TOWNSEND INSTITUTE

CONCORDIA UNIVERSITY IRVINE

2023 Program Report

MASTERS IN COUNSELING PROGRAM

CONCORDIA UNIVERSITY IRVINE

COUNSELING PROGRAM MISSION
As a Christ-centered program, our mission is to cultivate students' competence, character, and relational connection to prepare graduates for lives of cultural humility, learning, service and leadership in the profession of counseling.

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 their utilization to improve counseling effectiveness.

Systems Thinking (ST)
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.

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 (RCP)
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 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.

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 (KPI'S)
T*he following KPI's are assessed within the counseling program for all students:*

KPI 1-Professional Counseling Orientation and Ethical Practice.
Students will understand 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.

KPI 3- Human Growth and Development
Students will analyze and apply theories of individual and family development across the lifespan

KPI 4- Career Development
Students will understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors related to career development and career counseling

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

KPI 6- Group Counseling and Group Work
Students will analyze and apply 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 interventions

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.

KPI 9 Contextual Dimensions
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

INTRODUCTION TO THE ANNUAL PROGRAM REPORT

This report briefly overviews and summarizes the data that the core faculty and program director analyze to assess the Counseling program's learning outcomes (PLO's) and key performance indicators (KPI's). 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 we evaluate the strengths of the Program (i.e. we are also responsible to such bodies as the Western Association of Schools and Colleges [WASC] as well as Program, College, and 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, departments 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 byand 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 Office of Institutional Research to be forwarded to the Registrar for Catalog changes for the following year or to 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 9 Key Performance Indicators listed below. You will find 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 Indicator's at a Glance

Key Performance Indicators (KPI)	Program Learning Outcomes (PLOs/GLOs)							KPI Benchmark Met?
	Scholarly Research	Systems Thinking	Ethical Leadership	Effective Communication	Reflective Clinical Practice	Clinical Judgement and Assessment	Global and Community Engagement	
Professional Counseling Organizations			X				X	YES
Social And Cultural Diversity							X	YES
Human Growth And Development						X		YES
Career Development				X				YES
Counseling And Helping Relationships		X			X			Partial
Group Counseling and Group Work		X				X		YES
Assessment and Testing						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

The results of the Program Learning Outcomes and Core Counseling KPI measures yielded the following insights:

Program Learning Outcome- Scholarly Research

CUI Counseling Program surveyed site supervisors, alumni, graduates and employers of graduates to assess them on this PLO. This specific question reads: "*CUI counseling graduates master relevant aspects of conducting research, statistical procedures, methods, assessment, program evaluation and their utilization to improve counseling effectiveness*". CUI TI has a Program Goal 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, and employers of program 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 of this PLO are as follows:

Group Surveyed	Score (1-4) Average and Percent "Agreement"	Passed Benchmark of 80% positive feedback?
Alumni	3.8 100%	**YES**
Graduates	4.0 100%	**YES**
Site Supervisors	3.4 100%	**YES**
Employers	3.18 91%	**YES**

Program Learning Outcome- Systems Thinking

CUI Counseling Program surveyed site supervisors, alumni, graduates and employers of graduates to assess them on this PLO. This specific question reads*: "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"*. CUI TI has a Program Goal 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, and employers of program 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 of this PLO are as follows:

Group Surveyed	Score (1-4) Average and Percent "Agreement"	Passed Benchmark of 80% positive feedback?
Alumni	3.8 100%	**YES**
Graduates	4.0 100%	**YES**
Site Supervisors	3.6 100%	**YES**
Employers	3.5 100%	**YES**

Program Learning Outcome- Ethical Leadership

CUI Counseling Program surveyed alumni, site supervisors, graduates and employers of graduates to assess them on this PLO. This specific question reads *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.* CUI TI has a Program Goal 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, and employers of program 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 of this PLO are as follows:

Group Surveyed	Score (1-4) and Percent "Agreement"	Passed Benchmark of 80% positive feedback?
Alumni	3.9 100%	**YES**
Graduates	3.9 100%	**YES**
Site Supervisors	3.7 100%	**YES**
Employers	3.7 100%	**YES**

