



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

2023-2024

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. 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 2023-2024

Rick Boyes, PhD

Clinical Mental Health Counseling
Trauma, Grief, and Crisis Emphasis

Jeff Edmiston, PhD

Acceptance and Mindfulness Informed Therapies Emphasis
Primary Care Behavioral Health Emphasis

Lori Fairgrieve, PhD

Department Chair
School Counseling
Play Therapy Emphasis

Beronica Salazar, PhD

Marriage, Couple, and Family Counseling
Addictions Emphasis

Chandra Salisbury, MS

Clinical Site Director

Bethany Townsend, PhD

CACREP Liaison

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

University Values are used as the basis for the measurement of student learning outcomes for regional accreditation purposes. 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 Counselor Education Department Assessment Plan reflects these values. 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.**

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 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. 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 their appropriateness for the field is believed by the NNU counselor

education faculty to be central to competence in performance outcomes. 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.

Key Performance Indicators

In the core areas and track areas, we have identified 20 key performance indicators (KPIs) in line with the Butterfly Model. The KPIs are listed below:

KPI 1: Students will consistently reflect the characteristics and dispositions befitting a professional counselor.

KPI 2: Throughout the program, students will demonstrate behaviors associated with academic excellence by maintaining a minimum GPA of 3.0.

KPI 3: Students will demonstrate knowledge of theoretical approaches related to individual counseling.

KPI 4: Students will demonstrate application of effective counseling skills.

KPI 5: Students will demonstrate knowledge and skills related to effectively leading counseling groups.

KPI 6: Students will articulate appropriate strategies for understanding career needs and for facilitating career development.

KPI 7: Students will demonstrate an understanding of ethical standards, codes, and practices in counseling.

KPI 8: Students will demonstrate active involvement in various roles and aspects of professional counseling.

KPI 9: Students will effectively explain human growth and development using bio-psycho-socio-cultural theories.

KPI 10: Students will demonstrate the self-awareness, attitudes, knowledge, and skills of multicultural counseling competence and cultural humility.

KPI 11: Students will demonstrate an understanding of the selection and use of assessments in counseling and demonstrate the assessment skills of administration, interpretation, and client/student feedback.

KPI 12: Students will demonstrate the ability to identify, evaluate, and synthesize professional research and literature to inform the practice of counseling.

KPI 13: Students will effectively implement knowledge and skills related to diagnosis and case conceptualization.

KPI 14: Students will demonstrate awareness of their spirituality and the spiritual beliefs of others and demonstrate knowledge of the role that religion/spirituality play in mental health functioning.

CMHC KPI 1: Students will explain the contextual dimensions of the practice of mental health counseling including roles and professional practice.

CMHC KPI 2: Students will demonstrate appropriate skills in the practice of clinical mental health services, including counseling skills, assessment, and interventions.

MCFC KPI 1: Students will explain the contextual dimensions of the practice of marriage, couple, and family counseling including roles and professional practice.

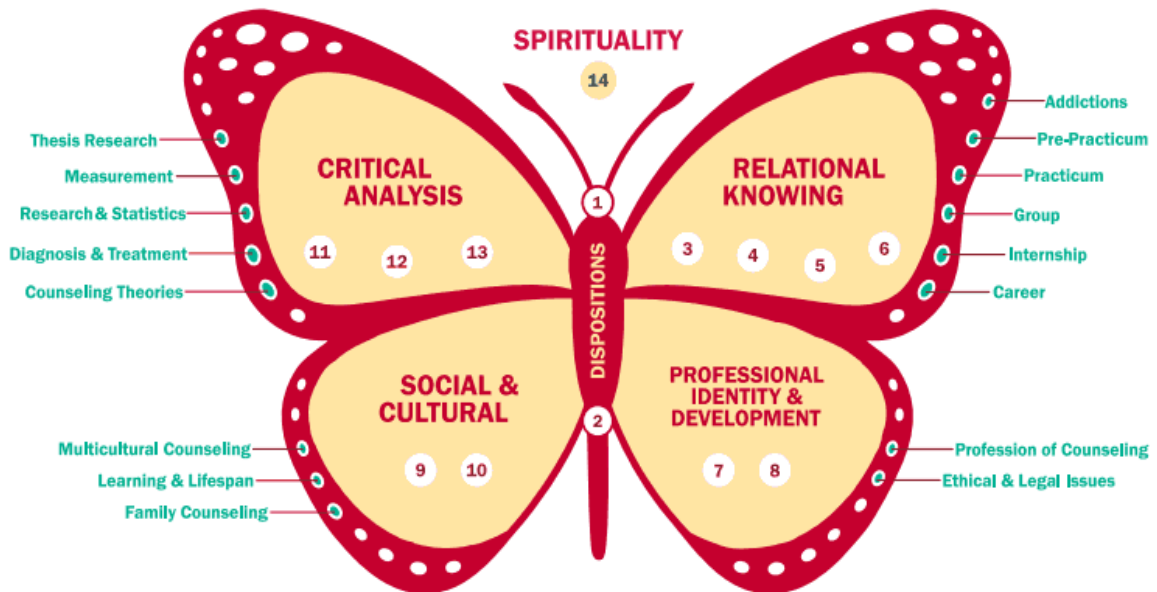
MCFC KPI 2: Students will demonstrate the skills to practice ethically with marriage, couples and families to guide them through the treatment process by incorporating appropriate assessments, and interventions.

