



TOWNSEND INSTITUTE

CONCORDIA UNIVERSITY IRVINE

MASTERS IN COUNSELING PROGRAM
PHD IN COUNSELING EDUCATION AND SUPERVISION
CONCORDIA UNIVERSITY IRVINE

2025 **Counseling Program Report**

INTRODUCTION TO THE ANNUAL PROGRAM REPORT

This report briefly overviews and summarizes the statistics that the core faculty and program director analyze to assess the Counseling Program's learning outcomes (PLOs) and key performance indicators (KPIs), both for the MA in Counseling and the PhD in Counseling Education and Supervision. These areas link directly to their respective CACREP assessment plans. It is important to note that whereas these plans are tied to accreditation standards, they are not the sole means by which the strengths of the program are evaluated (i.e. the program is also evaluated by such bodies as the Western Association of Schools and Colleges (WSCUC) as well as by the program, the College, and the University assessment processes). This report addresses the Masters of Arts in Counseling and then reviews the PhD in Counselor Education and Supervision.

Assessment data from the Program Learning Outcomes and Key Performance Indicators, and assessment that emanates as the program continues to evolve, will help us remain responsive to opportunities for curriculum and program improvement. This information will be gathered and analyzed as listed above and the results discussed at Core Faculty Meetings, PhD Committee meetings, department meetings, and advisory board meetings. Changes recommended by any of these groups will provide insight into program improvement and changes. These changes will be guided by and agreed upon by the Faculty, Core Faculty, and the Counseling Director and implemented in a way that is least disruptive to the learning environment. Relevant changes will go through Concordia University's Academic Council, Educational Effectiveness Committee, and the Office of Institutional Research to be forwarded to the Registrar for catalog changes for the following year or to the Office of Innovative Instruction to update courses or policies. Specifically, the 2024-2025 annual report is reviewed by all faculty in June at a "Assessment Summary" meeting. All full time faculty attend and participate in a review and analysis of the data presented. Further, following this meeting, the annual report is disseminated to all stakeholders to include administration, advisory board members and students. Additionally, it is published on the program website.

Feedback from the 2023-2024 Annual Report:

The 2023-2024 Annual report identified several key areas for review and program modification. Specifically, the program:

Last year's quantitative and qualitative assessment data played a central role in shaping the strategic improvements implemented throughout the current academic year. The program made informed decisions in curriculum development, student support, and professional readiness based Program Learning Outcomes (PLOs), Key Performance Indicators (KPIs), and detailed feedback from students, alumni, site supervisors, and employers. These results were reviewed and discussed in multiple forums, including Core Faculty Meetings, PhD Committee meetings, departmental gatherings, and Advisory Board discussions. The collaborative nature of these conversations ensured a wide range of perspectives contributed to decision-making, with final recommendations guided by faculty consensus, Core Faculty input, and leadership from the Counseling Program Director.

Key feedback from last year highlighted both strengths and opportunities for growth. Among the strengths, stakeholders consistently noted students' high competence in counseling skills, ethical values, and professional dispositions. CCS-R scores reflected 100% competence across field placements, affirming recent enhancements to the training site partnerships and faculty instruction in core Skills courses. Employers and site supervisors praised CUI students for their ethical adherence, relational depth with clients, and growth-oriented attitudes—evidence that the foundational values of the program are translating effectively into the field.

At the same time, the program recognized specific areas where further development was needed. Achieving 100% competence on CCS-R reports was considered ambitious and potentially unrealistic. In response, the assessment committee—collaborating closely with the Field Team—initiated revisions to the assessment plan to include a more attainable benchmark, ensuring academic rigor and compassionate responsiveness to student progress. Additionally, graduates desired more targeted support around post-graduation planning, such as licensure exam preparation, launching private practice, and navigating insurance systems. These suggestions led to a faculty task force to enhance licensure knowledge and career pathways.

Further feedback indicated a need to reevaluate the structure and content of Town Hall events, with some students expressing dissatisfaction with guest speakers. The Counseling Director, in coordination with the Dean, is currently refining the screening process for these events better to align them with student expectations and program values. In a forward-looking effort to foster community and support, the newly launched Student Care Committee now offers holistic support for non-academic student needs. The program established a local chapter of Chi Sigma Iota (CSI), further reinforcing its commitment to academic excellence, professional development, and student engagement.

These advancements exemplify the program's responsive and evolving nature. By continuously gathering assessment data and analyzing it through the lens of ongoing dialogue and collaborative review, the program remains committed to continuous improvement. All relevant changes have followed Concordia University's internal review process, including approvals from the Academic Council, the Educational Effectiveness Committee, and the Office of Institutional Research, ensuring that updates are appropriately documented and implemented with minimal disruption to the learning environment.

STRUCTURE OF THE REPORT

The Program Assessment plan includes the following:

The data collected is indicated in each of the Program Learning Outcomes and programmatic Key Performance Indicators for both the MA and the PhD. Each KPI is tied to specific CACREP accreditation standards as well as to institutional Program Learning Outcomes (PLOs). Further, it should be noted that each Program Learning Outcome flows from institutional Graduate Learning Outcomes.

In addition to data collected through an assessment of KPIs, the program also collects feedback from systematic follow up studies of graduates, alumni, site supervisors, and employers of program graduates for both the MA and, where applicable, the PhD. (It should be noted: the PhD program has just realized its first cohort of graduates, therefore alumni information will not be utilized in this report).

COUNSELING PROGRAM MISSION

As a Christ-centered counseling program, our mission is to develop competent, culturally-informed counselors, educators, supervisors, leaders, and advocates to promote the wellness of all populations and systems. We are dedicated to preparing wise, honorable, cultivated citizens through a connected community of learners, empowering them to advance the counseling field and effect positive societal change from a research-supported perspective.

MASTERS IN COUNSELING PROGRAM

MA COUNSELING PROGRAM LEARNING OBJECTIVES (PLOs)

Graduates will demonstrate the following:

PLO 1: Scholarly Research (GLO: Scholarly Research)*

Master relevant aspects of conducting research, statistical procedures, methods, assessment, program evaluation and its utilization to improve counseling effectiveness.

PLO 2: Systems Thinking (GLO: Integrated Learning, Community Engagement)

Analyze and apply the concepts necessary to utilize their skills in individual/small group counseling, couples, family systems, organizational consultation/collaboration, and community partnerships.

PLO 3: Ethical Leadership (GLO: Ethical Leadership)

Assess and apply standards of ethical leadership, informed by Christian principles and values to the counseling setting in which they practice and in accordance with the ACA Code of Ethics, legal precedence, and other appropriate licensure standards.

PLO 4: Effective Communication (GLO: Effective Communication)

Communicate clearly through effective problem-solving, decision-making, and conflict resolution to support individuals, couples, families, groups and organizations through skilled use of applicable methods while adjusting for diverse settings and context.

PLO 5: Reflective Clinical Practice (GLO: Reflective Practice)

Engage in reflective clinical practice through the balancing of diagnostic decision making, appropriate assessment, informed research based best practices, and theoretical frameworks of human dynamics.

PLO 6: Clinical Judgment and Assessment (GLO: Integrated Learning, Reflective Practice)

Develop the clinical judgment, interpreting assessment tools used in clinical practice and mastery of clinical tools necessary for treatment planning. Work with the diversity of behaviors found in individuals, groups, couples, and families across the lifespan.

PLO 7: Global and Community Commitment (GLO: Community Engagement)

Interact with local, regional, national, and international communities by contributing to the body of research, participating in professional development and working with community agencies to provide counseling services to their local and global society.

*GLO = Graduate Learning Outcome are outcomes determined by Concordia University Irvine for all graduate-level programs of the University.