Program Learning Outcome- Effective Communication

CUI Counseling Program surveyed alumni, site supervisors, graduates and employers of graduates to assess them on this PLO. This specific question reads*: "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".* CUI TI has a Program Goal 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, and employers of program 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 of this PLO are as follows:

Group Surveyed	Score (1-4) Average and Percent "Agreement"	Passed Benchmark of 80% positive feedback?
Alumni	3.8 100%	**YES**
Graduates	3.7 100%	**YES**
Site Supervisors	3.6 100%	**YES**
Employers	3.8 100%	**YES**

Program Learning Outcome- Reflective Clinical Practice

CUI Counseling Program surveyed alumni, site supervisors, graduates and employers of graduates to assess them on this PLO. This specific question reads*: "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".* CUI TI has a Program Goal 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, and employers of program 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 of this PLO are as follows:

Group Surveyed	Score (1-4) Average and Percent "Agreement"	Passed Benchmark of 80% positive feedback?
Alumni	3.8 100%	**YES**
Graduates	3.8 100%	**YES**
Site Supervisors	3.6 100%	**YES**
Employers	3.6 100%	**YES**

Program Learning Outcome: Clinical Judgement and Assessment

CUI Counseling Program surveyed alumni, site supervisors, graduates and employers of graduates to assess them on this PLO. This specific question Please rate your employee's effectiveness in the following areas: **"Clinical Judgement and Assessment**: *Students will develop clinical judgement 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".   CUI TI has a Program Goal 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, and employers of program 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 of this PLO are as follows:

Group Surveyed	Score (1-4) and Percent "Agreement"	Passed Benchmark of 80% positive feedback?
Alumni	3.8 95%	**YES**
Graduates	3.7 98%	**YES**
Site Supervisors	3.6 100%	**YES**
Employers	3.6 100%	**YES**

Program Learning Outcome: Global and Community Commitment (GCC)

CUI Counseling Program surveyed alumni, site supervisors, graduates and employers of graduates to assess them on this PLO. This specific question Please rate your employee's effectiveness in the following areas. **[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. CUI TI has a Program Goal 80% positive feedback on results of systematic follow-up studies of site supervisors, graduates, and employers of program 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 of this PLO are as follows:

Group Surveyed	Score (1-4) and Percent "Agreement"	Passed Benchmark of 80% positive feedback?
Alumni	3.6 91%	**YES**
Graduates	3.5 93%	**YES**
Site Supervisors	3.6 100%	**YES**
Employers	3.3 100%	**YES**

KPI's Assessed in Curriculum
Summer 2020, Fall 2020 and Spring 2021
80% or above

Our program goal is that 80% of students will score B or above on culminating assignments for the KPI's 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 4 and 5 indicating a value of "demonstrating competence").   Also certain subscores of the CCS-R to are used to measure specific KPI's, as indicated below.

All data represents all student scores per category from Summer 2021- Spring 2022.

KPI	COURSE Assessed	ASSESSMENT	Mean percent or Score	Benchmark 80% of students will earn 84% or better; 100% will earn 4 or better on all CCS-R subscales	Met Benchmark? 80% on assignments 100% on CCS-R
KPI 1 - Professional Counseling Orientation and Ethical Practice. Students will understand professional counseling organizations, including membership benefits, and current issues	COUN 605	Interview WK 7- LA#2 (60 points)	99%	98 % Met Benchmark	YES
	COUN 606	Action Plan: WK 4- LA #1 (40 points)	97.52%	95% Met Benchmark	YES
	641/642	CCS-R Subscale: Professional Ethics	4.87	100% Met Benchmark	YES

KPI	COURSE Assessed	ASSESSMENT	Mean percent or Score	Benchmark 80% of students will earn 84% or better; 100% will earn 4 or better on all CCS-R subscales	Met Benchmark? 80% on assignments 100% on CCS-R
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.	COUN 607 COUN 641/642	Final Paper: WK 7- LA #2 (150 points) CCS-R subscale: Multicultural	95.27% 4.54	95% Met Benchmark 100% Met Benchmark	YES YES

