



Grand Canyon University

Master of Science in Clinical Mental Health Counseling
Program and Master of Education in School Counseling

Program

Annual Assessment 2021-2022

GCU Annual Assessment Report for Counseling Programs

This report is created to summarize programmatic assessment findings from the 2021-2022 Academic Year. The following programs are documented: MS in Clinical Mental Health Counseling and MEd in School Counseling. The goal of this report is to be accountable to students, faculty, administrators, stakeholders, community leaders and accrediting bodies. A glossary of terms to guide the reading of this report is in Appendix D. It is with sincerity that we produce our findings and communicate the ongoing efforts to continually evolve the counseling programs to meet the needs of our students and the communities where they reside.

Program Missions

The Grand Canyon University (GCU) counseling programs are housed in the College of Humanities and Social Sciences (CHSS). Collaboration between departmental units occurs in various ways, including through the Counseling Community Connections (CCC) website (<https://cce.gcu.edu>). The CCC resource center equips students with the necessary materials to matriculate through the program, complete field experience requirements, connect with faculty members in their program, and engage in professional development opportunities relevant to their chosen specialty.

The program missions were developed among GCU leaders, faculty, staff, students, and stakeholders to capture the essence of GCU's educational delivery methods and the unique characteristics of each specialty area.

Clinical Mental Health Counseling Mission Statement

The mission of the Master of Science in Clinical Mental Health Counseling program is to cultivate ethical, professional counselors to effectively assess, diagnose, treat and empower culturally diverse populations. This program fosters faith and learning throughout the curriculum to integrate models of human growth and development and evidence-based practices. Graduate students gain comprehensive knowledge and insight to become competent global professional counselors and leaders.

School Counseling Mission Statement

The mission of the Master of Education in School Counseling program is to equip school counselors to implement data-driven comprehensive school counseling services informed by the American School Counselor Association (ASCA) National Model to support growth in academic achievement, career, and social-emotional development. GCU's school counseling program integrates faith and learning while fostering the development of school counselors as change agents advocating for models of school-based collaboration with school stakeholders. Future school counselors gain the knowledge and skills to promote equity and access for P-12 students to become contributing global citizens.

Program Objectives

Program objectives are assessed on an annual basis from aggregate data outcomes throughout the academic year. Program objectives for each specialty area were developed through collaboration by GCU leaders, faculty, staff, students, and stakeholders to meet the preparation standards of the institution, credentialing boards, and Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Clinical Mental Health Counseling

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values
- Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews
- Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development
- Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach and developing skills to apply in professional and therapeutic relationships
- Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills and facilitate the therapeutic group process for diverse clients
- Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling
- Career Development: Attain the knowledge that prepares them to demonstrate skills in vocational counseling and the relationship between roles in career, life, school and mental health
- Assessment and Testing: Demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes
- Specialty Area for CMHC: Demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management, contextual factors and competence in clinical mental health fieldwork

School Counseling

- Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values
- Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews
- Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development

- Counseling and Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships
- Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills and facilitate the therapeutic group process for diverse clients
- Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling
- Career Development: Facilitate college and career readiness standards to support the development of students in P-12 settings
- Testing and Assessment: Utilize assessment methods, research, and program evaluation to appraise effectiveness of comprehensive school counseling programs using outcome data to inform future practice
- Specialty Area for SC: Develop an educator and counselor identity that integrates the GCU Professional Dispositions of Learners and upholds ASCA professional and ethical standards as licensed/certified school counselors by acquiring the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs based on research and national standards

Program and Committee Leadership

The following GCU faculty and staff are responsible for carrying out program leadership and committee operations:

