



TOWNSEND INSTITUTE

CONCORDIA UNIVERSITY IRVINE

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

2026

Counseling Program Report

INTRODUCTION TO THE ANNUAL PROGRAM REPORT

This report provides a comprehensive overview and summary of the statistics analyzed by the core faculty and program director to evaluate the Concordia University's Counseling Program's Academic Quality Indicators (AQIs) and learning objectives (PLOs) for both the MA in Counseling and the PhD in Counselor Education and Supervision.

The program is implementing a new comprehensive evaluation plan, which focuses on Academic Quality Indicators, including Key Performance Indicators, Professional Dispositions, Graduate Outcomes, and Fieldwork placement rates. It also reviews program learning objectives (PLOs). This comprehensive evaluation plan ensures continued alignment with CACREP accreditation standards and WSCUC requirements, and university-wide processes.

The data derived from measuring these AQIs and PLOs allows the program to remain responsive to opportunities for curriculum and program improvement. This information is analyzed during Core Faculty, PhD Committee, and Advisory Board meetings, ensuring a collaborative approach to decision-making.

Recommended changes are guided by and agreed upon by Core Faculty and the Counseling program director. Changes are then processed, as applicable, through Concordia University's Academic Council, Educational Effectiveness Committee, and the Office of Institutional Research to ensure they are implemented with minimal disruption to the learning environment. Relevant changes are forwarded to the Registrar for catalog updates for the following year or to the Office of Innovative Instruction to update courses as necessary.

Following the annual "Assessment Summary" meeting in August, where all full-time faculty participate in a collective review and analysis of the data, this report is disseminated to all stakeholders to include administration, students, and the Townsend Institute Advisory Board. It is also published on the university website. Feedback is then solicited from the various stakeholder groups.

Feedback from the 2024-2025 Annual Report:

The 2024-2025 Annual Report identified several strategic goals and areas for modification and improvement. Guided by faculty consensus and the Counseling Director, the program has successfully implemented the following changes and closed the loop on items by integrating them into our new comprehensive evaluation plan and the corresponding AQIs.

1. Realignment of Clinical Competency Benchmarks (CCS-R Scores)

Identified Need: The 100% competency benchmark on the Counselor Competency Scale-Revised (CCS-R) was found to be an aspirational but unrealistic metric for all graduates during internship.

Action: In consultation between core faculty and the counseling program director, and PhD program coordinator, the program established a revised, realistic benchmark for program-level effectiveness. This year's data measures effectiveness by the new standard: at least 90% of students must achieve a score of "2 Meets Expectations" or higher on a 0-3 point rubric for each programmatic KPI. This shift allows for a more accurate representation of what student scores should look like while also ensuring readiness to maintain high professional standards.

2. Curriculum Enhancements for Group Counseling

Identified Need: A performance gap was identified in student competence regarding group counseling theory and practice in COUN 604.

Action: Under the direction of the counseling program director and the assistant program director, the Subject Matter Experts (SME) collaboratively revised the COUN 604 course, implementing new

readings, assignments, and a restructured group activity experience. Additionally the new comprehensive evaluation plan revises the method of KPI assessment and allows the course instructor to assess a student's facility with the KPI, regardless of a student's score on the assignment that contains the KPI measure.

3. Licensure and Post-Graduation Preparation

Identified Need: Graduate exit surveys indicated a need for targeted support regarding state licensure, private practice development, and insurance systems.

Action:

- a. The assistant dean, advising team, and assessment and accreditation specialist worked in conjunction with the Office of Institutional Research and Effectiveness to compile a comprehensive database of licensure pathways for every state. This resource is published on the university website and appears in the MA Student Handbook.
- b. Additionally, the counseling program director drafted a comprehensive quiz covering the eight areas of CACREP Foundational Curriculum to be implemented into the COUN 642 (Supervised Internship II) so students can self-assess their readiness for licensure exams. This will be launched in the Fall 2026 semester.

4. Doctoral Mentorship and Progression

Identified Need: Qualitative data suggested a need for increased faculty engagement in mentoring and improved doctoral completion rates.

Action: The PhD committee discussed the need for structured mentorship and faculty accessibility. Faculty mentors have been and will continue to be assigned to each doctoral student and faculty meet with students regularly. Additionally, the PhD residency, which first and second year students attend, has scheduled time for faculty and students to have targeted time together.

5. 2024 CACREP Standards and Evaluation Alignment

Identified Need: The program initiated a review to incorporate updated accreditation standards into program design.

Action: This review initiated a complete curriculum update and launched the new Comprehensive Evaluation Plan. By aligning our curriculum and the new AQI framework with the 2024 CACREP Standards, the program ensures it meets the highest evolving national expectations for counselor education and offers measures to analyze for continuous program effectiveness and improvement.

6. Implementation of Student Care and CSI

Identified Need: Future focus areas included the launch of a Student Care Committee and a local chapter of Chi Sigma Iota (CSI).

Action: Both initiatives are fully operational. The Student Care Committee provides holistic support for social and spiritual well-being, while the CSI chapter celebrated its inaugural induction ceremony in June 2025, reinforcing the program's commitment to professional excellence and student engagement. There have now been two student induction ceremonies at the annual residency.

7. CACREP accreditation self-study

Identified Need: The program indicated that it was in an accreditation cycle and attention was being paid to the writing of a self-study..

Action: Under the direction of the assistant dean and CACREP liaison, the counseling program director, assistant counseling program director, fieldwork coordinator, and the assessment and accreditation specialist, the program wrote a comprehensive self-study to reaffirm accreditation of the Masters of Arts in Counseling, with an emphasis in Clinical Mental Health Counseling and the PhD in Counselor

Education and supervision as well as to add a Masters of Arts in Counseling, with an emphasis in Marriage, Couple, and Family Counseling. This was submitted in April 2026.

8. Plan to Address Need for Two Residencies

Identified Need: the program recognized the CACREP policy requirement to host two in person residencies and was in the process of developing a comprehensive plan to address it.

Action: CACREP revised their policy requirement, and now require that programs deliver synchronous experiences to observe and assess counseling skills and professional dispositions for all students at least at two points throughout the students' program of study, one occurring prior to the practicum experience. The program is preparing to accommodate that through one in-person Residency and the Field Sequence.

These strategic advancements were reviewed and validated by the full faculty during the Annual Report Review.

STRUCTURE OF THE REPORT

The Program Comprehensive Evaluation plan includes the following:

The data collected is reviewed to evaluate effectiveness in achieving the minimum threshold for each of the Academic Quality Indicators (AQIs). AQIs include Key Performance Indicators (aggregate), Student Professional Dispositions (aggregate), Graduate Outcomes, and Fieldwork placements. Under the new comprehensive evaluation plan, the program indicates its desire to review trends; however, with new measures for certain AQIs, trend data will not be available for all AQIs. Where possible, the program will review trend data. All data will be reviewed, considered, and discussed for program improvement.

AQIs for both the MA and the PhD are reviewed. Each programmatic KPI is linked to specific CACREP curricular standards as well as to institutional Program Learning Objectives (PLOs). Further, it should be noted that each Program Learning Objective flows from institutional Graduate Learning Outcomes. Evaluation of PLOs is done by surveying graduates, alumni, site supervisors, and employers of program graduates for both the MA and, where applicable, the PhD. Survey results are reviewed by stakeholders.

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.

MASTER OF ARTS IN COUNSELING PROGRAM

MA COUNSELING PROGRAM LEARNING OBJECTIVES (PLOs)

Graduates will demonstrate the following:

PLO 1: Professional Counseling Orientation and Ethical Practice (GLO: Ethical Leadership)

Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice

PLO 2: Social and Cultural Identities and Experiences (GLO: Community Engagement)

Graduates will develop an understanding of theories and models of multicultural counseling and advocacy while demonstrating multicultural competence in their interactions with individuals, families, and groups

PLO 3: Lifespan Development (GLO: Reflective Practice)

Graduates will incorporate theories and principles of optimal lifespan development in order to promote resilience and wellness in individuals and families across the lifespan

PLO 4: Career Development (GLO: Community Engagement)

Graduates will demonstrate the ability to conceptualize the interrelationship among work, socioeconomic standing, wellness, disability, trauma, relationship, and other life roles for clients' diverse career needs and educational development

PLO 5: Counseling Practice and Relationships (GLO: Effective Communication)

Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans

PLO 6: Group Counseling and Group Work (GLO: Integrated Learning)

Graduates will demonstrate knowledge of the theoretical foundations of group counseling and group work, including how to effectively facilitate group practice, navigate group dynamics, and implement appropriate therapeutic factors unique to working with groups

PLO 7: Assessment and Diagnostic Processes (GLO: Integrated Learning)

Graduates will acquire, refine, and demonstrate an ability to assess client issues for diagnosis and treatment planning utilizing culturally sustaining and developmentally appropriate methods

PLO 8: Research and Program Evaluation (GLO: Scholarly Research)

Graduates will demonstrate the ability to critique research to incorporate evidence-based counseling practices in various settings

PLO 9: Specialty Counseling Practice (GLOs: Integrated Learning and Community Engagement)

Graduates will acquire, refine, and demonstrate appropriate skills specific to their chosen counseling specialty (i.e., Clinical Mental Health Counseling or Marriage, Couple, and Family Counseling)

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

ACADEMIC QUALITY INDICATORS

KEY PERFORMANCE INDICATORS (KPIs)

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

At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)

KPI 1 - Professional Counseling Orientation and Ethical Practice

Students will demonstrate their acquired knowledge and skills of the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas. *(CACREP Standard 3.A.10 - ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas)*

KPI 2 - Social and Cultural Identities and Experiences

Students will demonstrate their acquired knowledge and skills of theories and models of multicultural counseling, social justice, and advocacy. *(CACREP Standard 3.B.1 - theories and models of multicultural counseling, social justice, and advocacy)*

KPI 3 - Lifespan Development

Students will demonstrate their acquired knowledge and skills of the theories of individual and family development across the lifespan. *(CACREP Standard - 3.C.1 theories of individual and family development across the lifespan)*