KPI	COURSE Assessed	ASSESSMENT	Mean percent or Score	Benchmark 80% of students will earn 84% or better; 100% will earn 4 or better on all CCS-R subscales	Met Benchmark? 80% on assignments 100% on CCS-R
KPI 3- Human Growth and Development Students will analyze and apply theories of individual and family development across the lifespan	COUN 601	Final Paper: WK 6- LA #3 (170 points)	95.02%	98% Met Benchmark	YES
	COUN 641/642	CCS-R subscale: Goal Setting	4.6 out of 5	100% Met Benchmark	YES
KPI 4- Career Development Students will understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors related to career development and career counseling	COUN 600	Passing of the course (840 points is passing. 1000 points total)	98.7%	99% Met Benchmark	YES
	COUN 612	Final Paper: WK 6- LA #3 (150 points)	99.2%	100 % Met Benchmark	YES

KPI	COURSE Assessed	ASSESSMENT	Mean percent or Score	Benchmark 80% of students will earn 84% or better; 100% will earn 4 or better on all CCS-R subscales	Met Benchmark? 80% on assignments 100% on CCS-R
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	COUN 602	Theories Paper: WK 7- LA #3 (100 points)	94.63 %	98% Met Benchmark	YES
	COUN 633	Culminating Skills: WK 6- LA #1 (80 points)	94.51%	97.6%	YES
	COUN 641/ 642	CCS-R subscales:	Nonverbal Skills 4.7	99%	NO
			Enc. 4.7	100%	
			Ques. 4.61	100%	
			Para. 4.74	100%	
			Ref. 4.73	99%	
			Sum 4.72	99%	
			Adv. Reflec 4.45	99%	
			Conf 4.27	97%	

KPI	COURSE Assessed	ASSESSMENT	Mean percent or Score	Benchmark 80% of students will earn 84% or better; 100% will earn 4 or better on all CCS-R subscales	Met Benchmark? 80% on assignments 100% on CCS-R
KPI 6- Group Counseling and Group Work: Students will analyze and apply theoretical foundations of group counseling and group work	COUN 600	Passing Course (840 points is passing. 1000 points total)	98.7%	99%	YES
	COUN 604	Create Your Own Group: WK 7- LA#3 (150 points)	95.16%	97%	YES

KPI	COURSE Assessed	ASSESSMENT	Mean percent or Score	Benchmark 80% of students will earn 84% or better; 100% will earn 4 or better on all CCS-R subscales	Met Benchmark? 80% on assignments 100% on CCS-R
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 interventions	COUN 603	Historical Figure TX Plan: WK 7- LA #2 (100 points)	96.29%	97%	YES
	COUN 609	Assessment Review: WK 6- LA #3 (80 points)	95.36%	94%	YES
		Culminating Assignment: WK 7- LA #1 (100 points)	97.5%	99%	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.	COUN 602	Theories Paper WK 7- LA #3 (100 points)	97.5	97.6%	YES
	COUN 614	Final Paper WK 6- LA #3 (100 points)	95.8%	93.4%	YES

KPI 9 Contextual Dimensions Students will understand and practice ethically, roles and settings of clinical mental health counselors	COUN 606	Paper- What is a MHC: WK #1 LA#2 (40 points)	96 %	98%	YES
		Final Community Advocacy Paper: WK #5 LA #3 (200 points)	94.65%	96.8%	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 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 4 and 5 indicating a value of "demonstrating competence"). Note: sample size for this data is N= 128.

CCS-R Subscale	Mean Score Overall	% Meeting Expectations and Demonstrating Competence	Met 100% Benchmark?
Non-verbal Skills	4.7	99%	No
Encouragers	4.61	100%	YES
Use of Questions	4.61	100%	YES
Basic Reflection- Paraphrasing	4.74	100%	YES
Basic Reflection- Summarizing	4.72	99%	No
Advanced Reflection	4.73	99%	No
Confrontation	4.27	97%	No
Goal Setting	4.59	100%	YES
Focus of Counseling	4.55	100%	YES
Facilitate Therapeutic Environment: Being present	4.85	100%	YES
Facilitate Therapeutic Environment- Respect	4.84	100%	YES
Professional Behaviors	4.87	100%	YES
Professional Boundaries	4.78	100%	YES
Adherence to Site and Course Policies	4.73	100%	YES
Record Keeping	4.67	98%	No
Dispositions: Multicultural	4.53	100%	YES
Dispositions: Emotional Stability	4.74	100%	YES
Dispositions: Motivation to Learn and Grow	4.84	100%	YES

