



# TOWNSEND INSTITUTE

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CONCORDIA UNIVERSITY IRVINE

MASTERS IN COUNSELING PROGRAM  
CONCORDIA UNIVERSITY IRVINE

## 2024 Program 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.

## **COUNSELING PROGRAM LEARNING OBJECTIVES (PLOs)**

*Graduates will demonstrate the following:*

### **Scholarly Research (SR)**

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

### **Systems Thinking (ST)**

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

### **Ethical Leadership (EL)**

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.

### **Effective Communication (EC)**

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.

### **Reflective Clinical Practice (ECP)**

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.

**Clinical Judgment and Assessment (CJA)** - 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.

### **Global and Community Commitment (GCC)**

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.

## **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**

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

### **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. (2.F.2.a - multicultural and pluralistic characteristics within and among diverse groups nationally and internationally)

### **KPI 3 - Human Growth and Development**

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

### **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. (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**

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

### **KPI 6 - Group Counseling and Group Work**

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

### **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. (2.F.7.e - use of assessments for diagnostic and intervention planning purposes)

### **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. (2.F.8.b- identification of evidence-based counseling practices)

### **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. (5.C.2.a - roles and settings of mental health counselors)

## **INTRODUCTION TO THE ANNUAL PROGRAM REPORT**

This report briefly overviews and summarizes the stats that the core faculty and program director analyze to assess the Counseling Program's learning outcomes (PLOs) and key performance indicators (KPIs). These areas link directly to the CACREP assessment plan. It is important to note that whereas this plan is tied to accreditation standards, it is 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).

Assessment data from the Key Performance Indicators outlined below, 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, 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.

### **STRUCTURE OF THE REPORT**

#### **The Program Assessment plan includes the following:**

##### *Aggregate Student Assessment Data*

The data collected is indicated in each of the nine Key Performance Indicators listed below. Each KPI is tied to specific CACREP accreditation standards. In addition to data collected through an assessment of KPIs, the program also collects feedback from systematic follow up studies of graduates, site supervisors, and employers of program graduates.



## **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 by 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, 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.

Further, we also look at our students’ practical and applied demonstrations of these areas. 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.

All data represents student scores, per category, from Summer 2023 through Spring 2024.

## MA Counseling PLOs and KPIs Data Measurement Sources

**PLO 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.**

Question: CUI counseling graduates display both character and competence in the execution of their job duties. 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.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.76, 100%	Yes	3.70, 97.66%	Yes	3.74, 100%	Yes	3.90, 100%	Yes

**PLO Global and 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.**

Question: Please rate your employee's effectiveness in the following areas: 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.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.45, 92.11%	Yes	3.43, 93.75%	Yes	3.64, 99.29%	Yes	3.50, 90%	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 memberships, benefits, activities, services to members, and current issues**

Measurement	Course Assessed	Assessment	Mean Percent of Score	Benchmark	Met
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 605 Legal, Ethical and Professional Issues	Counselor Interview (W7A2, 60 points)	99.96%	99.48%	Yes
<b>Measurement 2</b> <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)	96.03%	95.73%	Yes
<b>Measurement 3</b> <i>Benchmark: 100% will earn 4 or better on CCS-R subscales</i>	COUN 641/642 Supervised Internship I/II	CCS-R Professional Ethics	4.82	99.24%	No

**PLO Global and 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.**

Question: Please rate your employee's effectiveness in the following areas: 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.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.45, 92.11%	Yes	3.43, 93.75%	Yes	3.64, 99.29%	Yes	3.50, 90%	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 Percent of Score	Benchmark	Met
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 607 Social and Cultural Foundations	Literature Review (W6A3, 150 points)	96.51%	95.27%	Yes
<b>Measurement 2</b> <i>Benchmark: 100% will earn 4 or better on CCS-R subscales</i>	COUN 641/642 Supervised Internship I/II	CCS-R - Multicultural	4.73	100%	Yes

**PLO Clinical Judgment and Assessment - Students will develop clinical judgment by interpreting assessment tools used in clinical practice and gain mastery of clinical tools necessary for treatment planning. Learn to work with diverse behaviors found in individuals, groups, couples and families across the lifespan.**

Question: Please rate your employee's effectiveness in the following areas: Students will develop clinical judgment by interpreting assessment tools used in clinical practice and gain mastery of clinical tools necessary for treatment planning. Learn to work with diverse behaviors found in individuals, groups, couples and families across the lifespan.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.53, 100%	Yes	3.52, 95.31%	Yes	3.67, 97.86%	Yes	3.60, 90%	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 Percent of Score	Benchmark	Met
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 601 Human Growth and Development	Final Paper (W6A2, 150 points)	91.82%	92.62%	Yes
<b>Measurement 2</b> <i>Benchmark: 100% will earn 4 or better on CCS-R subscales</i>	COUN 641/642 Supervised Internship I/II	CCS-R- Goal Setting	4.69	100%	Yes