KPI 4- Career Development (PLO: Effective Communication)

Students will demonstrate their acquired knowledge and skills of approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors. *(CACREP Standard - 3.D.2 approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relations, and other life roles and factors.)*

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

Students will demonstrate competent counseling strategies and techniques to facilitate the client change process *(CACREP Standard - 3.E.10 counseling strategies and techniques used to facilitate the client change process)*

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

Students will demonstrate their acquired knowledge and skills of the theoretical foundations of group counseling and group work. *(CACREP Standard - 3.F.1 theoretical foundations of group counseling and group work)*

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

Students will demonstrate their acquired knowledge and skill of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes. *(CACREP Standard - 3.G.7 use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes.)*

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

Students will demonstrate their acquired knowledge and skills of the importance of research in advancing the counseling profession, including the use of research to inform counseling practice. *(CACREP Standard - 3.H.1 the importance of research in advancing the counseling profession, including the use of research to inform counseling practice)*

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

Students will demonstrate their acquired knowledge and skills of the mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare *(CACREP Standards - 5.C.2 mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare and 5.F.12 service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare)*

STUDENT PROFESSIONAL DISPOSITIONS

At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations)

Multicultural Competence

Demonstrates awareness, appreciation, and respect of cultural differences (e.g. race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)

Emotional Stability and Self-Control

Reactivity and emotional stability (i.e. self-awareness, congruence between internal experience and external expression) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients and self-control

Motivated to Learn and Grow

Demonstrates engagement in learning and development of his or her counseling competencies

Openness to Feedback

Responds non defensively and alters behavior in accordance with faculty and supervisory feedback

Flexibility and Adaptability

Demonstrates ability to flex to changing circumstances, unexpected events, and new situations

Congruence and Genuineness

Demonstrates consistent and strong ability to be genuine & accepting of self & others

Professionalism and Professional Identity

Behaves in a professional manner towards faculty, supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others. Demonstrates consistent & advanced respectfulness and thoughtfulness within all professional interactions. Demonstrates consistent & appropriate professional boundaries

Professional and Personal Ethics

Adheres to the ethical guidelines of the ACA & NBCC; including practices within competencies. Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments

GRADUATE OUTCOMES

- Credentialing Exam Pass Rates - At least 80% of students will pass the respective credentialing exam on their first attempt
- Degree Completion Rates - At least 80% of students will complete the program within six years.
- Employment Rates - At least 80% will be employed within one year of graduation.
- Doctoral Admission Rates - At least 75% of program graduates who apply to doctoral programs will be admitted on their first attempt.

FIELDWORK PLACEMENTS

- Successful Student Placement at Fieldwork Sites within One Semester of Identified Degree Plan - 90% of all students in a field setting within one semester of their identified degree plan.

Data Collection and Reporting Process Chart - Academic Quality Indicators

AQI	Data	Collection Timeframe	Person Responsible	Reporting
Key Performance Indicator	Academic Performance on key assignments; key measures on CCS-R Evaluation (MA), or Site Supervisor Field Evaluation (PhD)	Annual Report: August Program Leadership Review: once per term, twice per semester	Annual Report Program Director & Assessment and Accreditation Specialist Program Review: Faculty, Program Director, Assistant Program Director	Annual Report: August
Professional Dispositions	Faculty Review of dispositions across matriculation	Annual Report: August Program Leadership Review: once per term, twice per semester	Annual Report Program Director & Assessment and Accreditation Specialist Program Review: Faculty, Program Director, Assistant Program Director	Annual Report: August
Graduate Outcomes to include pass rates of credentialing exams, degree completion rates, and both employment and doctoral program admission rates	Credentialing Exam results, registrar data, self-reported data from graduates and alumni	MA End of COUN/MCFC 642 PhD End of CES 742	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Fieldwork Placements	Tracking data provided by fieldwork coordinator in conjunction with program advisor.	Annually: May	Program Director & Assessment and Accreditation Specialist	Annual Report: August

PROGRAM LEARNING OBJECTIVES AND COUNSELING SKILL ASSESSMENT

In addition to Academic Quality Indicators, the program also evaluates its effectiveness in achieving its Program Learning Objectives and in students acquisition of counseling skills.

Program Learning Objectives:

The CUI Counseling program evaluates the effectiveness of the Program Learning Objectives in student learning by surveying site supervisors, alumni, graduates, and employers of graduates. Results are enumerated in charts below. The program goal is to receive 80% positive feedback on survey results. Each survey utilizes a likert scale of 1-4 where 4 equals “Strongly Agree,” and 1 equals “Strongly Disagree.”

Counseling Skill Assessment

Additionally, we also look at our students’ practical and applied demonstrations of counseling skills and behaviors. The program’s goal is that 90% of students must obtain a score of 4 or higher on the all subscales of the Counselor Competency Scale-R (CCS-R) to demonstrate program-level effectiveness on a rubric where 1 = harmful, 2 = below expectations, 3 = near expectations, 4 = meets expectations, 5 = exceeds expectations. CCS-R data is collected from scores on internship course evaluations (CCS-R) which are completed by the Site-Supervisors.

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 tables indicate what AQI and PLO data is collected, when it is collected, and how it is reported. All data is used to assess the program and overall program learning objectives.

Data Collection and Reporting Process Chart - Community Partner Feedback

Community Partner	Data	Collection Timeframe	Person Responsible	Reporting
Graduates	Graduate Survey	End of COUN/MCFC 642 (MA)	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Fieldwork Site Supervisors	MA Counseling Site Supervisor Evaluation of TI Field Program	End of COUN/MCFC 642 (MA)	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Employers of Program Graduates	Employer Survey	Annually: May	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Alumni	Alumni Survey	Annually May	Program Director & Assessment and Accreditation Specialist	Annual Report: August

Academic Quality Indicators

Including Data from AY 2025-2026

Also including Data from AY 2024-2025 and AY 2023-2024. where applicable

MA Key Performance Indicators					
KPI	Minimum Threshold	Measurement Point(s)	Result AY 25-26	Trend	Finding
			Average Score		
			Percent scoring over 2		
KPI 1 Professional Counseling Orientation and Ethical Practice Students will demonstrate their acquired knowledge and skills of the ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas.	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	<i>COUN 605 Legal, Ethical and Professional Issues</i>	2.51	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W6A2 - Ethical Dilemma Research Paper	91.95%		
		<i>COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling</i>	2.18	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W4A2 -Paper: Ethical and Legal Issues in Clinical Mental Health Counseling	97.96%		
		<i>MCFC 606 Foundations and Contextual Dimensions of Mental Health Counseling</i>	1.75	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Did not meet minimum threshold
		W4A2 -Paper: Ethical and Legal Issues in Clinical Mental Health Counseling	75.00%		
		<i>COUN 642 Supervised Internship II</i>	2.67	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		CCS-R Scores on: Professional Ethics, Professional Behavior, Professional & Personal Boundaries, Knowledge and Adherence to Site and Course	100.00%		

MA Key Performance Indicators					
		Policies, Record Keeping and Task Completion			
KPI 2 Social and Cultural Identities and Experiences Students will demonstrate their acquired knowledge and skills of theories and models of multicultural counseling, social justice, and advocacy	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	<i>COUN 607 Social and Cultural Foundations</i>	2.29	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W6A3 - Deep Dive: Cultural Knowledge, Intervention, and Advocacy Paper	98.48%		
		<i>COUN 613 Foundations of Addiction Counseling</i>	2.52		Exceeds the minimum threshold
		W5A2 -Case Study #2 (Stimulants, Relapse Prevention, & Multicultural Competence in Addiction Counseling)	92.31%		
		<i>COUN 642 Supervised Internship II</i>	2.54		Exceeds the minimum threshold
		CCS-R Scores on: Multicultural Competence in Counseling Relationships	100%		
KPI 3 Lifespan Development Students will demonstrate their acquired knowledge and skills of the theories of individual and family development across the lifespan	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	<i>COUN 601 Human Growth and Development</i>	2.44	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W6A2- Human Growth and Development Paper	93.06%		
		<i>COUN 602 Theories of Counseling</i>	1.97		Exceeds the minimum threshold
		W7A3 - Final Theories Paper	95.59%		
		<i>COUN 642 Supervised Internship II</i>	2.17		Exceeds the minimum threshold
			100%		

MA Key Performance Indicators					
		W8 - Case Conceptualization and Treatment Plan Presentation			
KPI 4 Career Development Students will demonstrate their acquired knowledge and skills of approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	COUN 612 Career and Lifestyle Development	2.41	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W6A3 - Career and Lifestyle Development Paper	98.36%		
		COUN 611 Foundations of Crisis and Trauma Counseling	2.09		Exceeds the minimum threshold
		W7A2 - Trauma Case Study Analysis	92.86%		
KPI 5 Counseling Practice and Relationships Students will demonstrate competent counseling strategies and techniques to facilitate the client change process	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	COUN 633 Counseling Skills and Techniques	2.30	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W7A1 - Experiential Clinical Skills Lab Recording Verbatim	97.78%		
		COUN 602 Theories of Counseling	2.06		Exceeds the minimum threshold
		W7A3 - Final Theories Paper	95.65%		
		COUN 642 Supervised Internship II	2.57		Exceeds the minimum threshold
		W8 - Case Conceptualization and Treatment Plan Presentations	100%		

MA Key Performance Indicators					
KPI 6 Group Counseling and Group Work Students will demonstrate their acquired knowledge and skills of the theoretical foundations of group counseling and group work	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	<i>COUN 604 Theory and Practice of Groups</i> W7A3 -Finalizing the “Create Your Own Group” Project	2.21 96.47%	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		<i>COUN 600 Townsend Institute Orientation</i> W2A2 -Final Paper (Section 4)	2.17 95.45%		Exceeds the minimum threshold
		<i>COUN 613 Foundations of Addiction Counseling</i> W4A1 - Treating Addiction Project	2.50 97.92%		Exceeds the minimum threshold
KPI 7 Assessment and Diagnostic Processes Students will demonstrate their acquired knowledge and skills of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	<i>COUN 609 Theory and Practice of Assessment</i> W7A1 -Self-Assess (Final Report)	2.67 100%	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		<i>COUN 603 Clinical Psychopathology and Diagnosis</i> W7A2 -Final Project: Fictional/Historical Figure Treatment Plan	2.47 100%		Exceeds the minimum threshold
		<i>COUN 642 Supervised Internship II</i> W8 - Case Conceptualization and Treatment Plan Presentations	2.34 100%		Exceeds the minimum threshold
KPI 8 Research and Program Evaluation Students will demonstrate their acquired knowledge and skills of the importance of	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness.	<i>COUN 614 Methods and Practice of Research and Evaluation</i>	2.51	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
			100%		