COUNSELING PROGRAM KEY PERFORMANCE INDICATORS (KPIs)

The following KPIs are assessed within the counseling program for all students and directly link to CACREP curricular standards:

KPI 1 - Professional Counseling Orientation and Ethical Practice (PLO: Ethical Leadership, Global and Community Commitment)

Students will understand professional counseling organizations, including membership benefits and current issues. *(CACREP Standard 2.F.1.f - professional counseling organizations, including membership, benefits, activities, services to members, and current issues)*

KPI 2 - Social and Cultural Diversity (PLO: Global and Community Commitment)

Students will understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, and be able to practice ethical counseling with all people groups. *(CACREP Standard 2.F.2.a - multicultural and pluralistic characteristics within and among diverse groups nationally and internationally)*

KPI 3 - Human Growth and Development (PLO: Clinical Judgment and Assessment)

Students will analyze and apply theories of individual and family development across the lifespan. *(CACREP Standard 2.F.3.a - theories of individual and family development across the lifespan)*

KPI 4- Career Development (PLO: Effective Communication)

Students will understand the approaches for conceptualizing the interrelationships among and between work, mental well being, and other life roles and factors, related to career development and career counseling. *(CACREP Standard 2.F.4.b - approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors)*

KPI 5 - Counseling and Helping Relationships (PLO: Systems Thinking, Reflective Clinical Practice)

Students will analyze theories and models of counseling, and demonstrate advanced helping skills when working with individuals and groups. *(CACREP Standard 2.F.5.a - theories and models of counseling)*

KPI 6 - Group Counseling and Group Work (PLO: Systems Thinking, Clinical Judgment and Assessment)

Students will analyze and apply theoretical foundations of group counseling and group work. *(CACREP Standard 2.F.6.a - theoretical foundations of group counseling and group work)*

KPI 7 - Assessment and Testing (PLO: Clinical Judgment and Assessment)

Students will understand the use of assessments for diagnostic and intervention planning purposes and develop skills in administration of inventories for client intervention. *(CACREP Standard 2.F.7.e - use of assessments for diagnostic and intervention planning purposes)*

KPI 8 - Research and Program Evaluation (PLO: Scholarly Research)

Students will be skilled in the identification of evidence-based counseling practices and utilize the scientific method for client and program evaluation. *(CACREP Standard 2.F.8.b- identification of evidence-based counseling practices)*

KPI 9 - Clinical Mental Health Counseling (PLO: Global and Community Commitment)

Students will understand roles and settings of clinical mental health counselors, and be able to work in all manner of contexts ethically and with best practice. *(CACREP Standard 5.C.2.a - roles and settings of mental health counselors)*

MA Counseling - Graduate Learning Outcomes, Program Learning Outcomes, and Key Performance Indicators At a Glance

Key Performance Indicators (KPI)	Graduate Learning Outcomes										
	Scholarly Research	Integrated Learning	Community Engagement	Ethical Leadership	Effective Communication	Reflective Practice	Integrated Learning	Reflective Practice	Community Engagement		
	Program Learning Outcomes										
	Scholarly Research	Systems Thinking		Ethical Leadership	Effective Communication	Reflective Clinical Practice	Clinical Judgment and Assessment		Global and Community Commitment	KPI Benchmark Met?	
Professional Counseling Organizations				X					X	Yes	
Social and Cultural Diversity									X	Yes	
Human Growth and Development							X	X		Yes	
Career Development					X					Yes	
Counseling and Helping Relationships		X	X			X				Yes	
Group Counseling and Group Work		X	X				X	X		Partially	
Assessment and Testing							X	X		Yes	
Research and Program Evaluation	X									Yes	
Clinical Mental Health Counseling									X	Yes	
PLO Met?	Yes	Yes		Yes	Yes	Yes	Yes		Yes		

PROGRAM LEARNING OUTCOMES AND KEY PERFORMANCE INDICATORS

Program Learning Outcomes:

The results of the Program Learning Outcomes and Core Counseling KPI measures yielded the following insights, enumerated in the charts below, by the CUI Counseling Program surveying site supervisors, alumni, graduates, and employers of graduates to assess them.

CUI TI has a program goal of 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, alumni, and employers of graduates. Surveys were administered to all groups. Utilizing a Likert scale of 1-4, 4 being “Strongly Agree,” and 1 being “Strongly Disagree,” the results are below.

Key Performance Indicators:

The program goal is that 80% of students will score “B” or above on culminating assignments for the KPIs listed below, using the assigned grading rubric.

Counseling Skill Assessment

Additionally, we also look at our students’ practical and applied demonstrations of counseling skills and behaviors. Our goal is that 100% of students will demonstrate competence on all subscales of the *Counselor Competency Scale-R (CCS-R)* by the completion of their program. The data below reports scores from internship course evaluations (CCS-R) which are completed by the Site-Supervisors. The scale for the CCS-R is 1-5 (1 = harmful, 2 = below expectations, 3 = near expectations, 4 - meets expectations, 5 = exceeds expectations, with scores of 4 and 5 indicating a value of “demonstrating competence”). Also certain subscores of the CCS-R are used to measure specific KPIs, as indicated below.

Counseling Professional Dispositions:

Further, the program assesses students’ demonstration of counseling professional dispositions, as measured by specific sub-scales of the *Counselor Competency Scale-R (CCS-R)*. Dispositions include: Multicultural competence and counseling relationship, emotional stability and self-control, motivation to learn and grow, openness to feedback, flexibility and adaptability, congruence and genuineness. The scale for the CCS-R is 1-5 (1 = harmful, 2 = below expectations, 3 = near expectations, 4 - meets expectations, 5 = exceeds expectations, with scores of 4 and 5 indicating a value of “demonstrating competence”).

Procedure and Method for data collection, review, and analysis

While individual student assessment and analysis occurs at a variety of points and times as individual students progress through the program, overall program evaluation, analysis and reporting occurs at specified and regular intervals during the year. The Data Collection and Reporting Process table indicates the data and when it is collected, then how and when it is reported. All data is used to assess the doctoral program and overall program learning outcomes.

Data Collection and Reporting Process Chart - MA Counseling

Data	Collection Timeframe	Person Responsible	Reporting
Key Performance Indicators	Annually: April/May	Program Director & Accreditation Specialist	Annual Report: May
Student Survey on PLO's	Annually: March/April	Program Director & Accreditation Specialist	Annual Report: May
Site Supervisor Survey	End of CES 642	Program Director & Accreditation Specialist	Annual Report: May
Field Placement Data	Annually: April	Program Director & Accreditation Specialist	Annual Report: May
Graduate Survey	End of CES 642	Program Director & Accreditation Specialist	Annual Report: May
Alumni Survey	Annually: March/April	Program Director & Accreditation Specialist	Annual Report: May
Employer Survey	Annually: March/April	Program Director & Accreditation Specialist	Annual Report: May
Program Demographics and Vital Statistics (To include: Graduation Rates, Employment Rates, Demographic information, Practicum and Internship Placement Rates).	Annually: May, December	Program Director & Accreditation Specialist	Annual Report: May & Vital Statistics Report: December

All data in the charts below represents student scores, per category, from Summer 2024 through Spring 2025.