SC KPI 1: Students will understand the foundation of school counseling models specific to P-12 education and will explain the contextual dimensions of the practice of school counseling, including roles and professional practice.

SC KPI 2: Students will demonstrate skills in the practice of school counseling, including development and evaluation of strategies and interventions to facilitate academic success.

NNU COUNSELOR EDUCATION DEPARTMENT Conceptual Model

SLO (Student Learning Outcome)



Program Outcomes for Student Knowledge, Skills, and Dispositions

Assessment procedures are presented in narrative format. Assessment results are presented in Table 1. The results depict Summer 2023, Fall 2023, and Spring 2024 data.

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.* Key Assignments are those chosen by the program to measure the Key Performance Indicators that we have developed within the 11 necessary 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.* The Relational Rubric is used to assess KPI 4, KPI 13, CMHC KPI 2 and MCFC KPI 2.

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 measuring skills in assessment, diagnosis, intervention, and prevention. The Marriage, Couple, and Family Counseling (MCFC) evaluation has 12 items assessing skills in areas such as systemic assessment, counseling skills, and evidenced-based practice. The School evaluation has 13 items assessing skills in areas such as use of models, program design and evaluation, and school counseling techniques. Each evaluation is scored 1-4, and students are expected to score 3.0 or above.* Track-specific evals assess CMHC KPI 2, MCFC KPI 2, and SC KPI 2.

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.* The PDCA-R assesses KPI 1.

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

Per CACREP, KPIs must encompass a mixture of knowledge-based and skills-based indicators. Each KPI must be assessed at two different points in time.

Table 1. Assessment of Students' Knowledge, Skills, and Dispositions

KPI	Number of students who did not meet minimum standards at point 1	Number of students who did not meet minimum standards at point 2
1	No data (Nampa) and 1 (Twin) at point 1; 0 at point 2 (both); 0 at point 3 (Nampa)	
2	2 (Nampa); 0 (Twin)	
3	1 (Nampa for fall), no data for spring	1 (Nampa); 1 (Twin)
4	0 (Nampa); 1 (Twin)	6 (Nampa); 2 (Twin)
5	0 (Nampa); 1 (Twin)	0 (Nampa)
6	0 (Nampa)	0 (Nampa)
7	1 (Nampa)	1 (Nampa)
8	0 (Nampa)	
9	1 (Nampa)	4 (Nampa); 0 (Twin)
10	0 (Nampa)	0 (Nampa)
11	0 (Nampa)	0 (Nampa)
12	3 (Nampa); 1 (Twin)	2 (Nampa)
13	0 (Nampa)	1 (Nampa)
14	No data (Nampa)	1 (Nampa)
CMHC 1	0 (Nampa for fall); no data for spring	0 (Nampa and Twin)
CMHC 2	1 (Nampa)	0 (Nampa)
MCFC 1	0 (Nampa for fall); no data for spring	0 (Nampa and Twin)
MCFC 2	1 (Nampa)	0 (Nampa)
SC 1	0 (Nampa for fall); no data for spring	No data for Nampa or Twin
SC 2	0 (Nampa)	0 (Nampa)

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

The Twin Falls program is a 3-year cohort model, and they do not take each assessment each year.

KPI is assessed at 3 points.

KPI 2 is assessed every semester.

KPI 8 is assessed only once.

Skills Self-Assessment

During their first semester and last semester, each student is asked to complete a self-assessment (rated 1-4) in which they indicate their ability to perform 39 various skills such as applying appropriate interventions given the presenting concern, self-identifying burn-out, identifying substance abuse issues, counseling a client who does not share the same ethnic background as the counselor, and administering an assessment instrument on which they've received training. On the pre-test, we expect most students to score 2.0 or below.