MA Key Performance Indicators					
research in advancing the counseling profession, including the use of research to inform counseling practice	3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	W7A2 -Methods and Practice of Research and Evaluation Final Paper Final Paper, Final Edits			
		<i>COUN 603 Clinical Psychopathology and Diagnosis</i>	2.38		Exceeds the minimum threshold
		W7A2 -Final Project: Fictional/Historical Figure Treatment Plan	97.37%		
		<i>COUN 642 Supervised Internship II</i>	2.41		Exceeds the minimum threshold
		W8 - Case Conceptualization and Treatment Plan Presentations	100%		
KPI 9 Specialty Counseling Practice Students will demonstrate their acquired knowledge and skills of the mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare and aftercare	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	<i>COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling</i>	2.51	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W7A3 - Final Project: Local Mental Health Resource Guide	98.04%		
		<i>MCFC 606 Foundations and Contextual Dimensions of Mental Health Counseling</i>	2.36		Did not meet minimum threshold
		W7A3 - Final Project: Local Mental Health and Relationship/Family Resource Guide	75%		
		<i>COUN 641 Supervised Internship I</i>	2.76		Exceeds the minimum threshold
		W6A3 - Address the Mental Health Continuum of Care in Your Local Community	100%		

MA Professional Dispositions							
Disposition	Minimum Threshold	Measurement Point	Result AY 25-26	Result AY 24-25	Result AY 23-24	Trend	Finding for AY 25-26
			Average Score	Average Score	Average Score		
			Percent scoring over 2	Percent scoring over 2	Percent scoring over 2		
Multicultural Competence Demonstrates awareness, appreciation, and respect of cultural differences (e.g. race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	COUN 602 Theories of Counseling	4.11	3.78	3.90	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			97.01%	74.38%	84.55%		
		COUN 604 Theory and Practice of Groups	3.93	4.18	3.80	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			92.31%	75.72%	64.38%		
		COUN 640 Supervised Practicum	4.08	4.05	4.25	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			94.17%	94.74%	96.06%		
Emotional Stability and Self-Control Reactivity and emotional stability (i.e. self-awareness, congruence between internal experience and external expression) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients and self-control	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	COUN 602 Theories of Counseling	4.04	3.75	3.92	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			96.27%	71.92%	83.74%		
		COUN 604 Theory and Practice of Groups	4.01	4.18	3.73	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			98.08%	73.41%	63.70%		
		COUN 640 Supervised Practicum	4.14	4.14	4.24	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			91.26%	98.25%	91.34%		

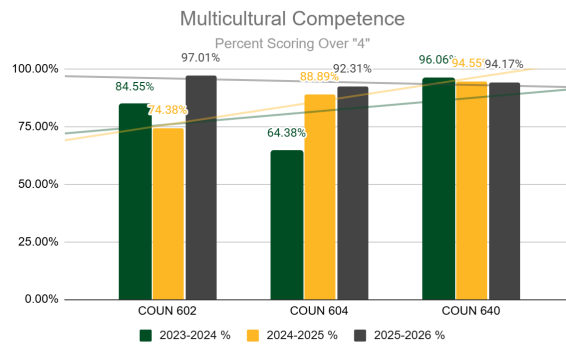
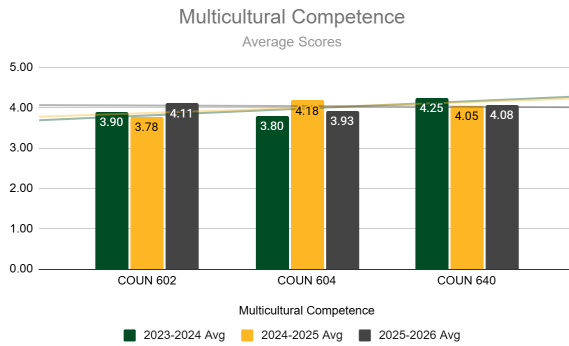
MA Professional Dispositions							
Motivated to Learn and Grow Demonstrates engagement in learning and development of his or her counseling competencies	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	COUN 602 Theories of Counseling	4.26	3.75	4.12	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			96.27%	70.94%	85.37%		
		COUN 604 Theory and Practice of Groups	4.23	4.21	3.95	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			95.19%	73.99%	63.70%		
		COUN 640 Supervised Practicum	4.14	4.33	4.35	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			91.26%	97.37%	93.70%		
Openness to Feedback Responds non defensively and alters behavior in accordance with faculty and supervisory feedback	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	COUN 602 Theories of Counseling	4.18	3.76	4.04	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			99.25%	72.91%	84.30%		
		COUN 604 Theory and Practice of Groups	4.18	4.15	3.88	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			99.04%	70.52%	64.38%		
		COUN 640 Supervised Practicum	4.22	4.32	4.49	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			95.15%	100%	96.85%		
Flexibility and Adaptability	At least 90% of students must obtain a score of 4 or higher	COUN 602 Theories of Counseling	4.05	3.72	3.88	After failing to meet the 90.00% standard in previous cycles, the	Exceeds the minimum threshold
			98.51%	69.46%	76.23%		

MA Professional Dispositions							
Demonstrates ability to flex to changing circumstances, unexpected events, and new situations	on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful					program met compliance in the 2025-2026 Academic Year.	
		COUN 604 Theory and Practice of Groups	4.00	4.15	3.73	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			97.12%	71.68%	64.38%		
		COUN 640 Supervised Practicum	4.08	4.17	4.19	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			92.23%	98.25%	91.34%		
Congruence and Genuineness Demonstrates consistent and strong ability to be genuine & accepting of self & others	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	COUN 602 Theories of Counseling	4.16	3.75	4.04	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			99.25%	72.91%	85.37%		
		COUN 604 Theory and Practice of Groups	4.13	4.23	3.78	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			98.08%	75.72%	63.70%		
		COUN 640 Supervised Practicum	4.19	4.20	4.29	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			94.17%	97.37%	96.06%		
Professionalism and Professional Identity Behaves in a professional manner towards faculty, supervisors, peers, &	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate	COUN 602 Theories of Counseling	4.08	3.71	3.92	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			95.52%	68.91%	83.61%		

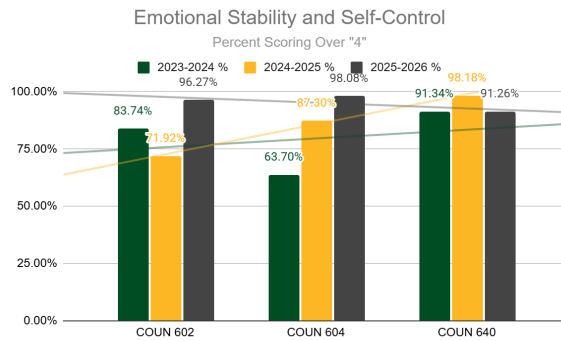
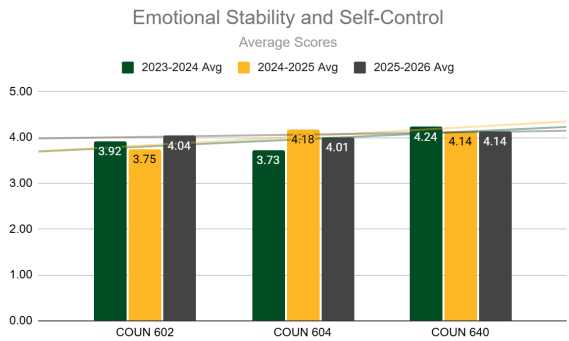
MA Professional Dispositions							
clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others. Demonstrates consistent & advanced respectfulness and thoughtfulness within all professional interactions. Demonstrates consistent & appropriate professional boundaries	program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	COUN 604 Theory and Practice of Groups	4.00	4.02	3.79	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			96.15%	64.74%	64.38%		
		COUN 640 Supervised Practicum	4.17	4.18	4.19	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			91.26%	96.49%	91.34%		
Professional and Personal Ethics Adheres to the ethical guidelines of the ACA & NBCC; including practices within competencies. Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	COUN 602 Theories of Counseling	3.99	3.80	3.87	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			98.51%	72.91%	82.11%		
		COUN 604 Theory and Practice of Groups	4.01	4.23	3.74	After failing to meet the 90.00% standard in previous cycles, the program met compliance in the 2025-2026 Academic Year.	Exceeds the minimum threshold
			99.04%	75.72%	64.38%		
		COUN 640 Supervised Practicum	4.18	4.12	4.20	Professional Disposition scores remained consistently compliant over three years, comfortably exceeding the 90.00%.	Exceeds the minimum threshold
			97.09%	98.25%	94.49%		

MA Professional Disposition Trends

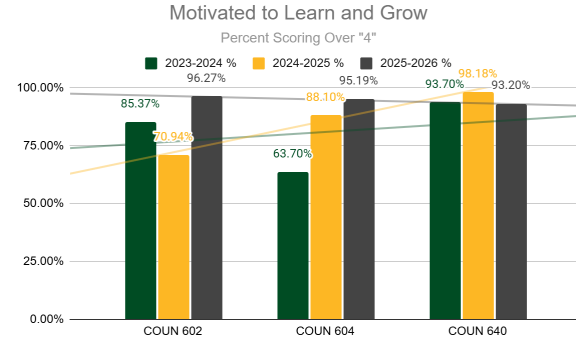
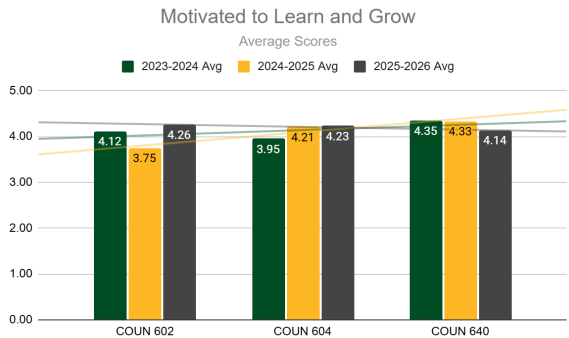
Multicultural Competence