Aggregate Assessment of Student Success

MA Counseling PLOs and KPIs Data Measurement Sources

PLO 1 Scholarly Research - Master relevant aspects of conducting research, statistical procedures, methods, assessment, program evaluation and its utilization to improve counseling effectiveness. (GLO: Scholarly Research)

Measure 1: Alumni Survey <i>80% of positive feedback</i>		Measure 2: Graduates Survey <i>80% of positive feedback</i>		Measure 3: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 4: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
3.54, 95.83%	Yes	3.53, 93.33%	Yes	3.48, 98.20%	Yes	3.43, 100%	Yes
KPI 8 - Research and Program Evaluation - Students will be skilled in the identification of evidence-based counseling practices and utilize the scientific method for client and program evaluation.				CACREP Standard - 2.F.8.b- identification of evidence-based counseling practices			
Measurement	Course Assessed			Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 602 Theories of Counseling			Final Theories Paper (W7A3, 170 points)	94.14%	94.87%	Yes
Measurement 2 <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 614 Methods and Practice of Research and Evaluation			Final Project-Final Edits (W7A2, 100 points)	97.12%	97.70%	Yes

PLO 2 Systems Thinking - Analyze and apply the concepts necessary to utilize their skills in individual/small group counseling, couples counseling, family systems, organizational consultation/collaboration, and community partnerships. (GLO: Integrated Learning, Community Engagement)

Measure 1: Alumni Survey 80% of positive feedback		Measure 2: Graduates Survey 80% of positive feedback		Measure 3: Site Supervisors Survey 80% of positive feedback		Measure 4: Employers Survey 80% of positive feedback	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
3.79, 95.83%	Yes	3.64, 95.56%	Yes	3.6, 98.20%	Yes	3.71, 100%	Yes
KPI 5 - Counseling and Helping Relationships - Students will analyze theories and models of counseling, and demonstrate advanced helping skills when working with individuals and groups.				CACREP Standard - 2.F.5.a - theories and models of counseling			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 602 Theories of Counseling		Final Theories Paper (W7A3, 170 points)	94.14%	94.87%	Yes
Measurement 2 Benchmark: 80% of students will earn 84% or better		COUN 633 Counseling Skills and Techniques		Experiential Clinical Skills Lab (W7A1, 200 points)	93.79%	92.47%	Yes
Measurement 3 Benchmark: 100% will earn 4 or better on CCS-R subscales		COUN 641/642 Supervised Internship I/II		CCS-R			
				Nonverbal Skills	4.72	100%	Yes
				Encourager	4.81	100%	Yes
				Use of Questions	4.76	100%	Yes
				Paraphrasing	4.82	100%	Yes
				Feelings	4.67	100%	Yes
				Summarizing	4.77	100%	Yes
				Advanced Reflection	4.53	100%	Yes
				Confrontation	4.40	100%	Yes
KPI 6 - Group Counseling and Group Work - Students will analyze theories and models of counseling, and demonstrate advanced helping skills when working with individuals and groups.				CACREP Standard - 2.F.6.a - theoretical foundations of group counseling and group work			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 600 Professional Development Skills Process Group		Pass COUN 600 (840 of 1000 points)	97.91%	98.21%	Yes
Measurement 2 Benchmark: 80% of students will earn 84% or better		COUN 604 Theory and Practice of Groups		Termination and Finalizing “Creating Your Own Group” (W7A3, 150 points)	89.32%	78.26%	No

PLO 3 Ethical Leadership: Assess and apply standards of ethical leadership, informed by Christian principles and values to the counseling setting in which they practice and in accordance with the ACA Code of Ethics, legal precedence, and other appropriate licensure standards (GLO: Ethical Leadership)

Measure 1: Alumni Survey 80% of positive feedback		Measure 2: Graduates Survey 80% of positive feedback		Measure 3: Site Supervisors Survey 80% of positive feedback		Measure 4: Employers Survey 80% of positive feedback	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
4.0, 100%	Yes	3.73, 95.56	Yes	3.7, 100%	Yes	3.43, 85.71%	Yes
KPI 1 - Professional Counseling Orientation and Ethical Practice - Students will understand professional counseling organizations, including membership benefits and current issues.				CACREP Standard - 2.F.1.f - professional counseling organizations, including membership, benefits, activities, services to members, and current issues			
Measurement	Course Assessed			Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 605 Legal, Ethical and Professional Issues			Counselor Interview (W7A2, 60 points)	96.91%	97.30%	Yes
Measurement 2 <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 606 Foundations and Contextual Dimensions of Mental Health and Counseling			Education, Licensure, and Certification (W4A1, 50 points)	96.65%	95.13%	Yes
Measurement 3 <i>Benchmark: 100% will earn 4 or better on CCS-R subscales</i>	COUN 641/642 Supervised Internship I/II			CCS-R Professional Ethics	4.75	100%	Yes

PLO 4 Effective Communication - Communicate clearly through effective problem-solving, decision-making, and conflict resolution to support individuals, couples, families, groups and organizations through skilled use of applicable methods while adjusting for diverse settings and context. (GLO: Effective Communication)

Measure 1: Alumni Survey <i>80% of positive feedback</i>		Measure 2: Graduates Survey <i>80% of positive feedback</i>		Measure 3: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 4: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
3.96, 100%	Yes	3.63, 95.56%	Yes	3.67, 100%	Yes	3.86, 100%	Yes
KPI 4 - Career Development - Students will understand the approaches for conceptualizing the interrelationships among and between work, mental well being, and other life roles and factors, related to career development and career counseling				CACREP Standard - 2.F.4.b - approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors			
Measurement	Course Assessed			Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 600 Professional Development Skills Process Group			Pass COUN 600 (840 of 1000 points)	97.91%	98.21%	Yes
Measurement 2 <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 612 Career and Lifestyle Development			Career Development Presentation (W6A3, 170 points)	97.47%	99.30%	Yes

PLO 5 Reflective Clinical Practice - Engage in reflective clinical practice through the balancing of diagnostic decision making, appropriate assessment, informed research based best practices, and theoretical frameworks of human dynamics. (GLO: Reflective Practice)

Measure 1: Alumni Survey 80% of positive feedback		Measure 2: Graduates Survey 80% of positive feedback		Measure 3: Site Supervisors Survey 80% of positive feedback		Measure 4: Employers Survey 80% of positive feedback	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
3.75, 100%	Yes	3.64, 94.44%	Yes	3.68, 99.10%	Yes	3.86, 100%	Yes
KPI 5 - Counseling and Helping Relationships - Students will analyze theories and models of counseling, and demonstrate advanced helping skills when working with individuals and groups.				CACREP Standard - 2.F.5.a - theories and models of counseling			
Measurement	Course Assessed			Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better	COUN 602 Theories of Counseling			Final Theories Paper (W7A3, 170 points)	94.14%	94.87%	Yes
Measurement 2 Benchmark: 80% of students will earn 84% or better	COUN 633 Counseling Skills and Techniques			Experiential Clinical Skills Lab (W7A1, 200 points)	93.79%	92.47%	Yes
Measurement 3 Benchmark: 100% will earn 4 or better on CCS-R subscales	COUN 641/642 Supervised Internship I/II			CCS-R			
				Nonverbal Skills	4.72	100%	Yes
				Encourager	4.81	100%	Yes
				Use of Questions	4.76	100%	Yes
				Paraphrasing	4.82	100%	Yes
				Feelings	4.67	100%	Yes
				Summarizing	4.77	100%	Yes
				Advanced Reflection	4.53	100%	Yes
				Confrontation	4.40	100%	Yes

PLO 6 Clinical Judgment and Assessment - Develop the clinical judgment, interpreting assessment tools used in clinical practice and mastery of clinical tools necessary for treatment planning. Work with the diversity of behaviors found in individuals, groups, couples, and families across the lifespan.(GLO: Integrated Learning, Reflective Practice)