The Nampa program is not a cohort model, so direct comparison of data is limited. Students entering the program in 2021-2022 averaged a total score of 43 at pre-test, with item scores ranging from 31–62. Students graduating in 2023-2024 averaged a total score of 122 at post-test, with item scores ranging from 80–146. Graduates rated their confidence the lowest in presenting at a national conference, presenting at a regional conference, presenting at a state conference, and developing a program evaluation. Students rated their confidence highest in knowing when to consult a supervisor, identifying an ethical dilemma, counseling a client of a different gender, self-identifying burn-out, and writing an informed consent.

The Twin Falls cohort will not graduate until 2025; thus, their data is not presented.

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. In addition, we completed our Self-study for CACREP (submitted December 2023) and made changes to the program to better align with standards. Changes include:

- Rewriting our Assessment Plan to better capture the changes we've made over the past 5 years, which included revising KPIs, better matching them with assignments, removing outdated secondary coverage for each standard, and re-assigning standard coverage within certain classes.
- Clarifying that the second assessment for KPI5 would be the Group score on the CPCE, and proficiency would be measured at or greater than 1 SD below the mean.
- Moving the Career Development class from spring to summer.
- Adding several new electives including Introduction to Therapeutically Applied Tabletop Role-Playing Games in Play Therapy.
- Updating our Handbooks to ensure students are not alone at their Practicum and Internship sites.
- No longer requiring students to be members of ICA. Students must be members of ACA or ASCA.
- Celebrating Dr. Jeff Edmiston earning his PhD!

Demographic Information

In alignment with Hays' ADDRESSING model, we collect demographic information on applicants, current students, and graduating students in our efforts to recruit and retain a diverse student population (Table 3).

Table 3. Aggregate Demographics of Current Students, Applicants, and Grads

Characteristic	Nampa Current Students <i>n</i> = 28	Twin Falls Current Students <i>n</i> = 8	Nampa Applicants <i>n</i> = 69	Nampa Grads <i>n</i> = 36
Age				
<i>20-30 years</i>	36%	25%	49%	49%
<i>31-40 years</i>	25%	37%	19%	27%
<i>41-50 years</i>	13%	37%	23%	19%
<i>51-60 years</i>	13%	0%	6%	5%
Ethnicity				
<i>Asian American</i>	0%	12%	0%	3%
<i>Biracial / Multiracial</i>	0%	0%	1%	5%
<i>Caucasian</i>	90%	88%	89%	89%
<i>Latin American/Hispanic</i>	3%	0%	1%	3%
Primary Language				
<i>English</i>	100%	No data	98%	100%
<i>Other – Spanish</i>	0%		2%	0%

Religious/Spiritual Affiliation				
<i>Agnostic</i>	14%	No data	6%	19%
<i>Atheist</i>	7%		1%	5%
<i>Buddhist</i>	0%		0%	3%
<i>Catholic</i>	4%		4%	3%
<i>Church of Jesus Christ of Latter-day Saints</i>	14%		28%	19%
<i>Christian – Evangelical, Protestant, non-denominational</i>	18%		30%	33%
<i>Spiritual, not religious</i>	36%		21%	17%
<i>Neither spiritual nor religious</i>	0%		3%	3%
Gender				
<i>Female</i>	68%	88%	66%	77%
<i>Gender expansive / fluid / non-conforming</i>	0%	0%	0%	3%
<i>Male</i>	29%	12%	34%	17%
<i>Transgender</i>	0%	0%	0%	3%
Sexual Orientation				
<i>Bisexual, Gay, Lesbian, Queer, Pansexual, Asexual</i>	4%	No data	6%	11%
<i>Heterosexual</i>	93%		87%	80%
Marital Status				
<i>Married / Partnered</i>	64%	No data	55%	64%
<i>Not married – single, divorced, widowed</i>	32%		45%	36%
Children				
<i>No children</i>	46%	No data	49%	58%
<i>Children 18 years old and younger living at home</i>	35%		39%	36%
<i>Children 19 years old and older living at home</i>	4%		7%	8%
<i>Children not living at home</i>	11%		16%	5%
Annual Household Income				
<i>below 18,999</i>	14%	No data	9%	14%
<i>\$19,000 – 45,999</i>	11%		36%	8%
<i>\$46,000 – 75,999</i>	25%		21%	33%
<i>\$76,000 or above</i>	43%		22%	25%
Employment Status				
<i>Not currently employed</i>	18%	No data	13%	28%

<i>Currently a stay-at-home care provider for family</i>	11%		6%	Not assessed
<i>Employed part-time</i>	36%		21%	25%
<i>Employed full-time</i>	32%		57%	47%
Ability				
<i>No differing abilities that require accommodations</i>	86%	No data	85%	92%
<i>Differing ability</i>	4%		9%	0%

Note: Due to rounding, percentages may not add to 100%.
 The category of “would prefer not to answer” is not included in data presentation.
 Categories that scored at 0% amongst all students are not included in data presentation.
 The Twin Falls cohort admits every 3 years, so there were no applicants for that program this year.
 Only 3 students from the Twin Falls cohort completed the survey; thus, their results aren’t presented to maintain confidentiality. The data for age, race, and gender was taken from a Registrar spreadsheet and represents all 8 students in the cohort.
 For “Children,” participants could choose multiple categories; thus, the results exceed 100%.