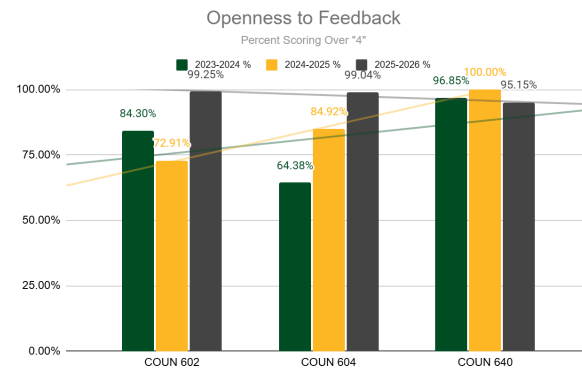
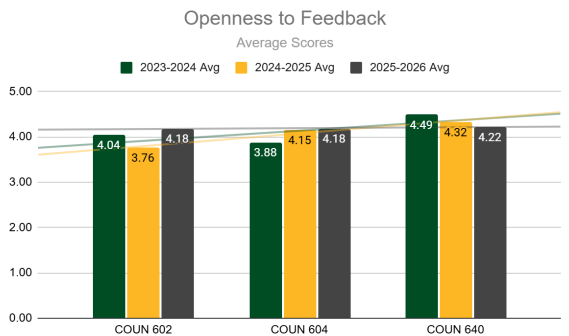
Emotional Stability and Self-Control



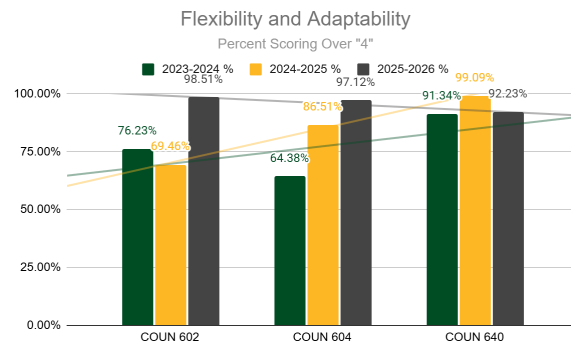
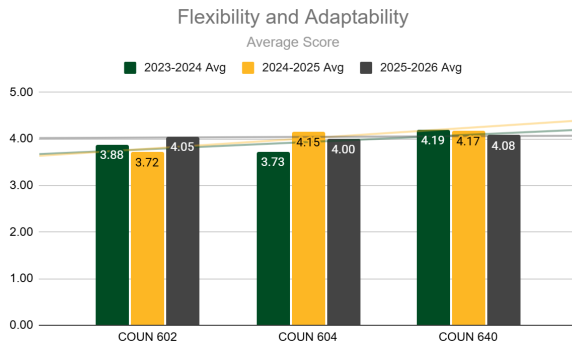
Motivated to Learn and Grow



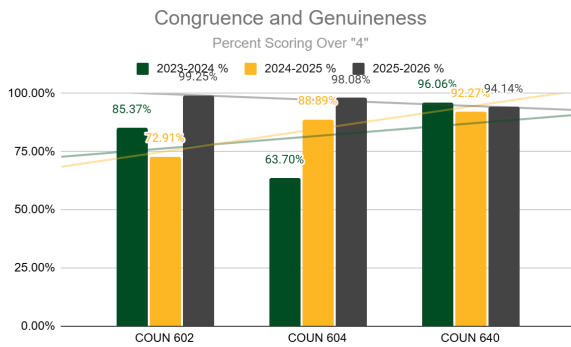
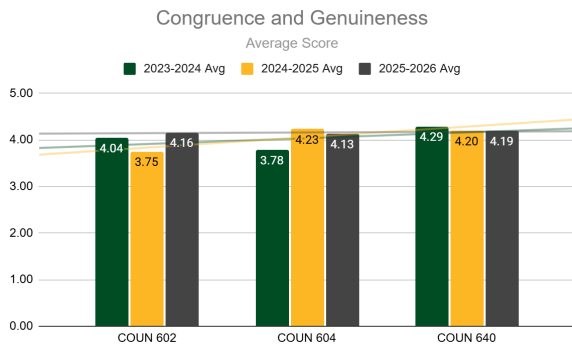
Openness to Feedback



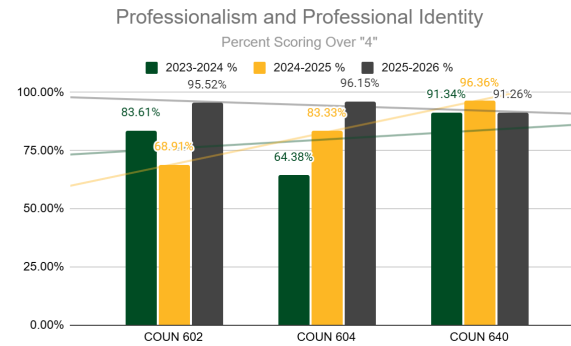
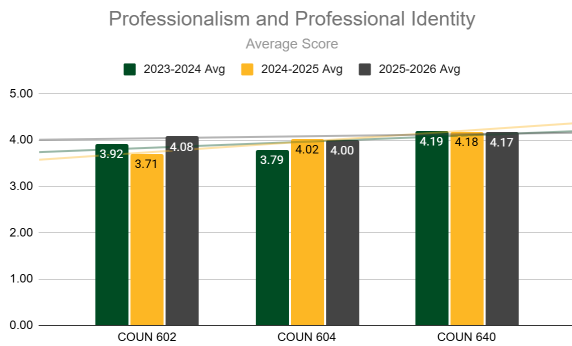
Flexibility and Adaptability



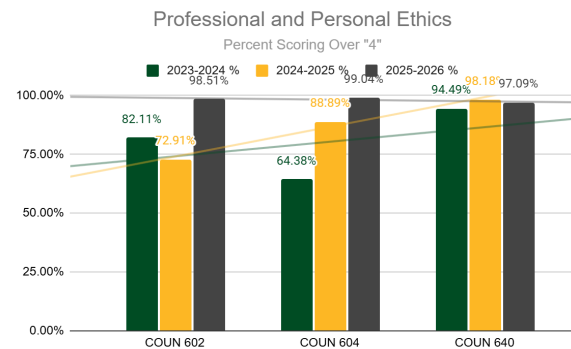
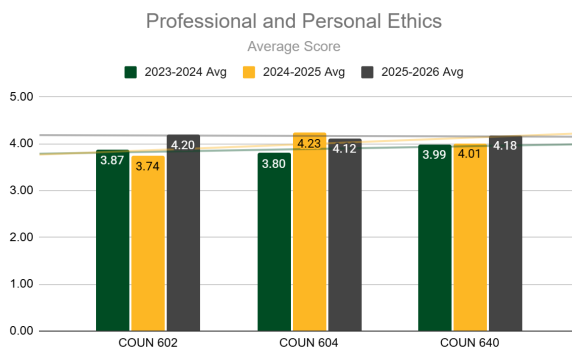
Congruence and Genuineness



Professionalism and Professional Identity



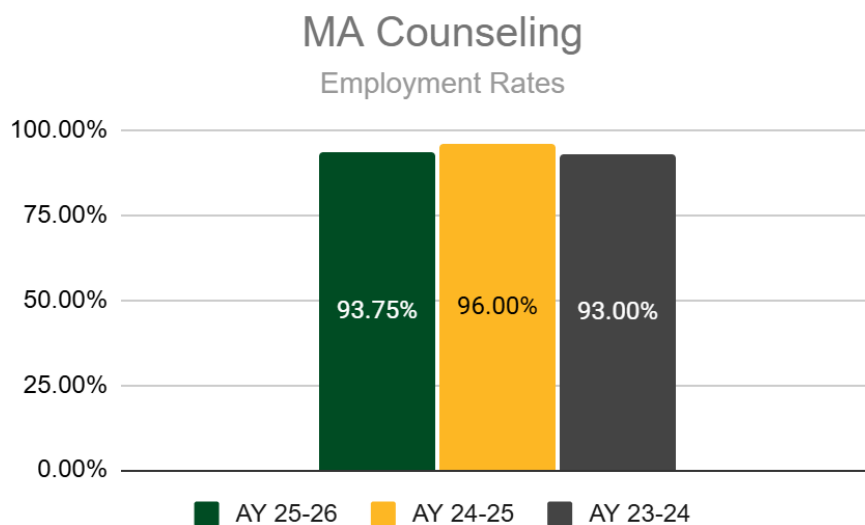
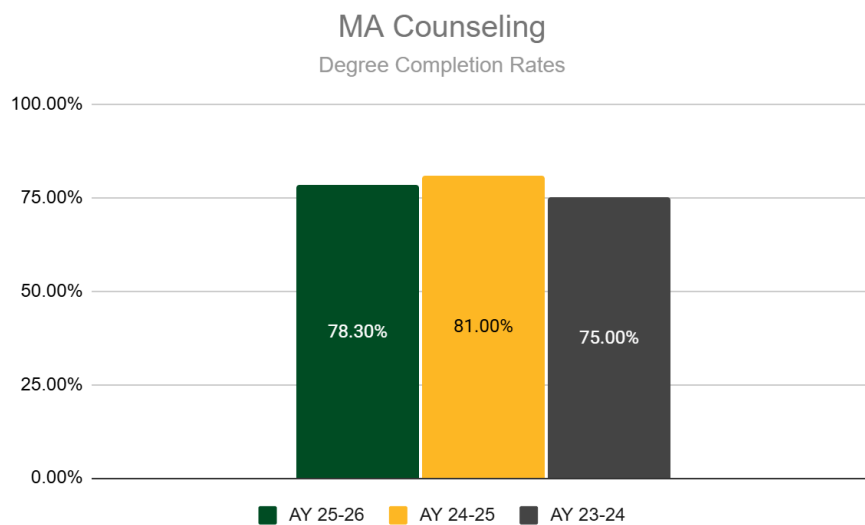
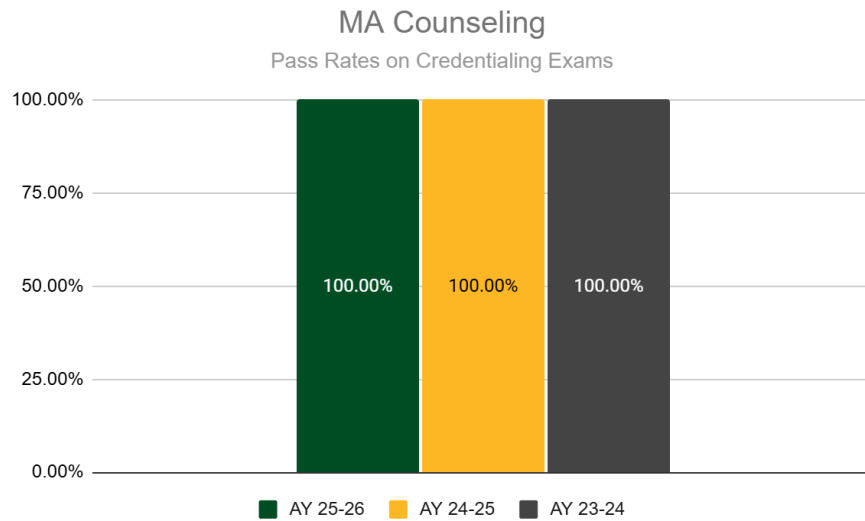
Professional and Personal Ethics