Measure 1: Alumni Survey 80% of positive feedback		Measure 2: Graduates Survey 80% of positive feedback		Measure 3: Site Supervisors Survey 80% of positive feedback		Measure 4: Employers Survey 80% of positive feedback	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
3.63, 100%	Yes	3.53, 92.22%	Yes	3.61, 100%	Yes	3.86, 100%	Yes
KPI 3 - Human Growth and Development - Students will analyze and apply theories of individual and family development across the lifespan.				CACREP Standard - 2.F.3.a - theories of individual and family development across the lifespan			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 601 Human Growth and Development		Final Paper (W6A2, 150 points)	93.09%	88.04%	Yes
Measurement 2 Benchmark: 100% will earn 4 or better on CCS-R subscales		COUN 641/642 Supervised Internship I/II		CCS-R- Goal Setting	4.57	100%	Yes
KPI 6 - Group Counseling and Group Work - Students will analyze theories and models of counseling, and demonstrate advanced helping skills when working with individuals and groups.				CACREP Standard - 2.F.6.a - theoretical foundations of group counseling and group work			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 600 Professional Development Skills Process Group		Pass COUN 600 (840 of 1000 points)	97.91%	98.21%	Yes
Measurement 2 Benchmark: 80% of students will earn 84% or better		COUN 604 Theory and Practice of Groups		Termination and Finalizing “Creating Your Own Group” (W7A3, 150 points)	89.32%	78.26%	No
KPI 7 - Assessment and Testing - Students will understand the use of assessments for diagnostic and intervention planning purposes and develop skills in administration of inventories for client intervention.				CACREP Standard - 2.F.7.e - use of assessments for diagnostic and intervention planning purposes			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 603 Clinical Psychopathology and Diagnosis		Final Project: Fictional/Historic al Figure Treatment Plan (W7A2, 160 points)	95.52%	91.92%	Yes
Measurement 2 Benchmark: 80% of students will earn 84% or better		COUN 609 Theory and Practice of Assessment		Assessment Review (W6A3, 80 points)	94.19%	92.38%	Yes
Measurement 3 Benchmark: 80% of students will earn 84% or better		COUN 609 Theory and Practice of Assessment		Self-Assessment Final Review (W7A1, 100 points)	96.04%	97.14%	Yes

PLO 7 Global and Community Commitment - Interact with local, regional, national, and international communities by contributing to the body of research, participating in professional development and working with community agencies to provide counseling services to their local and global society (GLO: Community Engagement)

Measure 1: Alumni Survey 80% of positive feedback		Measure 2: Graduates Survey 80% of positive feedback		Measure 3: Site Supervisors Survey 80% of positive feedback		Measure 4: Employers Survey 80% of positive feedback	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
3.88, 100.00%	Yes	3.48, 94.44%	Yes	3.58, 100%	Yes	3.43, 100%	Yes
KPI 1 - Professional Counseling Orientation and Ethical Practice - Students will understand professional counseling organizations, including membership benefits and current issues.				CACREP Standard - 2.F.1.f - professional counseling organizations, including membership, benefits, activities, services to members, and current issues			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 605 Legal, Ethical and Professional Issues		Counselor Interview (W7A2, 60 points)	96.91%	97.30%	Yes
Measurement 2 Benchmark: 80% of students will earn 84% or better		COUN 606 Foundations and Contextual Dimensions of Mental Health and Counseling		Education, Licensure, and Certification (W4A1, 50 points)	96.65%	95.13%	Yes
Measurement 3 Benchmark: 100% will earn 4 or better on CCS-R subscales		COUN 641/642 Supervised Internship I/II		CCS-R Professional Ethics	4.75	100%	Yes
KPI 2 - Social and Cultural Diversity - Students will understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally, and be able to practice ethical counseling with all people groups.				CACREP Standard - 2.F.2.a - multicultural and pluralistic characteristics within and among diverse groups nationally and internationally			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 607 Social and Cultural Foundations		Literature Review (W6A3, 150 points)	91.64%	92.10%	Yes
Measurement 2 Benchmark: 100% will earn 4 or better on CCS-R subscales		COUN 641/642 Supervised Internship I/II		CCS-R - Multicultural	4.64	100%	Yes
KPI 9 - Clinical Mental Health Counseling - Students will understand roles and settings of clinical mental health counselors, and be able to work in all manner of contexts ethically and with best practice.				CACREP Standard - 5.C.2.a - roles and settings of mental health counselors			
Measurement		Course Assessed		Assessment	Mean % of Score	Benchmark	Met
Measurement 1 Benchmark: 80% of students will earn 84% or better		COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling		What is a Mental Health Counselor? (W1A3, 40 points)	96.45%	94.44%	Yes
Measurement 2 Benchmark: 80% of students will earn 84% or better		COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling		Community Needs Project: Final (W5A3, 200 points)	95.89%	93.75	Yes

Counseling Skills Assessment

The TI Counseling Program goal is that 100% of students will demonstrate competence on all counseling skills, as measured by subscales of the *Counselor Competency Scale-R (CCS-R)* by the completion of their program. The data below reports scores from internship course evaluations (CCS-R) which are completed by Site Supervisors. The scale for the CCS-R is 1-5). (1 = harmful, 2 = below expectations, 3 = near expectations, 4 = meets expectations, 5 = exceeds expectations, with scores of 4 and 5 indicating a value of “demonstrating competence”). Note: sample size for this data is N =118.

CCS-R Subscale	Mean Score Overall	% Meeting Expectations and Demonstrating Competence	Met 100% Benchmark?
Non-verbal Skills	4.72	100%	Yes
Encourager	4.81	100%	Yes
Use of Questions	4.76	100%	Yes
Basic Reflection - Paraphrasing	4.82	100%	Yes
Basic Reflection - Feelings	4.67	100%	Yes
Basic Reflection - Summarizing	4.77	100%	Yes
Advanced Reflection	4.53	100%	Yes
Confrontation	4.40	100%	Yes
Goal-Setting	4.57	100%	Yes
Focus of Counseling	4.68	100%	Yes
Facilitate Therapeutic Environment: Being present	4.89	100%	Yes
Facilitate Therapeutic Environment: Respect	4.92	100%	Yes
Professional Ethics	4.75	100%	Yes
Professional Behavior	4.81	100%	Yes
Professional Boundaries	4.71	100%	Yes
Adherence to Site and Course Policies	4.77	100%	Yes

Record Keeping	4.64	97.46%	No
Dispositions: Multicultural	4.64	100%	Yes
Dispositions: Emotional Stability	4.79	100%	Yes
Disposition: Motivation to Learn and Grow	4.91	100%	Yes
Dispositions: Openness to Feedback	4.86	100%	Yes
Disposition: Flexibility/Adaptability	4.77	100%	Yes
Dispositions: Congruence	4.81	100%	Yes
Total CCS-R Mean Score for All Subscales:	4.74	99.89%	No

**It should be noted, that while the benchmark of “100% of students will demonstrate competence on all subscales of the *Counselor Competency Scale-R (CCS-R)* by the completion of their program” was not met, all subscales but one did achieve 100% of competence. Only one subscale was below 100%, and, for that subscale, 97% of students still met competence.

Annual Formative and Summative Assessments

In addition to the student artifacts, professional identity data, and competency data collected on our students, we also collect follow-up information on our program itself as well as our clinical sites. The data from these assessments supplement KPI-related data and is used to gather information to guide broader program, clinical practicum, and internship conversations. Occasionally, the data gleaned from these assessments reveal patterns that allow us to consider more general needs for program modification.

Alumni Survey

This data was collected from alumni of the Counseling Program. The survey asks students to share what they considered to be the strengths and weaknesses of the program. *Program Learning Outcomes assessed with this survey can be found at the beginning of this report.* The remainder of the data is summarized below. The scores were based on a Likert scale of 1-4; 4 = Strongly Agree (positive), and 1 = Strongly Disagree (negative). Note: sample size for this data is N =24.

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.75	100%
The program was intellectually challenging.	3.79	100%
The program enhanced my professional skills.	3.88	100%
I would make the same decision to participate in this counseling program.	3.92	100%
I would recommend this counseling program to my friends.	3.79	100%

Graduate Exit Survey

This data was collected from graduates just prior to exiting the program. The survey asks students to share what they considered to be the strengths and weaknesses of the program. *Program Learning Outcomes assessed with this survey can be found at the beginning of this report.* The remainder of the data is summarized below. The scores were based on a Likert scale of 1-4; 4 = Strongly Agree (positive), and 1 = Strongly Disagree (negative). Note: sample size for this data is N = 90.