Evaluation of Program Objectives and Preparation in CACREP Core Areas

Each year, we collect responses from students, alumni, and supervisors/employers regarding their perceptions of how well we are meeting our five program objectives. Data is presented in Table 4.

Table 4. Assessment of Program Objectives by Students, Alumni, and Supervisors/Employers

Objective Per Respondent	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Unsure
The Counselor Education Department (CED) seeks to educate academically prepared counselors.					
<i>Students/Grads (n = 68)</i>	72%	25%	2%		2%
<i>Alumni (n = 48)</i>	73%	27%			
<i>Supervisors/Employers (n = 42)</i>	76%	21%	2%		
The CED aims to produce counselors who establish and maintain a strong connection to the profession.					
<i>Students/Grads</i>	77%	23%			
<i>Alumni</i>	73%	27%			
<i>Supervisors/Employers</i>	74%	21%		2%	2%
The CED aims to prepare skilled and relationally competent practitioners.					
<i>Students/Grads</i>	73%	22%	5%		
<i>Alumni</i>	73%	27%			

<i>Supervisors/Employers</i>	71%	24%	5%		
The CED intends to produce multiculturally competent and socially minded practitioners.					
<i>Students/Grads</i>	70%	26%	4%		
<i>Alumni</i>	67%	25%	8%		
<i>Supervisors/Employers</i>	67%	29%		2%	2%
The CED aspires to prepare dispositionally appropriate counselors who are a good fit for the profession.					
<i>Students/Grads</i>	65%	31%	2%	2%	
<i>Alumni</i>	73%	27%			
<i>Supervisors/Employers</i>	69%	24%	2%	2%	2%

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

Nampa and Twin Falls students are combined in this table due to only 3 students from Twin Falls responding to the survey.

An empty cell indicates “0%,” but this is not indicated for clarity’s sake.

Each year, we collect data from alumni/graduates and supervisors/employers regarding their perceptions of how well-prepared students are in each of the eight CACREP core areas. This information is not gathered from current students because most students continue to complete core coursework up until graduation. Data is presented in Table 5.

Table 5. Preparedness in CACREP Standards per Alum/Grads and Supervisors/Employers

Objective Per Respondent	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Unsure
Professional Orientation and Ethical Practice					
<i>Alumni/Graduates (n = 84)</i>	77%	20%	2%		
<i>Supervisors/Employers (n = 42)</i>	76%	21%	2%		
Social and Cultural Diversity					
<i>Alumni/Grads</i>	68%	27%	5%		
<i>Supervisors/Employers</i>	62%	36%			2%
Human Growth & Development					
<i>Alumni/Grads</i>	70%	27%	3%		
<i>Supervisors/Employers</i>	67%	33%			
Career Development					
<i>Alumni/Grads</i>	52%	45%	2%	1%	
<i>Supervisors/Employers</i>	60%	30%		3%	7%
Helping Relationships					
<i>Alumni/Grads</i>	70%	28%	2%		
<i>Supervisors/Employers</i>	74%	26%			
Group Work					
<i>Alumni/Grads</i>	52%	43%	4%	1%	
<i>Supervisors/Employers</i>	48%	31%		2%	19%

Assessment & Testing					
<i>Alumni/Grads</i>	34%	53%	11%	2%	
<i>Supervisors/Employers</i>	43%	38%	7%		12%
Research and Program Evaluation					
<i>Alumni/Grads</i>	40%	50%	8%	2%	
<i>Supervisors/Employers</i>	50%	36%			14%

Note: Due to rounding, percentages may not add to 100%.
 An empty cell indicates “0%,” but this is not indicated for clarity’s sake.

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 20 key performance indicators. We have provided information on our process and outcomes resulting from program assessment and evaluation of our program for the 2023-2024 academic year.

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 Ryan McMahan at rmmcahan@nnu.edu, our Admissions Counselor of Graduate & Professional Studies

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 September 1, 2024.

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.