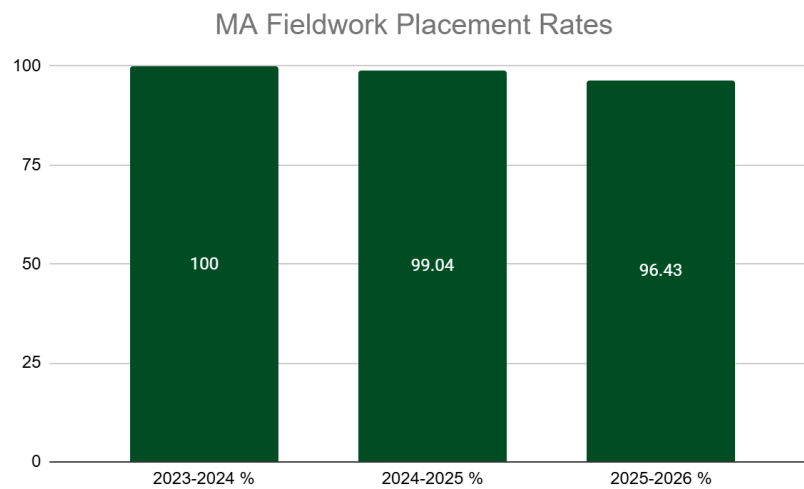
MA Graduate Outcomes

Measure	Measurement Point(s)	Minimum Threshold	Result Current Year AY 25-26	Result AY 24-25	Result AY 23-24	Trend	Finding for AY 25-26
Pass Rates on Credentialing Exams	Alumni Survey	At least 80% of students will complete the program within six years.	100%	100%	100%	Credentialing exam pass rates maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
Degree Completion Rates	Registrar Data	At least 80% of students will complete the program within six years.	78.30%	81%	75%	The program approached the established minimum threshold but has not yet consistently met the required benchmark. The program will continue to review this outcome.	Did not meet minimum threshold
Employment Rates	Alumni Survey	At least 80% will be employed within one year of graduation.	93.75%	96%	93%	Graduate employment rates showed minor fluctuations over the past three years.	Exceeds the minimum threshold
Doctoral Program Admission Rates	Alumni Survey	At least 75% of program graduates who apply to doctoral programs will be admitted on their first attempt.	0.00%	Did not collect this data	Did not collect this data	Only one graduate reported applying to a doctoral program. This graduate was not accepted to that program.	Did not meet minimum threshold

MA Counseling Graduate Outcomes



MA Fieldwork Placements							
Program	Measurement Point(s)	Minimum Threshold	Result Current Year AY 25-26	Result AY 24-25	Result AY 23-24 (FA23 and SP24 only)	Trend	Finding for AY 25-26
MA Counseling	Per Semester	90% of all students in a field setting within one semester of their identified degree plan	96.43%	99.04%	100%	Three-year data confirms strong clinical partner engagement, with fieldwork placements maintaining an average rate of 98.49%	Exceeds minimum threshold



MA Program Learning Objectives

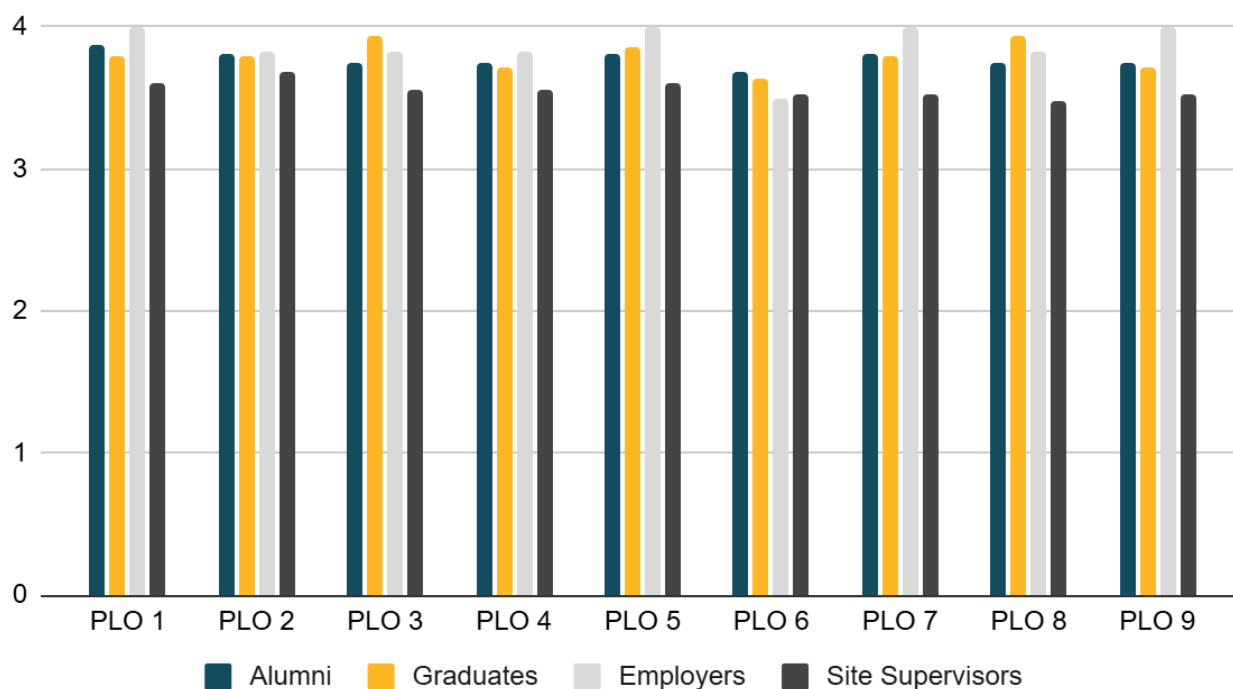
Including Data from AY 2025-2026

Review of MA Program Learning Objectives

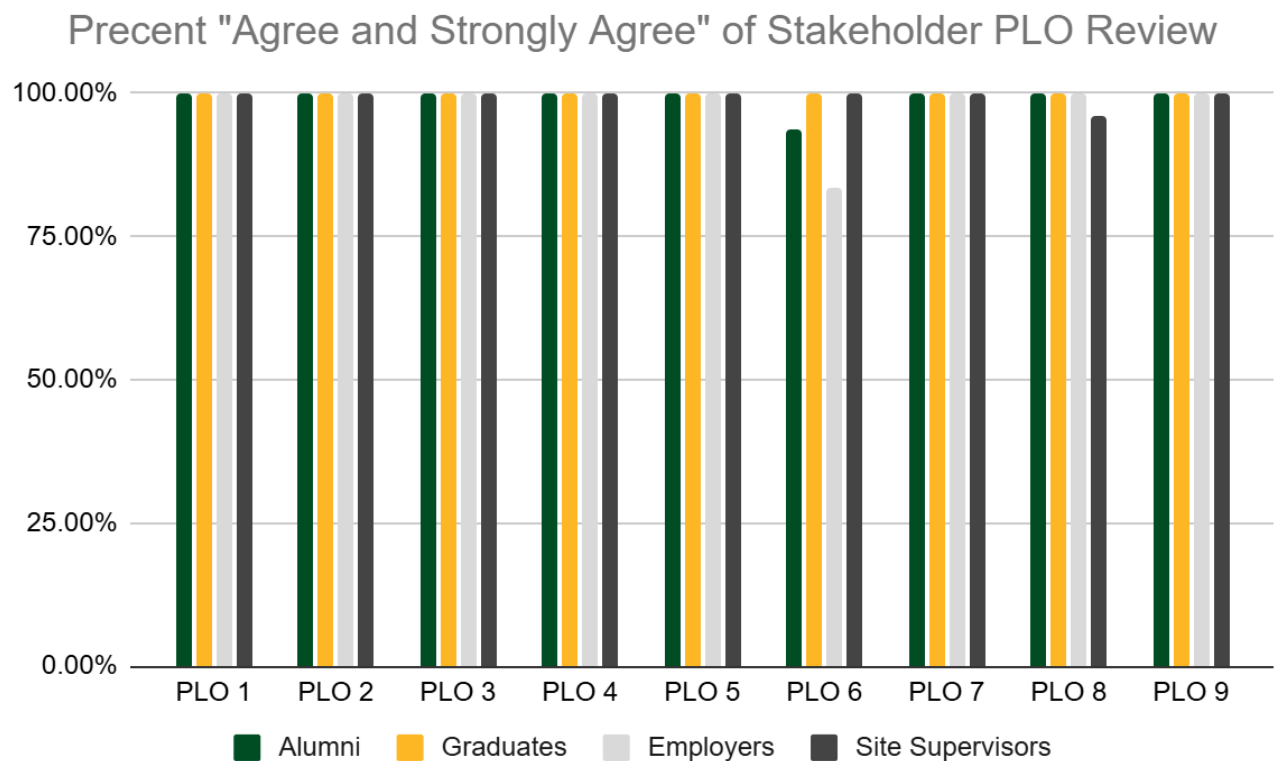
The program invites stakeholders, including alumni (N=16), graduates (N=14), employers (N=6), and site supervisors (N=25), to review its effectiveness in teaching program learning objectives (see page 5). The scale for review is 1 = strongly disagree, 2 = disagree, 3 = Agree, 4 = Strongly Agree. The program goal is to receive 80% positive feedback on survey results.