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.68	95.56%
The program was intellectually challenging.	3.76	97.78%
The program enhanced my professional skills.	3.86	97.78%
I would make the same decision to participate in this counseling program.	3.72	95.56%
I would recommend this counseling program to my friends.	3.71	94.44%
My program provided a balance between theory and practice.	3.68	97.78%
Course requirements were clearly communicated by professors.	3.56	96.67%
The quality of instruction was excellent.	3.48	95.56%
Faculty members were knowledgeable in their field.	3.76	96.67%
Advisor responded to my questions and concerns in a timely manner.	3.76	97.78%
My counseling advisor was well-informed and knowledgeable..	3.80	97.78%
Advisors were courteous and respectful.	3.82	97.78%
The registration process was clear and convenient.	4.36	87.78%
Library resources and services were helpful to the research required in my courses.	3.54	94.44%

Employer Surveys

Each year, an electronic survey is sent to individuals from whom our graduates have secured employment. These data give us a sense of how our graduates are functioning as counseling professionals, and, more specifically, the degree to which employers perceive that former students have mastered various counseling dispositions valued by our program and reflected in CACREP standards. All items in the assessment were ranked on a Likert scale of 1-4, where 1 = Does Not Meet Standards, 2 = Emergent, 3 = Meets Expectations, and 4 = Exceeds Expectations. Note: sample size for this data is N =7.

Program Learning Outcomes assessed with this survey can be found at the beginning of this report. The remainder of the data is summarized below:

Item Question	Overall average of responses	% Agree or Strongly Agree
Congruence and Genuineness: the ability to be present and true	3.86	100%
Emotional Stability and Control: demonstrates self-awareness and emotional control in relationships with clients.	3.86	100%
Flexibility and Adaptability: demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.	3.86	100%
Multicultural Competence: demonstrates respect for culture (e.g. race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	3.86	100%
Openness to Feedback: responds non-defensively and alters behavior in accordance with supervisory feedback	3.86	100%
Motivation to Learn/Initiative: demonstrates engagement in learning and development of his or her counseling competencies	3.86	100%

Graduate Outcomes

Pass Rates and Employment Information

Including pass rates on credentialing examinations, and employment rates.

Measure	Rate
Pass the National Counselor Examination (NCE) Results Spring, 2024	100%
Job placement, post-graduation*	97%

*Alumni Survey - Conducted within 6 months of graduation, survey results gathered between January and April, 2025

Graduation Data

MA Counseling Program - Degrees Awarded in 2024-2025 as of 05/05/2025		
Graduation Academic Year	Graduation Term	Total
2024-2025	Summer 2024	63
	Fall 2024	32
Grand Total		95

Degree Completion Rates

MA Counseling Program - Degree Completion Rates (data as of 05/05/2025)																
Start Academic Year	Start Term	Changed Programs		Did Not Graduate		Graduated within:								Total Graduated		Total New Starts
						2 Years		3 Years		4 Years		4+ Years				
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2017-2018	Fall 2017			2	25.0%	2	25.0%	1	12.5%	1	12.5%	2	25.0%	6	75.0%	8
	Spring 2018	3	8.8	8	23.5%	8	23.5%	13	38.8%	2	5.9%	0		23	67.6%	34
2017-2018 Total		3	3.8	21	26.6%	10	12.7%	31	39.2%	9	11.4%	5	6.3%	55	69.6%	79
2018-2019 Total	Summer 2018			9	20.9%			11	25.6%	14	32.6%	9	20.9%	34	79.1%	43
	Fall 2018									1	100%			1	100%	1
	Spring 2019	1	2.3%	15	34.9%	7	16.3%	15	34.9%	4	9.3%	1	2.3%	27	62.8%	43
2018-2019 Total		1	1.1%	24	27.6%	7	8.0%	26	29.9%	19	21.8%	10	11.5%	62	71.3%	87
2019-2020	Summer 2019			9	21.4%			8	19.0%	22	52.4%	3	7.1%	33	78.6%	42

	Fall 2019					1	100.0%							1	100.0%	1
	Spring 2020			18	25.7%	16	22.9%	29	41.4%	6	8.6%	1	1.4%	52	74.3%	70
2019-2020 Total		0	0.0%	37	23.9%	17	15.0%	37	32.7%	28	24.8%	4	3.5%	86	76.1%	113
2020-2021	Summer 2020			31	25.6%	2	1.7%	45	37.2%	39	32.2%	4	3.3%	90	74.4%	121
	Spring 2021			28	26.9%	16	15.4%	40	38.5%	20	19.2%			76	73.1%	104
2020-2021 Total		0	0.0%	59	26.2%	18	8.0%	85	37.8%	59	26.2%	4	1.8%	166	73.8%	225
2021-2022	Summer 2021			30	34.9%			24	27.9%	32	37.2%			56	65.1%	86
	Fall 2021							1	100%					1	100%	1
	Spring 2022	1	1.7%	35	60.3%	10	17.2%	11	19.0%	1	1.7%			22	37.9%	58
2021-2022 Total		1	.7%	65	44.8%	10	6.9%	36	24.8%	33	22.8%	0	0.0%	79	54.5%	145
2022-2023	Summer 2022			80	77.7%			23	22.3%					23	22.3%	103
	Spring 23			55	93.2%	4	6.8%							4	6.8%	59
2022-2023 Total		0	0.0%	84	81.6%	0	0.0%	19	18.4%	0	0.0%	0	0.0%	19	18.4%	103
GrandTotal		6	0.7%	424	52.8%	69	8.6%	203	25.3%	85	10.6%	16	2.0%	373	46.5%	803

NOTE: Graduation rates for earlier start terms may be higher than those for later start terms because students who started in the earlier terms have had more time in which to complete the program and be awarded a degree.

Diverse Learning Community

Student Information

MA Counseling - Enrollment by Race/Ethnicity and Gender

MA Counseling - Enrollment by Race/Ethnicity and Gender				
Race/Ethnicity	Gender	SU 24	FA 24	SP25
Non-Resident Alien	Female	3	2	2
	Male	1	2	2
Hispanic or Latino	Female	41	52	59
	Male	12	13	13
Two or More Races	Female	11	9	12
	Male	1	2	3
American Indian or Alaska Native	Female	1	1	1
	Male	1	1	1
Asian	Female	19	27	34
	Male	3	4	5
Black or African-American	Female	10	14	14
	Male	2	4	5
Native Hawaiian or Other Pacific Islander	Female	1	0	0
	Male	0	0	0
White	Female	206	213	221
	Male	51	61	61
Race and Ethnicity Unknown	Female	5	5	4
	Male	1	1	1
Grand Totals	Female	297	323	347
	Male	72	88	91
Total Enrollment		369	411	438

Fieldwork

MA Counseling - Field Placement Rates

The Counseling Program works to place 90% of all students in a field setting within one semester of their identified degree plan.

Semester	Eligible to Begin	Began Field Work	Deferred	Deferred by Program	Deferred, by Student	Percentage Placed
SU24	32	13	19	0	19	100%
FA24	86	68	18	1	17	98.55%
SP25	40	32	8	0	8	100%

PhD in Counselor Education and Supervision

PHD COUNSELOR EDUCATION AND SUPERVISION PROGRAM LEARNING OBJECTIVES (PLOs)

PLO 1: Research (GLO: Scholarly Research)

Graduates will critically analyze, design, and disseminate quantitative, qualitative and mixed methods research to conduct scholarly inquiry in the field of Counselor Education and Supervision.

PLO 2: Counseling (GLO: Integrated Learning)

Graduates will demonstrate culturally informed clinical expertise and integration of counseling theories, counseling skills, and knowledge across multiple contexts of counseling and counselor education.

PLO 3: Teaching (GLO: Effective Communication)

Graduates will employ appropriate technology, diverse teaching and learning strategies, and professional writing related to teaching methods relevant to counselor execution.

PLO 4: Supervision (GLO: Reflective Practice)

Graduates will apply theory, skills, and practices to clinical supervision that are ethical, developmentally appropriate, culturally sensitive, and evidence-based, to advance the field of counseling

PLO 5: Leadership and Advocacy (GLO: Community Engagement)

Graduates will provide leadership and advocacy in the field of counselor education and supervision, and establish community partnerships that increase the reach and relevance of the counseling field.