**PLO 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.**

Question: Students (Graduates) 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.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.68, 97.37%	Yes	3.62, 96.88%	Yes	3.67, 99.29%	Yes	3.70, 90%	Yes
<b>KPI 4- Career Development - Students will understand 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.</b>				<b>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</b>			
Measurement		Course Assessed		Assessment	Mean Percent of Score	Benchmark	Met
<b>Measurement 1</b> <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)	99.35%	99.35%	Yes
<b>Measurement 2</b> <i>Benchmark: 80% of students will earn 84% or better</i>		COUN 612 Career and Lifestyle Development		Lifestyle Development Paper (W6A3, 170 points)	99.07%	100%	Yes

**PLO 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.**

Question: Students are able to 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.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.68, 100%	Yes	3.57, 96.09%	Yes	3.58, 97.86%	Yes	3.50, 100%	Yes

**PLO 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.**

Question: 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.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.63, 100%	Yes	3.67, 96.88%	Yes	3.69, 98.57%	Yes	3.60, 90%	Yes

<b>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.</b>		<b>CACREP Standard - 2.F.5.a - theories and models of counseling</b>			
<b>Measurement</b>	<b>Course Assessed</b>	<b>Assessment</b>	<b>Mean Percent of Score</b>	<b>Benchmark</b>	<b>Met</b>
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 602 Theories of Counseling	Theories Paper (W7A3, 170 points)	92.89%	92.68%	Yes
<b>Measurement 2</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 633 Counseling Skills and Techniques	Experiential Clinical Skills Lab (W7A1, 200 points)	92.19%	89.14%	Yes
<b>Measurement 3</b> <i>Benchmark: 100% will earn 4 or better on CCS-R subscales</i>	COUN 641/642 Supervised Internship I/II	CCS-R			
		Nonverbal Skills	4.75	99.24%	No
		Encourager	4.79	97.71%	No
		Use of Questions	4.69	99.24%	No
		Paraphrasing	4.83	99.24%	No
		Feelings	4.81	98.47%	No
		Summarizing	4.79	98.47%	No
Advanced Reflection	4.62	96.95%	No		
Confrontation	4.45	96.95%	No		

<b>PLO 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.</b>							
Question: Students are able to 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.							
<b>Measure 1: Alumni Survey</b> <i>80% of positive feedback</i>		<b>Measure 2: Graduates Survey</b> <i>80% of positive feedback</i>		<b>Measure 3: Site Supervisors Survey</b> <i>80% of positive feedback</i>		<b>Measure 4: Employers Survey</b> <i>80% of positive feedback</i>	
Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.68, 100%	Yes	3.57, 96.09%	Yes	3.58, 97.86%	Yes	3.50, 100%	Yes
<b>PLO Clinical Judgment and Assessment - Develop clinical judgment by interpreting assessment tools used in clinical practice and gaining mastery of clinical tools necessary for treatment planning. Learn to work with diverse behaviors found in individuals, groups, couples, and families across the lifespan.</b>							
Question: Please rate your employee's effectiveness in the following areas: Students will develop clinical judgment by interpreting assessment tools used in clinical practice and gain mastery of clinical tools necessary for treatment planning. Learn to work with diverse behaviors found in individuals, groups, couples and families across the lifespan.							
<b>Measure 1: Alumni Survey</b> <i>80% of positive feedback</i>		<b>Measure 2: Graduates Survey</b> <i>80% of positive feedback</i>		<b>Measure 3: Site Supervisors Survey</b> <i>80% of positive feedback</i>		<b>Measure 4: Employers Survey</b> <i>80% of positive feedback</i>	
Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.53, 100%	Yes	3.52, 95.31%	Yes	3.67, 97.86%	Yes	3.60, 90%	Yes

KPI 6 - Group Counseling and Group Work - 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			
Measurement	Course Assessed	Assessment	Mean Percent of Score	Benchmark	Met
<b>Measurement 1</b> <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)	99.35%	99.35%	Yes
<b>Measurement 2</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 604 Theory and Practice of Groups	Termination and Finalizing "Creating Your Own Group" (W7A3, 150 points)	91.08%	82.71%	Yes

**PLO Clinical Judgment and Assessment - Develop clinical judgment by interpreting assessment tools used in clinical practice and gaining mastery of clinical tools necessary for treatment planning. Learn to work with diverse behaviors found in individuals, groups, couples, and families across the lifespan.**

Question: Please rate your employee's effectiveness in the following areas: Students will develop clinical judgment by interpreting assessment tools used in clinical practice and gain mastery of clinical tools necessary for treatment planning. Learn to work with diverse behaviors found in individuals, groups, couples and families across the lifespan.