Average Scores of Stakeholder PLO Review - 2025-2026				
PLOs	Alumni	Graduates	Employers	Site Supervisors
PLO 1 Professional Counseling Orientation and Ethical Practice	3.88	3.79	4.00	3.60
PLO 2 Social and Cultural Identities and Experiences	3.81	3.79	4.72	3.68
PLO 3 Lifespan Development	3.75	3.93	3.83	3.56
PLO 4 Career Development	3.75	3.71	3.83	3.56
PLO 5 Counseling Practice and Relationships	3.81	3.86	4.00	3.60
PLO 6 Group Counseling and Group Work	3.69	3.64	3.50	3.52
PLO 7 Assessment and Diagnostic Processes	3.81	3.79	4.00	3.52
PLO 8 Research and Program Evaluation	3.75	3.93	3.83	3.48
PLO 9 Specialty Counseling Practice9	3.75	3.71	4.00	3.52

Average Scores of Stakeholder PLO Review



Percentage "Agree and Strongly Agree" of Stakeholder PLO Review - 2025-2026				
PLOs	Alumni	Graduates	Employers	Site Supervisors
PLO 1 Professional Counseling Orientation and Ethical Practice	100%	100%	100%	100%
PLO 2 Social and Cultural Identities and Experiences	100%	100%	100%	100%
PLO 3 Lifespan Development	100%	100%	100%	100%
PLO 4 Career Development	100%	100%	100%	100%
PLO 5 Counseling Practice and Relationships	100%	100%	100%	100%
PLO 6 Group Counseling and Group Work	100%	100%	100%	100%
PLO 7 Assessment and Diagnostic Processes	100%	100%	100%	100%
PLO 8 Research and Program Evaluation	100%	100%	100%	96.00%
PLO 9 Specialty Counseling Practice9	100%	100%	100%	100%



MA Counseling Skills Assessment

The TI Counseling Program goal is that 90% 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 =133.

CCS-R Subscale	Mean Score Overall	% Meeting Expectations and Demonstrating Competence	Met 90% Benchmark?
Non-verbal Skills	4.79	100%	Yes
Encourager	4.78	100%	Yes
Use of Questions	4.59	100%	Yes
Basic Reflection - Paraphrasing	4.77	100%	Yes
Basic Reflection - Feelings	4.64	99.24%	Yes
Basic Reflection - Summarizing	4.72	99.24%	Yes
Advanced Reflection	4.61	99.24%	Yes
Confrontation	4.45	98.48%	Yes
Goal-Setting	4.64	98.48%	Yes
Focus of Counseling	4.72	99.25%	Yes
Facilitate Therapeutic Environment: Being present	4.82	100%	Yes
Facilitate Therapeutic Environment: Respect	4.81	100%	Yes
Professional Ethics	4.67	99.25%	Yes
Professional Behavior	4.74	99.25%	Yes
Professional Boundaries	4.74	99.25%	Yes
Adherence to Site and Course Policies	4.70	99.25%	Yes
Record Keeping	4.65	98.50%	Yes

Dispositions: Multicultural	4.62	99.25%	Yes
Dispositions: Emotional Stability	4.74	99.25	Yes
Disposition: Motivation to Learn and Grow	4.84	100%	Yes
Dispositions: Openness to Feedback	4.82	100%	Yes
Disposition: Flexibility/Adaptability	4.74	99.25%	Yes
Dispositions: Congruence	4.80	100%	Yes
Total CCS-R Mean Score for All Subscales:	4.74	99.44%	Yes

MA Annual Formative and Summative Assessments

Including Data from AY 2025-2026

In addition to data collected to assess the effectiveness of the program's Academic Quality Indicators and its Program Learning Objectives, the program also collects follow-up information on the program itself as well as our clinical sites. The data from these assessments supplement the above data and is used to gather information to guide broader program and 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.

MA 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. 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 =16.

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.88	93.75%
The program was intellectually challenging.	3.88	100%
The education I received in the program informs the knowledge I use in my current professional role.	3.88	100%
The education I received in the program informs the skills I use in my current professional role.	3.88	100%
The education I received in the program informs the dispositions I use in my current professional role.	3.94	100%
The education I received in the program helped to shape who I am today as a professional counselor, to include attention to ethical principles and mandates, being culturally sensitive and responsive and utilizing counseling best practices	3.88	93.75%
I would make the same decision to participate in this counseling program.	3.81	93.75%
I would recommend this counseling program to my friends.	3.88	100%

MA 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. 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 = 14.

Item Question	Overall average of responses	% Agree or Strongly Agree
I am satisfied with my educational experience.	3.93	100%
The program was intellectually challenging.	4.00	100%
The program enhanced my professional skills.	4.00	100%
I would make the same decision to participate in this counseling program.	3.93	100%
I would recommend this counseling program to my friends.	4.00	100%
My program provided a balance between theory and practice.	3.86	100%
Course requirements were clearly communicated by professors.	3.86	100%
The quality of instruction was excellent.	3.79	100%
Faculty members were knowledgeable in their field.	4.00	100%
Advisor responded to my questions and concerns in a timely manner.	3.93	100%
My counseling advisor was well-informed and knowledgeable.	3.86	100%
Advisors were courteous and respectful.	3.93	100%
The registration process was clear and convenient.	3.79	92.86%
Library resources and services were helpful to the research required in my courses.	3.64	92.86%

MA Employer Survey

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.

Item Question	Overall average of responses	% Agree or Strongly Agree
Congruence and Genuineness: the ability to be present and true	4.00	100%
Emotional Stability and Control: demonstrates self-awareness and emotional control in relationships with clients.	4.00	100%
Flexibility and Adaptability: demonstrates ability to adapt to changing circumstances, unexpected events, and new situations.	3.83	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.	4.00	100%
Openness to Feedback: responds non-defensively and alters behavior in accordance with supervisory feedback	4.00	100%
Motivation to Learn/Initiative: demonstrates engagement in learning and development of his or her counseling competencies	4.00	100%

PhD in Counselor Education and Supervision

PHD COUNSELOR EDUCATION AND SUPERVISION PROGRAM LEARNING OBJECTIVES (PLOs)

Graduates will demonstrate the following:

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 education.

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.

ACADEMIC QUALITY INDICATORS

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:

At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)

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, Programmatic KPI)*

STUDENT PROFESSIONAL DISPOSITIONS

At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations)

Emotional Stability and Self-Control

Demonstrates emotional stability (i.e. congruence between mood and affect) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients. Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with clients, peers, and supervisors.

Motivated to Learn and Grow

Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development. Demonstrates consistent and strong engagement in promoting his or her

professional and personal growth and development. Demonstrates engagement in learning and development of his or her counseling competencies.

Openness to Feedback

Responds non-defensively and alters behavior in accordance with supervisory feedback. Demonstrates consistent and strong openness to supervisory feedback and implements suggested changes.

Flexibility and Adaptability

Demonstrates ability to flex to changing circumstances, unexpected events, and new situations. Demonstrates consistent and strong ability to adapt and "reads-&-flexes" appropriately.

Congruence and Genuineness

Demonstrates ability to be present and "be true to oneself." Demonstrates consistent and strong ability to be genuine and accepting of self and others.

Multicultural Competence

Demonstrates awareness, appreciation, and respect of cultural difference as it applies to clients, counseling students, and supervisees.

Professional Ethics

Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies. Demonstrates consistent and advanced (i.e., exploration & deliberation) ethical behavior & judgements.

Professional Identity

Demonstrates an emerging and growing identity as a counselor educator across the five pillars of: Counseling, Supervision, Research, Leadership and Advocacy, with consistency, critical thinking, and ethical judgement".

GRADUATE OUTCOMES

- Degree Completion Rates - At least 80% of students will complete the program within six years.
- Employment Rates - At least 80% will be employed within one year of graduation.

FIELDWORK PLACEMENTS

- Successful Student Placement at Fieldwork Sites within One Semester of Identified Degree Plan - 90% of all students in a field setting within one semester of their identified degree plan.

ACADEMIC QUALITY INDICATORS AND PROGRAM LEARNING OBJECTIVES

ACADEMIC QUALITY INDICATORS

Key Performance Indicators:

The program expects that at least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. The rubric is as follows: 0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations

Student Professional Dispositions:

Further, the program assesses students’ demonstration of counselor educator professional dispositions. Dispositions include: Emotional stability and self-control, motivated to learn and grow, openness to feedback, flexibility and adaptability, congruence and genuineness, multicultural competence, professional ethics, and professional identity. The program goal is that at least 90% of students must obtain score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness, on a rubric where 1 = harmful, 2 = below expectations, 3 = near expectations, 4 = meets expectations, 5 = exceeds expectations,

Graduate Outcomes

The program expects that at least 80% of students will complete the program within six years. The program goal is that at least 80% will be employed within one year of graduation.