PLO 6: Ethics and Identity (GLO: Ethical Leadership)

Graduates will establish a professional counselor educator identity in a variety of settings, while applying the standards of culturally informed ethical leadership supported by professional standards, Biblical values, and Lutheran perspectives.

*GLO = Graduate Learning Outcome are outcomes determined by Concordia University Irvine for all graduate-level programs of the University.

COUNSELOR EDUCATION AND SUPERVISION PROGRAM KEY PERFORMANCE INDICATORS (KPIs)

The following KPIs are assessed within the counselor education and supervision program for all students and directly link to CACREP curricular standards:

KPI 1 - Research and Scholarship (PLO: Research)

Students will demonstrate knowledge and skills related to research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses. *(CACREP Standard 6.B.4.a - research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses)*

KPI 2 - Counseling (PLO: Counseling)

Students will demonstrate knowledge and skills related to the integration of theories relevant to counseling. *(CACREP Standard 6.B.1.b - integration of theories relevant to counseling)*

KPI 3 - Teaching (PLO: Teaching)

Students will demonstrate knowledge and skills related to teaching methods relevant to counselor education. *(CACREP Standard 6.B.3.c - teaching methods relevant to counselor education)*

KPI 4 - Supervision (PLO: Supervision)

Students will demonstrate knowledge and skills related to developing a personal style of counseling supervision grounded in theory and research. *(CACREP Standard 6.B.2.e - opportunities for developing a personal style of counseling supervision grounded in theory and research)*

KPI 5 - Leadership and Advocacy (PLO: Leadership and Advocacy)

Students will demonstrate knowledge and skills related to leadership in counselor education programs. *(CACREP Standard 6.B.5.c - leadership in counselor education programs)*

KPI 6- Ethics and Identity (PLO: Ethics and Identity)

Students will exhibit a professional counselor educator identity, informed by professional ethics and Biblical standards. *(Non-CACREP, Institutional KPI)*

PhD Counseling - Program Learning Outcomes & Key Performance Indicators At a Glance

Key Performance Indicators (KPIs)	Graduate Learning Outcomes (GLOs)						
	Scholarly Research	Integrated Learning	Effective Communication	Reflective Practice	Community Engagement	Ethical Leadership	
	Program Learning Outcomes (PLOs)						
	Research	Counseling	Teaching	Supervision	Leadership and Advocacy	Ethics and Identity	KPI Benchmark Met?
Research and Scholarship	X						Yes
Counseling		X					Yes
Teaching			X				Yes
Supervision				X			Yes
Leadership and Advocacy					X		Yes
Ethics and Identity						X	Yes
PLO Met?	Yes	Yes	Yes	Yes	Yes	Yes	

PROGRAM LEARNING OUTCOMES AND KEY PERFORMANCE INDICATORS

Program Learning Outcomes:

The results of the Program Learning Outcomes yielded the following insights, enumerated in the charts below, by the CUI Counseling Program surveying site supervisors, alumni, graduates, and employers of graduates to assess them, however, since the program has just realized its first graduates, no alumni were surveyed this year.

CUI TI has a program goal of 85% positive feedback on results (scoring 3 or more on the rubric) of systematic follow-up studies of site supervisors, graduates, and employers of graduates. Surveys were administered to all groups. Further, on specific PLOs, site supervisors evaluate student's skills on the following domains: Counseling, Supervision, Research, Leadership and Advocacy. All assessments utilize a Likert scale of 1-4, 4 being "Strongly Agree," and 1 being "Strongly Disagree," the results are below. (It should be noted: none of the employers surveyed responded to the request to evaluate our graduates.)

Key Performance Indicators:

The program goal is that 85% of students will score 2 or above on the KPI rubric. Utilizing a scale of 0-3 where 3 equals, “Exceeds Expectations,” and 0 is “Does not Meet Expectations.”

Counselor Education and Supervision Professional Dispositions:

Further, the program assesses students’ demonstration of counselor education and supervision professional dispositions, as measured by specific sub-scales of the *Counselor Competency Scale-R (CCS-R)* as well as unique dispositions for a counselor educator. Dispositions include: multicultural competence and counseling relationship, emotional stability and self-control, motivation to learn and grow, openness to feedback, flexibility and adaptability, congruence and genuineness, counseling practice theory and skills, supervision theory and skills, counseling research and scholarship, counselor education, leadership and advocacy and professional ethics. The data below reports scores on these dispositional items as reported by CES faculty at various points across the program.

The scale for this inventory is 1-5 (1 = harmful, 2 = below expectations, 3 = near expectations, 4 = meets expectations, 5 = exceeds expectations, with scores of 4 and 5 indicating a value of “demonstrating competence”).

Procedure and Method for data collection, review, and analysis

While individual student assessment and analysis occurs at a variety of points and times as individual students progress through the program, overall program evaluation, analysis and reporting occurs at specified and regular intervals during the year. The Data Collection and Reporting Process table indicates the data and when it is collected, then how and when it is reported. All data is used to assess the doctoral program and overall program learning outcomes.

Data Collection and Reporting Process Chart

Data	Collection Timeframe	Person Responsible	Reporting
Key Performance Indicators	Annually: May	Program Director & Accreditation Specialist	Annual Report: May
Student Survey on PLO’s	Annually: May	Program Director & Accreditation Specialist	Annual Report: May
Site Supervisor Survey	End of CES 742	Program Director & Accreditation Specialist	Annual Report: May
Field Placement Data	Annually: May	Program Director & Accreditation Specialist	Annual Report: May
Graduate Survey	End of CES 791	Program Director & Accreditation Specialist	Annual Report: May

Alumni Survey	Annually: May	Program Director & Accreditation Specialist	Annual Report: May
Employer Survey	Annually: May	Program Director & Accreditation Specialist	Annual Report: May
Program Demographics and Vital Statistics (To include: Graduation Rates, Employment Rates, Demographic information, Practicum Placement Rates).	Annually: May	Program Director & Accreditation Specialist	Annual Report: May & Vital Statistics Report: December

All data in the charts below represents student scores, per category, from Summer 2024 through Spring 2025.

Aggregate Assessment of Student Success

PhD Counselor Education and Supervision PLOs and KPIs Data Measurement Sources

PLO 1 Research - Graduates will critically analyze, design, and disseminate quantitative, qualitative, and mixed methods research to conduct scholarly inquiry in the field of Counselor Education and Supervision. (GLO: Scholarly Research)

Measure 1: Graduates Survey <i>80% of positive feedback</i>		Measure 2: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 3: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
4.0, 100%	Yes	3.5, 100%	Yes	0, 0%	UNKNOWN (UNK)
KPI 1 - Research and Scholarship: Students will demonstrate knowledge and skills related to research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses.		CACREP Standard - 6.B.4.a: research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses			
Measurement	Course Assessed	Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 85% of students will score 2 or better on rubric.</i>	CES 751 Statistical Analysis for Counselor Education	WFA1: Final Project: Using Public Domain Dataset	2.83	100%	Yes
Measurement 2 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 753 Qualitative Research Design and Analysis	WFA4: Submission of Final Written Project	2.677	100%	Yes
Measurement 3 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 781 Dissertation	Dissertation Defense	2.67	100%	Yes

PLO 2 Counseling - Graduates will demonstrate culturally informed clinical expertise and integration of counseling theories, counseling skills, and knowledge across multiple contexts of counseling and counselor education. (GLO: Integrated Learning)