CMHC/SC

Dr. Anna Edgeston – Counseling Program Director
Dr. Kimberly Grigg – School Counseling Program Chair
Dr. Anna Johnson – Faculty Mentor
Mr. Christopher Ogaz, MSPC, LAC (Interim) – Practicum and Internship
Coordinator/Program Manager
Dr. Elliot Isom – CACREP Liaison
Dr. Jennifer Young – Counseling Community Connections Resource Center and E-
Portfolio Committee Chair
Dr. Catherine Mueller-Bell – Global Justice Counseling Committee Chair
Dr. Liesl Hecht – Counselor Identity/Gate Keeping Committee Chair
Dr. Afiya Burson – Student Webinar Committee Chair
Dr. Therese Chavaux – Epsilon Honors Club Faculty Advisor
Dr. Christy Land – Evaluation and Assessment Committee Chair
Dr. Hailey Martinez – Curriculum and Program Development Committee Chair
Dr. Charlotte Phillips – Professional Practices Committee Chair
Dr. Jill Willis – Professional Practices Committee Chair

Overview of Annual Assessment Activities

Annual assessment is overseen by the program's lead faculty, Director of Assessment and GCU's analytics teams. Counseling program faculty contribute to annual evaluation processes. Data is evaluated continuously or at specific points throughout the assessment year. A combination of indicators is used to evaluate the program's objectives.

Table 1 represents the data utilized to inform ongoing program modifications for the MS in Clinical Mental Health Counseling and MEd in School Counseling.

Table 1

Programmatic Annual Assessment

Data to be Collected	Data Source	Frequency	Responsible Personnel	Objectives Evaluated
Aggregate Student Performance Data				
Key Performance Indicator (KPI) Outcomes	LMS through GCU RubricReader Software	Annually	Director of Assessment & Liaison	CMHC & SC: Obj 1-9
Student Success Rates	Campus Vue through Data Dialogue Spreadsheets	Annually	Director of Assessment & Liaison	CMHC & SC: Obj 1-9
Faculty Supervisor Practicum/Internship Evaluation of Student	SurveyMonkey/xRM through Thunder Time	Annually	Director of Assessment & Liaison	CMHC & SC: Obj 1-9
Evaluation of Student Dispositions	Thunder Time	Ongoing	Director of Assessment & Liaison	CMHC & SC: Obj 1 & 9
Student e-Portfolio	LMS through GCU Rubric Reader Software	Ongoing	Director of Assessment & Liaison	CMHC & SC: Obj 1-9
National Counselor Examination (NCE); Praxis Tests	National Board for Certified Counselors; Campus Vue	Annually	Program Director	CMHC & SC: Obj 1-9

Site Supervisor Practicum/Internship Evaluation of Student	SurveyMonkey/xRM through Thunder Time	Annually	Director of Assessment & Liaison	CMHC & SC: Obj 1-9
Student Evaluation of Site Supervisor	SurveyMonkey/xRM; Lopes Activity Tracker (LAT)	Annually	Program Directors	CMHC & SC: Obj 1 & 9
Student Evaluation of Practicum/Internship Faculty Supervisors	SurveyMonkey/xRM; Lopes Activity Tracker (LAT)	Annually	Program Directors	CMHC & SC: Obj 1 & 9
Student Recruitment and Retention				
Graduated and Still Enrolled Rates	Campus Vue through GCU Web Reports	Annually	Program Directors	CMHC & SC: Obj 2
One-Year Retention Rates	Campus Vue through GCU Web Reports	Annually	Program Directors	CMHC & SC: Obj 2
Early Alerts	xRM	Ongoing	Program Directors	CMHC & SC: Obj 1-9
Admission Rates and Characteristics of Applicants	Review of Admission Decisions	Ongoing	Program Directors	CMHC & SC: Obj 1, 2, 4, 9
End of Course Survey (EOCS)	SurveyMonkey through GCU Web Reports and Data Dialogue Spreadsheets	Ongoing	Program Directors	CMHC & SC: Obj 1-9
Faculty End of Course Survey (FEOCS)	SNAP software through GCU Web Reports and Data Dialogue Spreadsheets	Ongoing	Program Directors	CMHC & SC: Obj 1-9
Follow-Up Data of Site Supervisors, Graduates, and Employers				
End of Program Survey (EOPS)	SurveyMonkey through GCU Web Reports	Annually	Director of Assessment & Liaison	CMHC & SC: Obj 1-9
Site Supervisor Survey	Lopes Activity Tracker	Ongoing	Director of Assessment & Liaison	CMHC & SC: Obj 1-9