Dispositions: Openness to Feedback	4.85	100%	YES
Dispositions: Flexibility/Adaptability	4.76	100%	YES
Dispositions: Congruence	4.78	100%	YES
Total CCSR Mean Score for All Subscales:	**4.70**		

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 to 4; 4=Strongly Agree (Positive) and 1=Strongly Disagree (negative).

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.82	100%
The program was intellectually challenging.	3.82	100%
The program enhanced my professional skills.	3.90	100%
I would make the same decision to participate in this counseling program.	3.90	100%
I would recommend this counseling program to my friends.	3.81	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 to 4; 4=Strongly Agree (Positive) and 1=Strongly Disagree (negative).

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.62	96.2%
The program was intellectually challenging.	3.63	98.5%
The program enhanced my professional skills.	3.77	98.5%
I would make the same decision to participate in this counseling program.	3.62	92.4%
I would recommend this counseling program to my friends.	3.55	94%
My program provided a balance between theory and practice.	5.58	97%
Course requirements were clearly communicated by professors.	3.55	98.4%
The quality of instruction was excellent	3.38	92%
Faculty members were knowledgeable in their field	3.63	99%
Advisor responded to my questions and concerns in a timely manner	3.64	99%
Advisors were courteous and respectful	3.66	98.4%
The registration process was clear and convenient	3.47	94%
Library resources and services were helpful to the research required in my courses.	3.55	94.7%

Employer Surveys
Each year, we send an electronic survey 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 competencies valued by our program and reflected in CACREP Standards. All items in the assessment were ranked on a scale of 1 through 4, where 1= Does not meet standards, 2= Emergent, 3= Meets Expectations, and 4= Exceeds expectations.

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 response	% Meets Expectations or Exceeds Expectations
Congruence and Genuineness: The ability to be present and true	4.0	100%
Emotional Stability and Control: demonstrates self-awareness and emotional control in relationships with clients	3.81	100%
Flexibility and Adaptability: Demonstrates ability to adapt to changing circumstances, unexpected events, and new situations	3.63	100%
Multicultural Competence: Demonstrate 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 interact with the counseling relationship	3.63	100%
Openness to Feedback: Responds non-defensively and alters behavior in accordance with supervisory feedback	3.9	100%
Motivation to Learn/Initiative: demonstrates engagement in learning & development of his or her counseling competencies	4.0	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 formulate any revisions or additions to the program. The 2022-2023 program review resulted in the following:

- Data from Site Supervisors, Employers and graduates continue to indicate the need for better treatment planning and assessment skills. The program reworked COUN 603-Counseling Psychopathology and Diagnosis to include enhanced training around these topics, and additional assignments. The data this year has improved slightly since this has been reworked. However, the qualitative comments from site supervisors and employers continues to point to areas of improvement. COUN 610 has just recently added additional content on treatment planning to address this, and additional work is being done in the Internship courses.
- Data from alumni and exit interviews indicated that students were more satisfied in their preparation for national and state licensure examinations. A workshop on preparation for licensure was added Fall of 2021, and it appears this was helpful for students and will continue to be offered each year for graduates. However, graduates do indicate more information for how to set-up a private practice would be helpful. Faculty are working on providing those additional trainings.
- 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 CCSR reports.
- Qualitative data from graduate surveys indicate a need to better support students who may have critical (non-academic) incidences during their time in the program. A Student Support and Care committee has been formed to address these needs.
- Qualitative data from graduate surveys indicated a need to review curriculum for consistency in rigor and grading. All courses were systematically reviewed and updated this past year. Further, a new professional development series has been created in the Counseling Program, for all faculty regarding best practices in teaching.
- 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.
- Site Supervisors and Employers provide extremely high and positive feedback surrounding the professional behavior of Concordia Counseling students. This feedback is helpful to the program specific to the increased focus on dispositions
- CCSR 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.