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 Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.53, 100%	Yes	3.52, 95.31%	Yes	3.67, 97.86%	Yes	3.60, 90%	Yes

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 Percent of Score	Benchmark	Met
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 603 Clinical Psychopathology and Diagnosis	Final Project: Fictional/Historical Figure Treatment Plan (W7A2, 160 points)	95.53%	97.56%	Yes
<b>Measurement 2</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 609 Theory and Practice of Assessment	Assessment Review (W6A3, 80 points)	95.92%	97.83%	Yes
<b>Measurement 3</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 609 Theory and Practice of Assessment	Self-Assessment Final Review (W71, 100 points)	99.57%	100%	Yes

**PLO Scholarly Research - Master relevant aspects of conducting research, statistical procedures, methods, assessment, program evaluation and their utilization to improve counseling effectiveness.**

Question: CUI counseling graduates master relevant aspects of conducting research, statistical procedures, methods, assessment, program evaluation and their utilization to improve counseling effectiveness.

<b>Measure 1: Alumni Survey</b> <i>80% of positive feedback</i>		<b>Measure 2: Graduates Survey</b> <i>80% of positive feedback</i>		<b>Measure 3: Site Supervisors Survey</b> <i>80% of positive feedback</i>		<b>Measure 4: Employers Survey</b> <i>80% of positive feedback</i>	
Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.61, 97.37%	Yes	3.57, 96.88%	Yes	3.44, 95%	Yes	3.50, 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 Percent of Score	Benchmark	Met
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 602 Theories of Counseling	Final Theories Paper (W7A3, 170 points)	92.89%	92.68%	Yes
<b>Measurement 2</b> <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)	95.36%	92.68%	Yes

**PLO Global and 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.**

Question: Please rate your employee's effectiveness in the following areas: 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.

<b>Measure 1: Alumni Survey</b> <i>80% of positive feedback</i>		<b>Measure 2: Graduates Survey</b> <i>80% of positive feedback</i>		<b>Measure 3: Site Supervisors Survey</b> <i>80% of positive feedback</i>		<b>Measure 4: Employers Survey</b> <i>80% of positive feedback</i>	
Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met	Score and Percent "Agreement"	Benchmark Met
3.45, 92.11%	Yes	3.43, 93.75%	Yes	3.64, 99.29%	Yes	3.50, 90%	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 mental health counselors**

Measurement	Course Assessed	Assessment	Mean Percent of Score	Benchmark	Met
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 600	W2A6, 25 points	99.14%	100%	Yes
<b>Measurement 1</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling	Community Needs Project (W1A3, 25 points)	94.59%	91.46%	Yes
<b>Measurement 2</b> <i>Benchmark: 80% of students will earn 84% or better</i>	COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling	Community Needs Project: Final (W5A3, 200 points)	91.86%	87.80%	Yes

### Cumulative Scores on the CCS-R

The TI Counseling Program 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 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 =131.

CCS-R Subscale	Mean Score Overall	% Meeting Expectations and Demonstrating Competence	Met 100% Benchmark?
Non-verbal Skills	4.75	99.24%	No
Encourager	4.79	97.71%	No
Use of Questions	4.69	99.24%	No
Basic Reflection - Paraphrasing	4.83	99.24%	No
Basic Reflection - Feelings	4.81	98.47%	No
Basic Reflection - Summarizing	4.79	98.47%	No
Advanced Reflection	4.62	96.95%	No
Confrontation	4.45	96.95%	No
Goal-Setting	4.69	100%	Yes
Focus of Counseling	4.71	100%	Yes
Facilitate Therapeutic Environment: Being present	4.91	99.24%	No
Facilitate Therapeutic Environment: Respect	4.92	100%	Yes
Professional Ethics	4.82	99.24%	No
Professional Behavior	4.88	98.47%	No
Professional Boundaries	4.80	99.24%	No
Adherence to Site and Course Policies	4.79	100%	Yes
Record Keeping	4.63	97.71%	No

Dispositions: Multicultural	4.73	100%	Yes
Dispositions: Emotional Stability	4.78	100%	Yes
Disposition: Motivation to Learn and Grow	4.88	100%	Yes
Dispositions: Openness to Feedback	4.89	100%	Yes
Disposition: Flexibility/Adaptability	4.76	99.24%	No
Dispositions: Congruence	4.84	100%	Yes
<b>Total CCS-R Mean Score for All Subscales:</b>	4.77	99.10%	

\*\*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 on several subscales, only four subscales dropped below 97% of all students meeting competence, with all other subscales meeting at least 98% or higher of students meeting competence by the completion of their program. The total mean score for all subscales was 99.10% meeting or exceeding competence on the CCS-R.

