age at enrollment</b>		
<i>20-30 years</i>	38%	27%
<i>31-40 years</i>	24%	30%
<i>41-50 years</i>	31%	32%
<i>51+ years</i>	7%	8%
<b>Ethnicity</b>		
<i>White</i>	89%	88%
<i>Latino/a</i>	9%	10%
<i>Other</i>	2%	2%
<b>Gender</b>		
<i>Male</i>	9%	10%
<i>Female</i>	91%	88%
<b>Primary Language</b>		
<i>English</i>	91%	93%
<i>Spanish</i>	4%	5%
<i>Other</i>	4%	2%

Note: Due to rounding, percentages may not add to 100%.

The category of “would prefer not to answer” is not included in data presentation.

In the majority of cases, categories that scored at 0% are not included in data presentation.



## Evaluation of Program Objectives

We collect responses from current students, alumni, and supervisors/employers regarding their perceptions of how well we are meeting our five program objectives (Table 3). To gather alumni data, we send the survey to graduates on our running listserv, which dates back to 1995. To gather supervisor/employer data, we send surveys to supervisors of our current Internship students as well as to employers of our recent graduates. Data was collected in Fall of 2019 and again in Summer of 2021 but not in 2020 due to COVID-19. Based on our review, we will decide upon an annual time to send out surveys.

**Table 3. Assessment of Program Objectives by Students, Alumni, and Supervisors/Employers**

Objective Per Respondent	Completely Meeting		Partially Meeting		Not Meeting		Unsure	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
<b>The Counselor Education Department (CED) seeks to educate academically prepared counselors.</b>								
<i>Current Students</i>	90%	100%	9%	0%	2%	0%	0%	0%
<i>Alumni</i>	85%	82%	15%	18%	0%	0%	0%	0%
<i>Supervisors/Employers</i>	78%	90%	22%	7%	0%	0%	0%	3%
<b>The CED aims to produce counselors who establish and maintain a strong connection to the profession.</b>								
<i>Current Students</i>	96%	97%	4%	3%	0%	0%	0%	0%
<i>Alumni</i>	85%	82%	9%	15%	6%	0%	0%	3%
<i>Supervisors/Employers</i>	87%	93%	13%	7%	0%	0%	0%	0%
<b>The CED aims to prepare skilled and relationally competent practitioners.</b>								
<i>Current Students</i>	91%	88%	9%	12%	0%	0%	0%	0%
<i>Alumni</i>	85%	84%	15%	16%	0%	0%	0%	0%
<i>Supervisors/Employers</i>	70%	78%	30%	18%	0%	4%	0%	0%
<b>The CED intends to produce multiculturally competent and socially minded practitioners.</b>								
<i>Current Students</i>	98%	88%	2%	10%	0%	2%	0%	0%
<i>Alumni</i>	82%	58%	15%	39%	3%	3%	0%	0%
<i>Supervisors/Employers</i>	70%	81%	30%	11%	0%	0%	0%	8%
<b>The CED aspires to prepare dispositionally appropriate counselors who are a good fit for the profession.</b>								
<i>Current Students</i>	93%	95%	7%	5%	0%	0%	0%	0%
<i>Alumni</i>	76%	66%	18%	29%	6%	5%	0%	0%
<i>Supervisors/Employers</i>	78%	78%	22%	15%	0%	3%	0%	3%

Note: Due to rounding, percentages may not add to 100%.

## Preparation in CACREP Core Areas

We collect data from alumni and supervisors/employers regarding their perceptions of how well-prepared students are in each of the eight CACREP core areas (Table 4). This survey is not sent to current students because most students continue to complete core coursework up until graduation. To gather alumni data, we send the survey to graduates on our running listserv, which dates back to 1995. To gather supervisor/employer data, we send surveys to supervisors of our current Internship students as well as to employers of our recent graduates. Data was collected in Fall of 2019 and again in Summer of 2021 but not in 2020 due to COVID-19. Based on our review, we will decide upon an annual time to send out surveys.

**Table 4. Preparedness in CACREP Standards per Alumni and Supervisors/Employers**

Standard Per Respondent	Very Well Prepared		Somewhat Prepared		Not Prepared		Unsure	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
<b>Human Growth &amp; Development</b>								
<i>Alumni</i>	70%	63%	30%	34%	0%	0%	0%	3%
<i>Supervisors/Employers</i>	78%	74%	17%	22%	4%	0%	0%	4%
<b>Social and Cultural Diversity</b>								
<i>Alumni</i>	79%	55%	21%	39%	0%	5%	0%	0%
<i>Supervisors/Employers</i>	48%	74%	48%	22%	4%	0%	0%	4%
<b>Helping Relationships</b>								
<i>Alumni</i>	88%	87%	9%	13%	3%	0%	0%	0%
<i>Supervisors/Employers</i>	83%	85%	17%	15%	0%	0%	0%	0%
<b>Group Work</b>								
<i>Alumni</i>	50%	37%	47%	58%	3%	5%	0%	0%
<i>Supervisors/Employers</i>	36%	54%	50%	35%	0%	4%	14%	7%
<b>Career Development</b>								
<i>Alumni</i>	44%	37%	44%	55%	12%	8%	0%	0%
<i>Supervisors/Employers</i>	39%	54%	39%	31%	4%	4%	17%	11%
<b>Assessment</b>								
<i>Alumni</i>	41%	29%	56%	61%	3%	10%	0%	0%
<i>Supervisors/Employers</i>	35%	52%	52%	33%	4%	11%	9%	4%
<b>Research and Program Evaluation</b>								
<i>Alumni</i>	54%	32%	33%	55%	12%	13%	0%	0%
<i>Supervisors/Employers</i>	30%	50%	48%	38%	4%	0%	17%	12%
<b>Professional Orientation and Ethical Practice</b>								
<i>Alumni</i>	88%	79%	12%	21%	0%	0%	0%	0%
<i>Supervisors/Employers</i>	83%	81%	17%	19%	0%	0%	0%	0%

Note: Due to rounding, percentages may not add to 100%.

### Summary

The Department of Counselor Education at Northwest Nazarene University is dedicated to teaching and training excellent professionals and practitioners in the fields of Clinical Mental Health Counseling, Marriage, Couple, and Family Counseling, and School Counseling. The

Department of Counselor Education embraces a concept that students need to demonstrate effectiveness in the core curriculum in order to have the capability of demonstrating effectiveness in the program standards. Therefore, incorporated into the five program objectives are 14 student learning outcomes related to the core curriculum and corresponding 23 key performance indicators. We have provided information on our process and outcomes resulting from program assessment and evaluation of our program for the 2019-2020 and 2020-2021 academic years.

The faculty of NNU's Counselor Education program are committed to ongoing evaluation and assessment as we endeavor to educate, train, and prepare competent, compassionate, and spiritually grounded counselors to assist members of our diverse society. For more information about Northwest Nazarene University's Counselor Education program please contact our Admissions Counselor of Graduate & Professional Studies, Christy Gilliam at 208.467.8853 or [cgilliam@nnu.edu](mailto:cgilliam@nnu.edu).

### **Report Distribution**

In order to distribute this annual report to our alumni, community liaisons, university officials and field site supervisors, this report is made available online at the following location <https://www.nnu.edu/departments/counselor-education>. A notice that this annual report is available was sent to faculty, students, alumni, administrators, and field site supervisors on August 1, 2021.

The information provided in this report is based on data collected by the Northwest Nazarene University Department of Counselor Education. If you have any questions about the program or the annual report, please contact the Department of Counselor Education.