Employer Survey	Lopes Activity Tracker	Annually	Director of Assessment & Liaison	CMHC & SC: Obj 1-9
Practicum Internship Evaluation (PIE)	Thunder Time	Annually	Director of Assessment & Liaison	CMHC & SC: Obj 1 & 9
Alumni Survey	SurveyMonkey	Annually	Director of Assessment	CMHC & SC: Obj 1-9
Vital Statistics				
Enrollment Data	Campus Vue	Annually	Program Directors	CMHC & SC: Obj 2
GPA	Campus Vue	Annually	Program Directors	CMHC & SC: Obj 2
Student Gender, Race, Ethnicity	Campus Vue	Annually	Program Directors	CMHC & SC: Obj 2
Faculty Gender, Race, Ethnicity	Campus Vue	Annually	Program Directors	CMHC & SC: Obj 2
FTE Ratios	xRM Exported Spreadsheet	Ongoing	Program Directors	CMHC & SC: Obj 1, 2

Enrollments and Completion Rates of Students

Development of students recommended for remediation in our counseling programs is undertaken by the Professional Practices Committee (PPC). The PPC reviews individual cases submitted by the responsible faculty member or supervisor. Cases are submitted that violate University-wide-policies, programmatic dispositional expectations, and program performance standards. The PPC evaluates the reported issue and determines action from a developmental stance using the following means of remediation:

Mentoring – Provided by program faculty for an average of four weeks. Developmental interventions related to areas of growth are documented through developmental action plan (DAP) rubrics. Students not fulfilling the requirements of the DAP, after a second attempt, are referred to the University Code of Conduct Committee (COC).

Suspension from Clinical Practice – Action undertaken by the university supervisor in collaboration with the site supervisor, program director, and practicum internship coordinator for unprofessional conduct as defined by the ACA and ASCA.

Program Dismissal – The PPC recommends administrative withdrawal and then determined by the COC in accordance with the college representatives.

MS and MEd Program Evaluation Findings

Note: Unless otherwise noted, all rubrics and evaluations are completed using a 5-point scale where 1=Unsatisfactory, 2=Insufficient, 3=Approaching, 4=Acceptable and 5=Target.

Counselor education program faculty evaluate program objectives using aggregate data from student performance assessments, demographic profiles, and systematic follow-up studies of graduates, site supervisors, and employers. Program target achievement levels for KPIs are as follows: 85% of students will meet or exceed level 4 on the competency specific line of the 5-point scoring rubric. Site Supervisor Evaluation of Knowledge, Skills, and Dispositions – Students with more than three marks of ‘2’ for any item or one rating of ‘1’ are referred to the Professional Practices Committee (PPC). Students receiving such scores are referred to the PPC. *Refer to Table 1.1 for more details related to data informed program modifications.

CMHC/SC Program Objective 1

Counselor Identity and Ethics: Develop best practices and counselor identity as informed by ethical and professional standards and GCU dispositional values

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 88.8% achievement level on the KPI for the CACREP core area: Professional Counseling Orientation and Ethical Practice.
- Site supervisor evaluations of counselors in training are rated on a 5-point Likert scale assessing competency over performance in the area of Ethical Practice (CMHC:M= 4.4; SC:M= 4.6) and Professionalism to follow on-site Policies (CMHC:M= 4.3; SC:M= 4.6) during a 700-hour field experience.

- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their counselor identity development and knowledge of ethical and professional standards with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- The dispositional values of GCU counselors in training are evaluated at multiple points in the program. The following tables outline dispositional ratings on a 5-point Likert scale from the academic year 2021-2022:

Table 3

CMHC Counseling Dispositions 2021-2022

Disposition	Means
Psychological Fitness	4.5
Self-Awareness	4.5
Cultural Diversity	4.5
Acceptance	4.6
Empathy	4.7
Genuineness	4.7
Flexibility	4.5
Patience	4.6
Amiability	4.6
Professional Identity	4.6

Table 4

SC Professional Dispositions of Learners 2021-2022

Disposition	Means
High Expectations	4.7
Respect for the Diversity of Others	4.7
Fairness	4.6
Professional Conduct	4.7
Reflection	4.6
Curiosity	4.6
Honesty	4.8
Compassion	4.8
Advocacy	4.6
Dedication	4.7

- Site supervisors are surveyed to offer their perceptions of student preparedness. The survey was developed during Spring of 2022; therefore, there is no data to report for 2021-2022. The survey can be found in [Appendix A](#).

- Employers of program graduates are surveyed to offer their perceptions of GCU graduates. Employers rate preparedness over different areas that correspond to the program objectives. The survey was developed during spring of 2022; therefore, there is no data to report for 2021-2022. The survey can be found in [Appendix B](#).
- The GCU student advisory board is comprised of student leaders from the CMHC and SC programs. The advisory board acts as a liaison between the GCU students and GCU faculty. Meetings occur quarterly and proposed changes to the programs are discussed, as well as initiatives to promote counselor identity development among counselors in training. Recent outcomes of the meetings encompassed orienting students to dispositional values, Epsilon Honors Society, and student webinars.
- Monthly student webinars supplement student learning and build community to develop counselor identity throughout the program of study.

CMHC/SC Program Objective 2

Diversity and Advocacy: Gain opportunities to practice ethically as advocates for social justice through exposure to multicultural counseling theories and experiential exercises that promote awareness of cultural bias and diverse worldviews

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 92.0% achievement level on the KPI for the CACREP core area: Social and Cultural Diversity.
- Site supervisor evaluations of Counselors-in-Training rated competency over performance in the area of Social and Cultural Diversity (CMHC:M= 4.4; SC:M= 4.6).
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their understanding of social and cultural diversity with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- The counseling programs routinely examine demographic data of applicants, students, and graduates to evaluate the diversity of counselors in training. For the academic year 2020-2021, an estimated 47.25% of the students identified as persons of color in combined programs, in comparison to the last reported national average of 32.88% for counseling masters' programs (CACREP, 2017). The counseling programs continuously recruit a diverse student population to foster an inclusive learning community and ensure GCU graduates are equipped to serve their communities as global counselors and leaders.

The 2021-2022 Demographic Data is currently in review.

- CACREP (2017). CACREP Vital Statistics 2017: Results from a national survey of Accredited Programs. Retrieved from: <https://www.cacrep.org/about-cacrep/cacrep-annual-reports/#cacrep-vital-statistics-reports>

CMHC/SC Program Objective 3

Human Growth and Development: Acquire knowledge and skills to meet the diverse needs of individuals in the context of human growth and development

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 93.0% achievement level on the KPI for the CACREP core area: Human Growth and Development.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their knowledge of human growth and development with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of counselors in training in Human Growth and Development (CMHC:M= 4.3; SC:M= 4.6).

CMHC/SC Program Objective 4

Counseling & Helping Relationships: Cultivate counseling and helping skills by integrating counseling theories and research, engaging in community collaboration and outreach, and developing skills to apply in professional and therapeutic relationships

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 88.5% achievement level on the KPI for the CACREP core area: Counseling and Helping Relationships.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their knowledge of counseling and helping relationships with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training rated competency over performance in the area of Helping Relationships (CMHC:M= 4.5; SC:M= 4.6).

CMHC/SC Program Objective 5

Group Counseling and Group Work: Integrate theoretical foundations and consider dynamics and therapeutic factors to gain knowledge of theories, develop techniques, promote leadership skills and facilitate the therapeutic group process for diverse clients

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 94.2% achievement level on the KPI for the CACREP core area: Group Counseling and Group Work.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their knowledge of group counseling and group work with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Group Work (CMHC:M= 3.0; SC:M= 4.3).