## 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 =38.

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.74	100%
The program was intellectually challenging.	3.74	100%
The program enhanced my professional skills.	3.84	100%
I would make the same decision to participate in this counseling program.	3.71	97.37%
I would recommend this counseling program to my friends.	3.66	97.37%

### 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 = 128.

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.68	97.66%
The program was intellectually challenging.	3.70	99.22%
The program enhanced my professional skills.	3.78	100%
I would make the same decision to participate in this counseling program.	3.67	94.53%
I would recommend this counseling program to my friends.	3.64	94.53%
My program provided a balance between theory and practice.	3.60	95.12%
Course requirements were clearly communicated by professors.	3.52	96.88%
The quality of instruction was excellent.	3.50	93.75%
Faculty members were knowledgeable in their field.	3.72	99.22%
Advisor responded to my questions and concerns in a timely manner.	3.65	99.22%
My counseling advisor was well-informed and knowledgeable..	3.62	97.66%
Advisors were courteous and respectful.	3.71	99.22%
The registration process was clear and convenient.	3.43	89.84%
Library resources and services were helpful to the research required in my courses.	3.61	98.88%



## 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 =10.

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

<b>Item Question</b>	<b>Overall average of responses</b>	<b>% Agree or Strongly Agree</b>
Congruence and Genuineness: the ability to be present and true	3.80	100%
Emotional Stability and Control: demonstrates self-awareness and emotional control in relationships with clients.	3.70	100%
Flexibility and Adaptability: demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.	3.70	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.	3.70	100%
Openness to Feedback: responds non-defensively and alters behavior in accordance with supervisory feedback	3.60	90%
Motivation to Learn/Initiative: demonstrates engagement in learning and development of his or her counseling competencies	3.80	100%

## **ANNUAL REPORT FEEDBACK INTO THE PROGRAM**

Following the analysis and summary of annual data, the Counseling Program reviews all reports. This review allows Core Faculty to speak to the response to the data, and to formulate any revisions or additions to the program. The 2023-2024 program review resulted in the following:

### **Strengths**

- Both the quantitative and qualitative data indicates that the program continues to meet both PLO's and KPI's as set forth in the assessment plan. Areas of strengths include students' demonstration of counseling competencies and ethical values.
- Graduates, Alumni, Site Supervisors and Employers overwhelmingly rank the program as meeting or exceeding their expectations.
- Scores of qualitative data indicates graduates and alumni valued the program's commitment to academic excellence, training in counseling competencies, relational connection to faculty and peers, and an ethical approach to faith integration within the profession of counseling.
- Site Supervisors and Employers highlight CUI students' adherence to ethical values, relational connection to clients, willingness to learn and grow, as well as excelling in all professional dispositions.
- CCS-R scores have continued to increase and demonstrate 100% competence of students in field sites across multiple domains. This reinforces the additional training that site supervisors are now getting, as well as the work faculty are doing in Skills courses.

### **Opportunities for Growth**

- The program indicated that the assessment plan calls for 100% competence levels on the CCS-R for all graduates, and that this benchmark is likely unrealistic. The assessment committee is therefore creating a modified assessment plan, which will include a more realistic benchmark for students during internship. This is in cooperation with the Field team, in responding to any students who do not gain 100% competence on their CCS-R reports.
- Graduates continue to indicate that they would appreciate more training on post-graduation paths to include preparation for licensure exams, how to establish a private practice, navigating insurance etc.
- Graduates of the program indicate that the Town Hall experiences are not always positive and indicate a better screening of guest speakers. The Director is working with the Dean on this process.

### **Future Focus**

- The program faculty will be moving into a season of curriculum review and update, as they synthesize and adopt the 2024 CACREP standards
- A newly developed "Student Care Committee" was recently launched to provide social/emotional/spiritual support for students who have non-academic needs
- A faculty task force will be developed to address ways to increase knowledge and pathways for licensure information
- The Counseling program has created a committee of faculty and students to launch a chapter of CSI (Chi Sigma Iota). The application has been sent in and is pending as of this report.