Fieldwork Placements

The program goal is that 90% of all students are in a field setting within one semester of their identified degree plan.

Data Collection and Reporting Process Chart - Academic Quality Indicators

AQI	Data	Collection Timeframe	Person Responsible	Reporting
Key Performance Indicator	Academic Performance on key assignments; key measures on CCS-R Evaluation (MA), or Site Supervisor Field Evaluation (PhD)	Annual Report: August Program Leadership Review: once per term, twice per semester	Annual Report Program Director & Assessment and Accreditation Specialist Program Review: Faculty, Program Director, Assistant Program Director	Annual Report: August
Professional Dispositions	Faculty Review of dispositions across matriculation	Annual Report: August Program Leadership Review: once per term, twice per semester	Annual Report Program Director & Assessment and Accreditation Specialist Program Review: Faculty, Program Director, Assistant Program Director	Annual Report: August
Graduate Outcomes to include pass rates of credentialing exams, degree completion rates, and both employment and doctoral program admission rates	Credentialing Exam results, registrar data, self-reported data from graduates and alumni	MA End of COUN/MCFC 642 PhD End of CES 742	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Fieldwork Placements	Tracking data provided by fieldwork coordinator in conjunction with program advisor.	Annually: May	Program Director & Assessment and Accreditation Specialist	Annual Report: August

Program Learning Objectives:

The CUI Counseling program evaluates the effectiveness of the Program Learning Objectives in student learning by surveying site supervisors, alumni, graduates, and employers of graduates. Results are enumerated in charts below. The program goal is to receive 80% positive feedback on survey results. Each survey utilizes a likert scale of 1-4 where 4 equals “Strongly Agree,” and 1 equals “Strongly Disagree.”

Data Collection and Reporting Process Chart - Community Partner Feedback

Community Partner	Data	Collection Timeframe	Person Responsible	Reporting
Graduates	Graduate Survey	End of COUN/MCFC 642 (MA)	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Fieldwork Site Supervisors	MA Counseling Site Supervisor Evaluation of TI Field Program	End of COUN/MCFC 642 (MA)	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Employers of Program Graduates	Employer Survey	Annually: May	Program Director & Assessment and Accreditation Specialist	Annual Report: August
Alumni	Alumni Survey	Annually May	Program Director & Assessment and Accreditation Specialist	Annual Report: August

Academic Quality Indicators

Including Data from AY 2025-2026

Also including Data from AY 2024-2025 and AY 2023-2024. where applicable

PhD Key Performance Indicators					
KPI	Minimum Threshold	Measurement Point(s)	AY 25-26	Trend	Finding
			Average Score		
			Percent scoring over 2		
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.	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	CES 751 Statistical Analysis for Counselor Education	3	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		WFA1 - Final Project: Using Public Domain Dataset	100%		
		CES 753 Qualitative Research Design and Analysis in Counselor Education	3	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		WFA4 - Submission of Final Written Individual Project	100%		
		CES 791 Dissertation	3	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		Dissertation Defense	100%		
KPI 2 Counseling Students will demonstrate knowledge and skills related to the integration of theories relevant to counseling.	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations	703 Advanced Counseling Theories	2.67	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W4A1 - Counseling Theories: Recorded Presentation	100%		
		CES 741 Supervised Internship I	2		Exceeds the minimum threshold

PhD Key Performance Indicators

	0 = Does Not Meet Expectations	W15A4 - Case Conceptualization Treatment Plan and Paper	100%		
		CES 741 Supervised Internship II	No Data Collected		N/A
		Site Supervisor Doctoral Field Evaluation - Counseling Domain	No Data Collected		
		CES 742 Supervised Internship II	2.5		Exceeds the minimum threshold
		W15A2 - Culminating Professional Identity Portfolio	100%		
KPI 3 Teaching Students will demonstrate knowledge and skills related to teaching methods relevant to counselor education.	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	CES 702 Instruction in Counselor Education and Supervision	2	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		WFA2- Philosophy of Teaching and Course Development Plan	100%		
		CES 741 Supervised Internship I	2		Exceeds the minimum threshold
		W15A3 - Teaching Presentation	100%		
		CES 741 Supervised Internship	No Data Collected		N/A
		Site Supervisor Doctoral Field Evaluation - Teaching Domain	No Data Collected		
KPI 4 Supervision Students will demonstrate knowledge and skills related to developing a personal style of counseling supervision grounded in theory and research.	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	CES 704 Counselor Supervision: Theories, Techniques, and Technology	2	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		WFA2 - Supervision Portfolio	100%		

PhD Key Performance Indicators

		<i>CES 742 Supervised Internship II</i>	2.25		Exceeds the minimum threshold
		W15A2 -Culminating Professional Identity Portfolio	100%		
		<i>CES 742 Supervised Internship II</i>	3		Exceeds the minimum threshold
		Site Supervisor Doctoral Field Evaluation - Supervision Domain	100%		
KPI 5 Leadership and Advocacy Students will demonstrate knowledge and skills related to leadership in counselor education programs.	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations 2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	<i>CES 702 Instruction in Counselor Education and Supervision</i>	3	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W4A3 - Responding to Student Emails	100%		
		<i>CES 706 Leadership, Consultation, and Program Evaluation in Counselor Education</i>	2.25		Exceeds the minimum threshold
		WFA2 - Final Project: Lessons in Leadership in Counselor Education Programs	100%		
		<i>CES 742 Supervised Internship II</i>	2.25		Exceeds the minimum threshold
		W15A2 - Culminating Professional Identity Portfolio	100%		
KPI 6 Ethics and Identity Students will exhibit a professional counselor educator identity, informed by professional ethics and Biblical standards.	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. 3 = Exceeds Expectations	<i>CES 703 Advanced Counseling and Career Theories</i>	2.67	The program developed a new comprehensive evaluation plan for the AY 25 26. This plan measures AQIs differently than in previous academic years; therefore trend analysis is not possible at this time.	Exceeds the minimum threshold
		W7A2 -Statement of Personal and Professional Identity	100%		

PhD Key Performance Indicators

	2 = Meets Expectations 1 = Approaching Expectations 0 = Does Not Meet Expectations	CES 742 Supervised Internship II	2.25		Exceeds the minimum threshold
		W15A2 -Culminating Professional Identity Portfolio	100%		
		CES 799 Residency II	2.25		Exceeds the minimum threshold
		W1A2 - Professional Identity Presentation	100%		

PhD Professional Dispositions

Disposition	Minimum Threshold	Measurement Point	AY 25-26	AY 24-25	AY 23-24	Trend	Finding for AY 25-26
			Average Score	Average Score	Average Score		
			Percent scoring over 2	Percent scoring over 2	Percent scoring over 2		
Emotional Stability and Self-Control Demonstrates emotional stability (i.e. congruence between mood and affect) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients. Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with clients, peers, and supervisors.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	<i>CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators</i>	4.00	4.00	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 799 Residency 2	4.00	3.50	4.00	Small sample sizes affect scores, but the average score reflects that students' scores are close to the minimum threshold across the three year period.	Exceeds the minimum threshold
			100%	50%	87.50%		
		CES 775 Research Seminar V	4.33	4.50	4.33	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 741 Supervised Internship I	3.33	5.00	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years No students were enrolled in CES 741 in SP24.	Exceeds the minimum threshold
			100%	100%	No Data Collected		
Motivated to Learn and Grow Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations	<i>CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators</i>	4.00	4.40	4.18	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		

PhD Professional Dispositions

Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development. Demonstrates engagement in learning and development of his or her counseling competencies.	4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	CES 799 Residency 2	4.50	4.00	4.13	Small sample sizes affect scores (AY 24-25 n=2), but the average score reflects that students' scores are close to the minimum threshold across the three year period.	Exceeds the minimum threshold
			100%	50.00%	87.50%		
		CES 775 Research Seminar V	4.00	4.50	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 741 Supervised Internship I	3.67	5.00	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years	Exceeds the minimum threshold
			100%	100%	No Data Collected		
Openness to Feedback Responds non-defensively and alters behavior in accordance with supervisory feedback. Demonstrates consistent and strong openness to supervisory feedback and implements suggested changes.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators	4.00	4.20	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 799 Residency 2	4.50	4.00	4.13	Small sample sizes affect scores, but the average score reflects that students' scores are close to the minimum threshold across the three year period.	Exceeds the minimum threshold
			100%	50.00%	87.50%		
		CES 775 Research Seminar V	4.33	4.50	3.67	Small sample sizes affect scores, but the average score reflects that students' scores are close to the minimum threshold across the three year period.	Exceeds the minimum threshold
			100%	100%	66.67%		

PhD Professional Dispositions

		CES 741 Supervised Internship I	3.67	5.00	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years	Exceeds the minimum threshold
			100%	100%	No Data Collected		
Flexibility and Adaptability Demonstrates ability to flex to changing circumstances, unexpected events, and new situations. Demonstrates consistent and strong ability to adapt and "reads-&flexes" appropriately.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators	4.00	4.20	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 799 Residency 2	4.25	3.50	4.00	Small sample sizes affect scores (AY 24-25 n=2), but the average score reflects that students' scores are close to the minimum threshold across the three year period.	Exceeds the minimum threshold
			100%	50.00%	87.50%		
		CES 775 Research Seminar V	4.00	4.25	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 741 Supervised Internship I	3.33	5.00	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years	Exceeds the minimum threshold
			100%	100%	No Data Collected		
Congruence and Genuineness Demonstrates ability to be present and "be true to oneself." Demonstrates consistent and strong ability to be genuine and accepting of self and others.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators	4.00	4.00	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 799 Residency 2	4.00	4.00	4.13	Small sample sizes affect scores, but the average score reflects that students' scores are close to the minimum threshold across the	Exceeds the minimum threshold