CMHC/SC Program Objective 6

Research and Program Evaluation: Acquire the knowledge and skills needed to identify, evaluate, and utilize research to inform best practices in counseling

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 88.1% achievement level on the KPI for the CACREP core area: Research and Program Evaluation.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their knowledge of research and program evaluation with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Research and Program Evaluation (CMHC:M= 4.1; SC:M= 4.4).

CMHC Program Objective 7

Career Development: Attain the knowledge that prepares them to demonstrate skills in vocational counseling and the relationship between roles in career, life, school and mental health

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 91.5% achievement level on the KPI for the CACREP core area: Career Development in CMHC.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their understanding of career development in CMHC with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Career Development (CMHC:M= 3.4).

SC Program Objective 7

Career Development: Facilitate college and career readiness standards to support the development of students in P-12 settings

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated an 90.5% achievement level on the KPI for the CACREP core area: Career Development in SC.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their understanding of career development in SC with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Career Development (SC:M= 4.5).

CMHC Program Objective 8

Assessment and Testing: Demonstrate and apply skills that adequately and consistently use assessments for diagnostic and intervention planning purposes

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 90.5% achievement level on the KPI for the CACREP core area: Assessment and Testing in CMHC.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their understanding of assessment and testing in CMHC with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Assessment and Testing (CMHC:M= 3.8).

SC Program Objective 8

Assessment and Testing: Utilize assessment methods, research, and program evaluation to appraise effectiveness of comprehensive school counseling programs using outcome data to inform future practice

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 94.2% achievement level on the KPI for the CACREP core area: Assessment and Testing in SC.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their understanding of assessment and testing in SC with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Assessment and Testing (SC:M= 4.1).

CMHC Program Objective 9

Specialty Area: Demonstrate knowledge and skills in conducting intake interviews, mental status exam, biopsychosocial history, mental health history, psychological assessment for treatment planning and caseload management, contextual factors and competence in clinical mental health fieldwork

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated an 88.9% achievement level on the KPI for the CACREP core area: Clinical Mental Health Counseling.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their application and understanding of the CMHC specialty area with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Assessment and Testing (CMHC:M= 4.3).

SC Program Objective 9

Specialty Area: Develop an educator and counselor identity that integrates the GCU Professional Dispositions of Learners and upholds ASCA professional and ethical standards as licensed/certified school counselors by acquiring the knowledge and skills needed to plan, implement, and evaluate comprehensive school counseling programs based on research and national standards

- Students are evaluated across multiple Performance Assessments (PAs) aligned to Key Performance Indicators (KPIs) to identify competence throughout their programs of study. The overall performance indicated a 92.7% achievement level on the KPI for the CACREP core area: School Counseling.
- A culminating e-Portfolio evaluates individual student learning and measures competency throughout the program of study. Counselors in training showcase their application and understand of the SC specialty area with representative artifacts. The programs recently adopted this assessment; therefore, no data was available for 2021-2022.
- Site supervisor evaluations of Counselors-in-Training in Assessment and Testing (SC:M=4.5).

Use of Data

- The counseling programs systematically assess and evaluate data to make continuous program modifications.
- Refer to Appendix E for specific program modifications [HERE](#).

Appendices

Appendix A: CMHC and School Counseling Site Supervisor Survey

Please consider your interactions with all GCU counselors in training as you rate each statement based on the following Likert scale.

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree, N/O_ Not Observed

1. GCU prepares counselors in training to develop best practices and counselor identity aligned with professional and ethical standards and GCU dispositional values.
2. GCU prepares counselors in training to deliver effective counseling skills and interventions to meet the needs of a diverse population.
3. GCU prepares counselors in training with the knowledge and skills to apply counseling theories in practice.
4. GCU prepares counselors in training to contribute as advocates for social justice.
5. GCU prepares counselors in training to use assessments to inform counseling practice.

“Please provide feedback on how GCU might improve the preparation of counseling students to meet the changing needs of clients/students and the evolving demands of the school or agency.”