Measure 1: Graduates Survey <i>80% of positive feedback</i>		Measure 2: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 3: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
4.0, 100%	Yes	3.7, 100%	Yes	0, 0%	UNK
KPI 2 - Counseling - Students will demonstrate knowledge and skills related to the integration of theories relevant to counseling.		CACREP Standard - 6.B.1.b: integration of theories relevant to counseling			
Measurement	Course Assessed	Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 85% of students will score 2 or better on rubric.</i>	CES 703 Advanced Counseling and Career Theories	W4A1: Pre-recorded Presentation of Theories	2.75	100%	Yes
Measurement 2 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 741 Counselor Education and Supervision Internship I	W15A4: Case Conceptualization and Treatment Plan	2.88	100%	Yes
Measurement 3 <i>Benchmark: 85% of students will score 4 or better on rubric</i>	CES 741 Counselor Education and Supervision Internship I	Site Supervisor Field Evaluation: Counseling Domain, Question 13	4.25	100%	Yes
Measurement 4 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 742 Counselor Education and Supervision Internship II	W15A2: Culminating Professional Identity Portfolio	2	100%	Yes

PLO 3 Teaching - Graduates will employ appropriate technology, diverse teaching and learning strategies, and professional writing related to teaching methods relevant to counselor education. (GLO: Effective Communication)

Measure 1: Graduates Survey <i>80% of positive feedback</i>		Measure 2: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 3: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
4.0, 100%	Yes	3.5, 100%	Yes	0, 0%	UNK
KPI 3 - Teaching - Students will demonstrate knowledge and skills related to teaching methods relevant to counselor education.		CACREP Standard - 6.B.3.c: teaching methods relevant to counselor education			
Measurement	Course Assessed	Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 85% of students will score 2 or better on rubric.</i>	CES 702 Instruction in Counselor Education and Supervision	WFA2: Philosophy of Teaching and Course Development	2.14	85.71%	Yes
Measurement 2 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 741 Counselor Education and Supervision Internship I	W15A3: Teaching Presentation	2	100%	Yes
Measurement 3 <i>Benchmark: 85% of students will score 4 or better on rubric</i>	CES 741 Counselor Education and Supervision Internship I	Site Supervisor Field Evaluation: Teaching Domain, Questions 1 - 10	4.31	96.25%	Yes

PLO 4 Supervision - Graduates will apply theory, skills, and practices to clinical supervision that are ethical, developmentally appropriate, culturally sensitive, and evidence-based, to advance the field of counseling. (GLO: Reflective Practice)

Measure 1: Graduates Survey <i>80% of positive feedback</i>		Measure 2: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 3: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
4.0, 100%	Yes	3.8, 100%	Yes	0, 0%	UNK
KPI 4 - Supervision - Students will demonstrate knowledge and skills related to developing a personal style of counseling supervision grounded in theory and research.		CACREP Standard - 6.B.2.e: opportunities for developing a personal style of counseling supervision grounded in theory and research.			
Measurement	Course Assessed	Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 85% of students will score 2 or better on rubric.</i>	CES 704 Counselor Supervision: Theories, Techniques, and Technology	WFA2: Supervision Portfolio	2.5	100%	Yes
Measurement 2 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 742 Counselor Education and Supervision Internship I	W15A2: Culminating Professional Identity Portfolio	2	100%	Yes
Measurement 3 <i>Benchmark: 85% of students will score 4 or better on rubric</i>	CES742 Counselor Education and Supervision Internship II	Site Supervisor Field Evaluation: Supervision Domain, Questions 1-12	4.3	100%	Yes

PLO 5 Leadership and Advocacy - Graduates will provide leadership and advocacy in the field of counselor education and supervision, and establish community partnerships that increase the reach and relevance of the counseling field. (GLO: Community Engagement)

Measure 1: Graduates Survey <i>80% of positive feedback</i>		Measure 2: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 3: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
4.0, 100%	Yes	3.7, 100%	Yes	0, 0%	UNK
KPI 5- Leadership and Advocacy - Students will demonstrate knowledge and skills related to leadership in counselor education programs		CACREP Standard - 6.B.5.c: leadership in counselor education programs			
Measurement	Course Assessed	Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 85% of students will score 2 or better on rubric.</i>	CES 702 Instruction in Counselor Education and Supervision	W4A3: Responding to Student Emails	2.27	100%	Yes
Measurement 2 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 706 Leadership and Advocacy in Counselor Education and Supervision	WFA2: Final Project: Lessons in Leadership	2.5	100%	Yes
Measurement 3 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES742 Counselor Education and Supervision Internship II	W15A2: Culminating Professional Identity Portfolio	2	100%	Yes

PLO 6 Ethics and Identity - Graduates will establish a professional counselor educator identity in a variety of settings, while applying the standards of culturally informed ethical leadership supported by professional standards, Biblical values, and Luterhena perspectives. (GLO: Ethical Leadership)

Measure 1: Graduates Survey <i>80% of positive feedback</i>		Measure 2: Site Supervisors Survey <i>80% of positive feedback</i>		Measure 3: Employers Survey <i>80% of positive feedback</i>	
Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met	Score and % "Agreement"	Benchmark Met
4.0, 100%	Yes	3.8, 100%	Yes	0, 0%	UNK
KPI 6 - Ethics and Identity - Students will exhibit a professional counselor educator identity, informed by professional ethics and Biblical standards		Institutional KPI - (non-CACREP)			
Measurement	Course Assessed	Assessment	Mean % of Score	Benchmark	Met
Measurement 1 <i>Benchmark: 85% of students will score 2 or better on rubric.</i>	CES 703 Advanced Counselor and Career Theories	W6A1: Statement of Personal Counseling Theory	2.75	100%	Yes
Measurement 3 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES742 Counselor Education and Supervision Internship II	W15A2: Culminating Professional Identity Portfolio	2	100%	Yes
Measurement 2 <i>Benchmark: 85% of students will score 2 or better on rubric</i>	CES 799 Residency II	W1A2: Professional Identity Presentation	1.90	90%	Yes

Annual Formative and Summative Assessments

In addition to the student artifacts, professional identity data, and competency data collected on our students, we also collect follow-up information on our program itself as well as our clinical sites. The data from these assessments supplement KPI-related data and is used to gather information to guide broader program, clinical practicum and internship conversations. Occasionally, the data gleaned from these assessments reveal patterns that allow us to consider more general needs for program modification.

Graduate Survey

This data was collected from recent graduates of the Counselor Education and Supervision PhD program. The survey asked students to share what they considered to be the strengths and weaknesses of the program. *Program Learning Outcomes assessed with this survey can be found in this report.* The remainder of the data is summarized below. The scores were based on a Likert scale of 1-4; 4 = Strongly Agree (positive), and 1 = Strongly Disagree (negative). Note: sample size for this data is N =2.

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	4	100%
The program was intellectually challenging.	4	100%
The program enhanced my professional skills.	4	100%
I would make the same decision to participate in this counseling program.	4	100%
I would recommend this counseling program to my friends.	4	100%
My experience in the program contributed to my knowledge, skills, and dispositions.	4	100%
I am satisfied with my educational experience.	4	100%
The program was intellectually challenging.	4	100%
The program enhanced my professional skills.	4	100%
I would make the same decision to participate in this counseling program.	4	100%
I would recommend this program to my friends.	4	100%

I received intentional mentoring and support from faculty.	3.5	100%
The mentoring I received from faculty enhanced my abilities to contribute to the field.	4	100%

Employer Surveys

Each year, an electronic survey is sent to individuals from whom our graduates have secured employment. These data give us a sense of how our graduates are functioning as counseling professionals, and, more specifically, the degree to which employers perceive that former students have mastered various counseling dispositions valued by our program and reflected in CACREP standards. All items in the assessment were ranked on a Likert scale of 1-4, where 1 = Does Not Meet Standards, 2 = Emergent, 3 = Meets Expectations, and 4 = Exceeds Expectations. Note: sample size for this data is N =0.

Program Learning Outcomes assessed with this survey can be found at the beginning of this report. The remainder of the data is summarized below:

Note: none of the employers surveyed responded to the request to evaluate our graduates.