Appendix B: Survey of Employer Satisfaction of GCU Program Graduates

Please mark the employment site that best aligns with the counseling specialty of the employee:
Clinical Mental Health Agency _____ School District _____

For the below statements, please identify your professional opinion of the employee's performance across the Likert scale. Please use your best judgements. This information will help to improve our preparation standards of future counselors:

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

1. Adheres to professional and ethical standards and dispositional values appropriately.
2. Provides culturally sensitive and developmentally appropriate counseling services and possesses the competency to advocate for the needs of diverse populations.
3. Carries out the roles and responsibilities of the school or agency in a manner consistent with their scope of practice.
4. Utilizes best practices when providing counseling services in the school or clinical setting.
5. Utilizes assessment methods, research, and program evaluation to appraise effectiveness for the use of evidenced based strategies.

Please provide any feedback for how GCU might improve the preparation of CITs to meet the changing needs of clients/students and the evolving demands of the school or agency.

Appendix E: Data Informed Program Modifications

CMHC and SC Data Informed Program Modifications 05/2021 - 04/2022

Program Objectives	Data Source	Program Modifications
CMHC/SC (1-8 and Specialty Areas)	Counselor Identity Development Committee, Core Faculty	Update to dispositional definitions to clarify the conceptualization of counselor identity development for the counselor in training.
CMHC/SC (1-8 and Specialty Areas)	EOCS, Trello collaboration, Evaluation and Assessment Committee findings, KPI data	The entry-level programs refined the key performance indicators (KPIs) for improved specificity to assess program and individual student assessment. Specifically, KPIs were realigned with program assessments to better meet programmatic objectives.
CMHC/SC (1-8 and Specialty Areas)	CACREP Standards, committee findings, internal programmatic review, subject matter experts (SMEs)	The counseling faculty implemented the e-Portfolio to evaluate counselor identity development throughout the program of study (POS). The e-Portfolio is submitted at the completion of the POS to showcase growth in skills, knowledge, and dispositional values. The counseling faculty further developed e-Portfolio resources to strengthen the Practicum/Internship experience.
CMHC (1, 2, 9 Specialty Areas) SC (1, 2, Specialty Areas)	Faculty and stakeholder feedback, KPI data, retention initiatives	The Counseling Community Connections (CCC) resource center continues to support students in the program. The CCC website was updated with relevant faculty trainings to support program goals and foster counselor identity development.
CMHC/SC (1-8 and Specialty Areas)	Stakeholder feedback, program-evaluation, accreditation standards	The following instructional trainings/webinars were developed to better equip full-time faculty, affiliate faculty, students, and site supervisors: Updated Developmental Action Plan Training, Practicum/Internship Collaboration, Suicide Prevention Training with COE.
CMHC/SC (Specialty Areas)	Faculty feedback, program-evaluation, accreditation standards	Faculty led committees were expanded to edify GCU's commitment to shared governance within the counseling programs. The counseling faculty collaborate to better support students and advance the mission through regular committee meetings. The Global Justice Committee was established to further the work of social justice and foster ongoing local and

		international connections that promote mutual learning about counselor education through multilateral and intercultural relationships.
CMHC/SC (Specialty Areas)	Faculty feedback, program-evaluation, accreditation standards	Course content experts, with assigned faculty, continue to improve curricular discussions and streamline course revisions.
CMHC/SC (1-8 and Specialty Areas)	EOCS, FEOCS, Program Review, CDD review, subject matter experts (SMEs), content experts	The following course revisions were made to effectively address CACREP core standards, KPIs, program objectives and improve student learning outcomes: CNL – 501, 505, 515, 518; SCN – 505, 600, 605, 615, 625. PCN 670, 671, 672.
CMHC/SC (1-8 and Specialty Areas)	Professional Practice Committee (PPC), faculty, staff, student, and site supervisor feedback, student outcomes and early alerts	The PPC provided updated mentoring trainings for all faculty to better support the remediation process and the developmental action plan (DAP).
CMHC/SC (Specialty Areas)	Stakeholder feedback from PIE evaluation and FEOCS.	Lopes Activity Tracker and Thunder Time systems were refined to improve and streamline tracking and reporting of practicum/internship field experience hours and evaluations. The practicum/internship evaluation process was developed in Thunder Time with an effective activation date of Fall 2022.
CMHC/SC (1-8 and Specialty Areas)	Student feedback and NCE results.	NCE test prep webinars were developed, and occur every other month led by faculty and CIRT.
CMHC/SC (1-8 and Specialty Areas)	Student feedback and NCE results.	CNL – 600 was created as a NCE test prep support course for counseling students to take as an optional resource.

Glossary of Terms

Terminology grounded in CACREP Standards and used by GCU Counseling Programs to articulate programmatic practices mainly found in the Annual Assessment Report. Some terms are defined explicitly by CACREP (<https://www.cacrep.org/glossary/>), whereas others are defined by the program and Grand Canyon University's 2022 Glossary of "General & Assessment Terms and Accrediting & Credentialing Organizations (GCU, 2022)."

Annual Report

Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available (CACREP 4.D).

Empirically Based

Planned systematic approach to program evaluation based on a regular review of measurable outcomes and goals.

Entry-Level

In the context of CACREP standards, entry-level refers to a minimum of a master's degree program.

End of Course Surveys (EOCS)

A survey presented to all GCU students at the end of each course to assess satisfaction with curriculum, instruction, and student services (GCU, 2022).

Evaluation

The review and interpretation of information that has been gathered from and about individuals, programs, or processes that leads to decisions and future actions. Evaluation, as used in Section 4 of the 2016 CACREP Standards, refers to the method and process of determining and judging overall program effectiveness using the assessment and other data that has been gathered to review the program and implement improvements based on the results.

The counselor education program faculty demonstrate the use of the following to evaluate the program objectives: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates (CACREP 4.B)

Faculty End of Course Surveys (FEOCS)

A survey presented to all GCU faculty at the end of each course to assess satisfaction with curriculum, faculty services, and technical support (GCU, 2022).

Key Performance Indicators (KPIs)

Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives (CACREP, 2016).

Lopes Activity Tracker (LAT)

Student Portal app that allows students to enter and manage time log entries, complete and receive evaluations, and track programmatic requirements.

Multiple Measures

The use of two or more different types of measures per assessment area. Multiple points collected at two or more points in time throughout students' program of study.

Performance Assessments (PAs)

Signature assignments/artifacts (i.e., GCU Benchmark, e-Portfolios, and dissertations) aligned with KPIs for individual student and program assessment.

Program of Study (POS)

A general description of an academic program, the preferred sequence of program major courses, their descriptions and credit values (GCU, 2022).

Professional Dispositions

The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues (CACREP, 2016).

Professional Counseling Organizations

Organizations whose primary mission is to advocate for and to provide development, support, and/or recognition for professional counselors across counselor education specialties. For use within the CACREP Standards, it is expected that, at a minimum, programs will provide documentation regarding memberships and active participation in the American Counseling Association (ACA) and its divisions and/or branches and other major counseling organizations such as the American School Counselor Association (ASCA), Chi Sigma Iota (CSI), the Commission on Rehabilitation Counselor Certification (CRCC), the National Board for Certified Counselors (NBCC) and the National Council on Rehabilitation Education (NCRE).

Program Objectives

Activities identified by the CMHC and SC programs to meet outlined program goals that align with GCU's Mission, Program Missions, CACREP Standards, and State Licensure Standards.

The expected learning outcomes of planned educational experiences; in other words, the knowledge, skills, and abilities that students should develop and demonstrate. The term is primarily associated with course-level assessment (GCU, 2022).

Student Learning Outcomes

The expected learning outcomes of an educational experience or a series of educational experiences (i.e., assignment outcomes, course outcomes, program outcomes). Learning outcomes are most often associated with course and program-level assessment (GCU, 2022).

Thunder Time

Portal that allows University Partners to approve/adjust student time log entries, complete evaluations, get training, and leave program feedback.