Item Question	Overall average of responses	% Agree or Strongly Agree
Emotional Stability and Control: demonstrates stability(i.e. Congruence between mood and affect) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients.		
Motivation to Learn/Initiative: demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development.		
Openness to Feedback: responds non-defensively and alters behavior in accordance with supervisory feedback		
Flexibility and Adaptability: demonstrates ability to flex to changing circumstances, unexpected events, and new situations.		
Congruence and Genuineness: the ability to be present and “be true to oneself.”		
Counseling Practice, Theory, and Skills: demonstrates advanced knowledge and application.		
Supervision Skills: demonstrates advanced knowledge and		

application.		
Counseling Research and Scholarship: demonstrates advanced knowledge and application of skills.		
Counselor Education: demonstrates advanced knowledge and skills in Counselor Education, is able to demonstrate innovative pedagogical approaches.		
Leadership and Advocacy: demonstrates advanced skills.		
Multicultural Competence: demonstrates awareness, appreciation, and respect of cultural differences as it applies to clients, counseling students, and supervisees.		
Professional Ethics: adheres to the ethical guidelines of the ACA< ASCA, IAMFC, APA, and NBCC; including practices within competencies. Demonstrates consistent and advanced ethical behavior and judgments		

Graduate Outcomes

Employment Information*

Item Question	% of Affirmative responses
Are you currently employed in a setting that utilizes your PhD in Counselor Education and Supervision?	100%
Are you currently engaged in clinical counseling work?	100%
Have you pursued any additional licenses or certifications during your degree program or upon graduation?	100%
Are you currently engaged as a clinical supervisor in any context?	100%
Are you currently engaged in any teaching work?	100%
Are you currently engaged in any work regarding research and/or scholarship?	100%
Are you actively participating in advocacy efforts in the field of counselor education and supervision?	100%

**Graduate Survey - Conducted within 6 months of graduation, survey results gathered between January and April, 2025*

PhD In Counselor Education and Supervision - Degrees Awarded in 2024-2025 as of 05/05/2025

MA Counseling Program - Degrees Awarded (data as of 05/05/2025)		
Graduation Academic Year	Graduation Term	Total
2024-2025	Summer 2024	1
	Fall 2024	2
Grand Total		3

PhD Counselor Education and Supervision Program - Degree Completion Rates

PhD in Counselor Education and Supervision Program - Degree Completion Rates (data as of 11/21/2024)								
Start Academic Year	Start Term	Did Not Graduate		Graduated within:		Total Graduated		Total New Starts
				2 Years				
		#	%	#	%	#	%	
2021-2022	Summer 2021	3	50.0%	3	50.0%	3	50.0%	6
GrandTotal		3	50.0%	3	50.0%	3	50.0%	6

Diverse Learning Community

Student Information

PhD Counselor Education and Supervision - Current Enrollment by Race/Ethnicity and Gender

PhD: Counselor Education and Supervision - Enrollment by Race/Ethnicity and Gender (Fall 2025)				
Race/Ethnicity	Gender	SU24	FA24	SP25
Two or More Races	Female	1	1	0
	Male	0	0	0
Black or African-American	Female	1	1	1
	Male	0	0	0
White	Female	10	9	7
	Male	3	3	3
Grand Total		15	14	11

Fieldwork

PhD in Counseling Education and Supervision - Field Placement Rates

The Counseling Program works to place 90% of all students in a field setting within one semester of their identified degree plan.

Semester	Eligible to Begin	Began Field Work	Deferred	Deferred by Program	Deferred by Student	Percentage Placed
SU24 (Internship II)	4	4	0	0	0	100%
FA24 (Practicum)	6	6	0	0	0	100%
SP25(Internship I)	4	4	0	0	0	100%

COUNSELING PROGRAM ANNUAL REPORT FEEDBACK INTO THE PROGRAM

MA Counseling and PhD Counselor Education and Supervision

Academic Year 2024–2025

Following a comprehensive analysis of the program's annual assessment data, the Counseling Program Core Faculty systematically reviewed all data sources and findings for both the MA in Counseling Program and the PhD in Counselor Education and Supervision Program. This process facilitates data-informed decision-making that is aligned with continuous improvement efforts. As a result of the 2024–2025 program review cycle, the following strengths, areas for growth, and future strategic priorities have been identified:

Strengths of the MA Counseling Program

- Quantitative and qualitative data confirm that the program is successfully meeting established Program Learning Outcomes (PLOs) and Key Performance Indicators (KPIs) articulated in the program's assessment plan. Notably, student performance demonstrates strong competencies in clinical skills, ethical decision-making, and professional identity formation.
- Feedback from graduates, alumni, site supervisors, and employers consistently reflects a high level of satisfaction, indicating the program meets or exceeds expectations across all stakeholder groups.
- Qualitative feedback underscores the program's commitment to academic excellence, development of core counseling competencies, meaningful faculty-student relationships, and thoughtful integration of ethical and faith-based values within the counseling profession.
- Site supervisors and employers commend students' professionalism, ethical integrity, client rapport, and readiness to engage in ongoing learning and supervision.
- The National Counselor Examination (NCE) pass rate remains 100%, demonstrating program efficacy in preparing graduates for professional credentialing.

Strengths of the PhD CES Program

- Qualitative and quantitative measures affirm that the doctoral program meets or exceeds performance expectations for PLOs and KPIs. Student performance reflects advanced knowledge and competencies in Counselor Education and Supervision (CES).
- Graduates, alumni, site supervisors, and employers report high satisfaction, consistently indicating the program fulfills its academic and professional training objectives.
- Alumni feedback reflects strong appreciation for the program's rigorous academic training and its targeted focus on CES-specific competencies.

Opportunities for Growth in the MA Counseling Program

- KPI 6, related to student competence in group counseling theory and practice, revealed a gap in performance on the second assessment measure. In response, the faculty and Subject

Matter Expert (SME) will revise the COUN 604: Theory and Practice of Groups course collaboratively. These instructional enhancements (i.e., readings, assignments, and a new group activity experience) will be implemented in subsequent academic terms to improve student outcomes on the associated final project.

- The current assessment benchmark requiring 100% competency on the Counselor Competency Scale–Revised (CCS-R) for all graduates during internship has been deemed aspirational but not consistently achievable. In consultation with the Field Education team and assessment committee, a revised benchmark will be established to reflect realistic performance expectations while promoting high professional development standards.
- Graduate feedback indicates a need for enhanced preparation regarding post-graduation professional pathways, including licensure processes, private practice development, and insurance navigation. This feedback is being integrated into future programming and advising resources. This goal has continued since the previous year.
- A faculty-led task force will be established to increase access to information and advising related to licensure pathways and post-degree professional preparation. Every state was addressed, and pathways for licensure information were compiled for advising to reference and better support students' needs for licensure information.

Opportunities for Growth in the PhD CES Program

- Although overall survey feedback was highly favorable, qualitative responses suggest a need for increased faculty engagement in mentoring and advising relationships. Strategies to enhance faculty accessibility and structured mentorship opportunities are under consideration by the PhD committee and leadership.
- Continued efforts are needed to improve student progression and completion rates within the doctoral program. The faculty will assess current barriers and develop targeted strategies to support timely degree completion.

Future Focus Areas

- The Counseling Program is initiating a comprehensive curriculum review and alignment process to incorporate the 2024 CACREP Standards into program design, assessment, and delivery.
- A Student Care Committee has been launched to provide holistic support, addressing students' social, emotional, and spiritual well-being, and navigating non-academic challenges. Integrating this student support resource will be a continued area of focus.
- The program has successfully chartered a local Chi Sigma Iota (CSI) chapter, with a leadership board in place. The inaugural induction ceremony is scheduled for June 2025. This milestone reinforces the program's commitment to professional excellence, scholarship, and student engagement. Continuing to cultivate enrollment, engagement, and professional development will be a future area of focus.

- The PhD program continues to pursue CACREP accreditation, with the initial self-study already submitted. Next steps in the accreditation process are underway as part of the program's long-term strategic goals.
- The Counseling Program is developing a comprehensive plan to address the new CACREP 2026 requirement for a second Residency experience, ensuring alignment with accreditation standards and enhancing student experience through additional in-person observation, evaluation, and professional development.