PhD Professional Dispositions

			100%	50.00%	87.50%	three year period.	
		CES 775 Research Seminar V	4.67	4.75	4.33	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 741 Supervised Internship I	3.33	4.67	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years	Exceeds the minimum threshold
			100%	100%	No Data Collected		
Multicultural Competence Demonstrates awareness, appreciation, and respect of cultural difference as it applies to clients, counseling students, and supervisees.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators	4.00	4.50	3.81	Student scores approach or exceed the minimum threshold.	Exceeds the minimum threshold
			100%	100%	81.82%		
		CES 799 Residency 2	4.00	3.50	3.88	Small sample sizes affect scores (AY 24-25 n=2), but the average score reflects that students' scores are close to the minimum threshold across the three year period.	Exceeds the minimum threshold
			100%	50.00%	75.00		
		CES 775 Research Seminar V	4.00	4.00	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 741 Supervised Internship I	3.33	4.67	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years	Exceeds the minimum threshold
			100%	100%	No Data Collected		

PhD Professional Dispositions

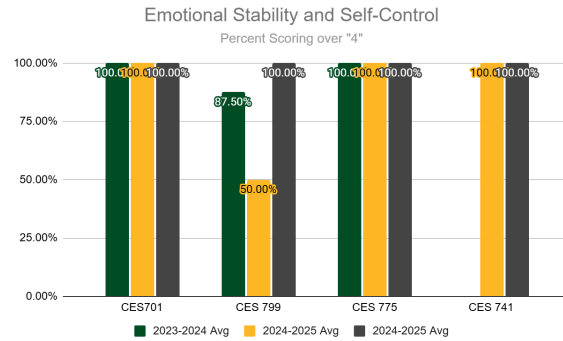
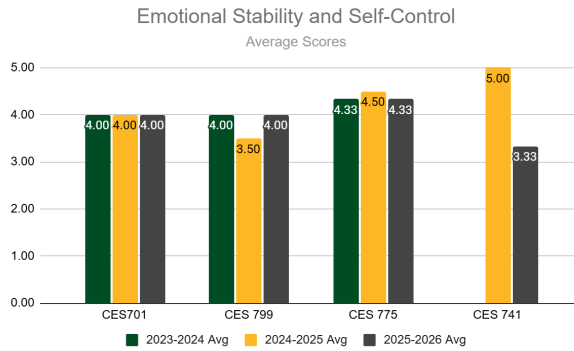
Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies. Demonstrates consistent and advanced (i.e., exploration & deliberation) ethical behavior & judgements. thoughtfulness within all professional interactions. Demonstrates consistent & appropriate professional boundaries	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	<i>CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators</i>	4.00	4.00	3.90	Student scores maintained consistent success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	90.91%		
		CES 799 Residency 2	4.25	3.50	4.00	Small sample sizes affect scores, but the average score reflects that students' scores are close to the minimum threshold across the three year period.	Exceeds the minimum threshold
			100%	50.00%	75.00%		
		CES 775 Research Seminar V	4.00	4.50	4.00	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 741 Supervised Internship I	3.33	5.00	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years	Exceeds the minimum threshold
			100%	100%	No Data Collected		
		<i>CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators</i>	3.50	3.52	3.64	Student scores maintained consistent success rate for three consecutive years	Exceeds the minimum threshold
			100%	96.00%	100%		

PhD Professional Dispositions

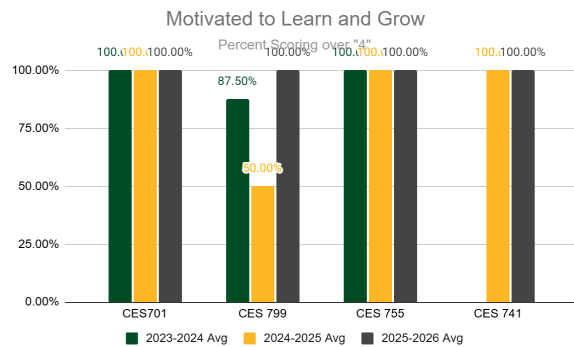
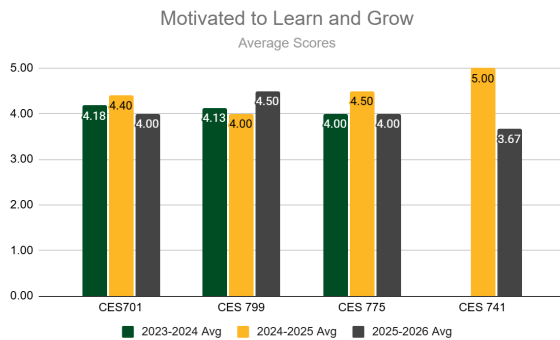
pillars of: Counseling, Supervision, Research, Leadership and Advocacy, with consistency, critical thinking, and ethical judgement".	program-level effectiveness. 5= Exceeds Expectations 4 = Meets Expectations 3 = Near Expectations 2 = Below Expectations 1 = Harmful	CES 799 Residency 2	4.00	3.50	3.45	Student scores maintained consistent success rate for three consecutive years	Exceeds the minimum threshold
			100%	90.00%	92.50%		
		CES 775 Research Seminar V	4.00	4.07	4.07	Student scores maintained a perfect 100% success rate for three consecutive years	Exceeds the minimum threshold
			100%	100%	100%		
		CES 741 Supervised Internship I	4.70	4.50	No Data Collected	Student scores maintained a perfect 100% success rate for two consecutive years	Exceeds the minimum threshold
			100%	100%	No Data Collected		

PhD Professional Disposition Trends

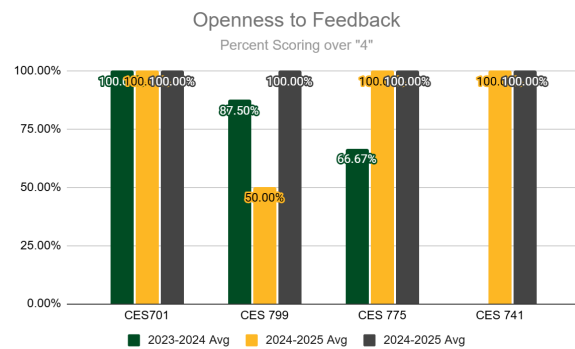
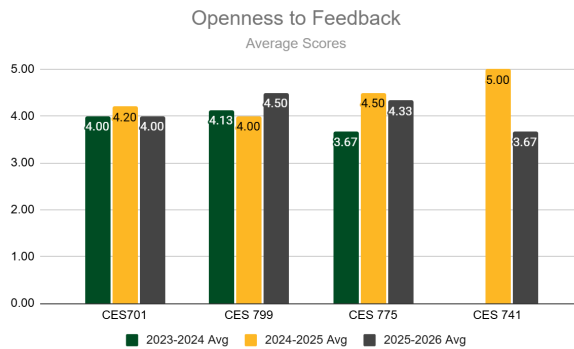
Emotional Stability and Self-Control



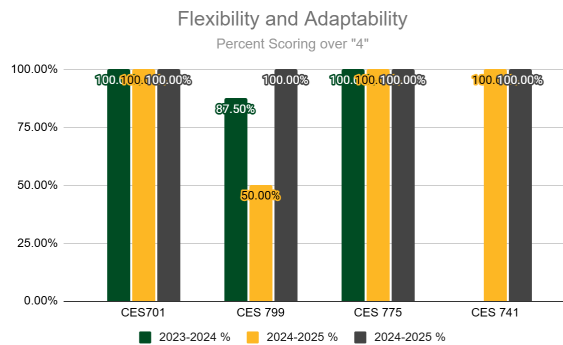
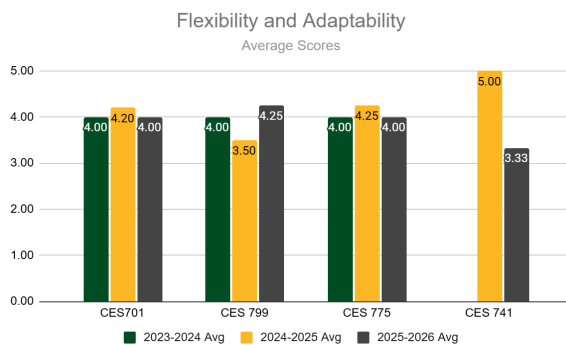
Motivated to Learn and Grow



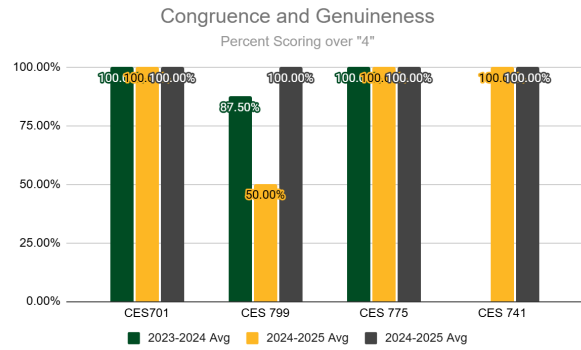
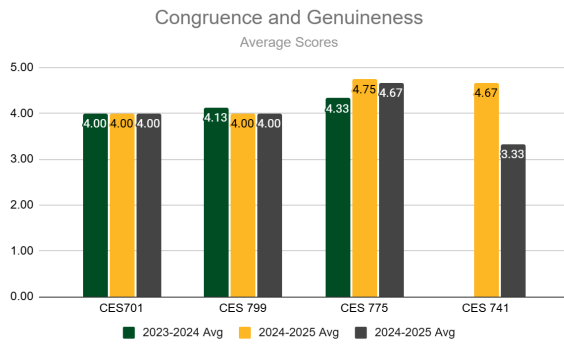
Openness to Feedback



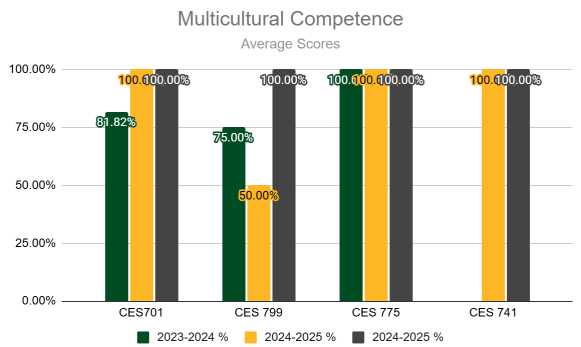
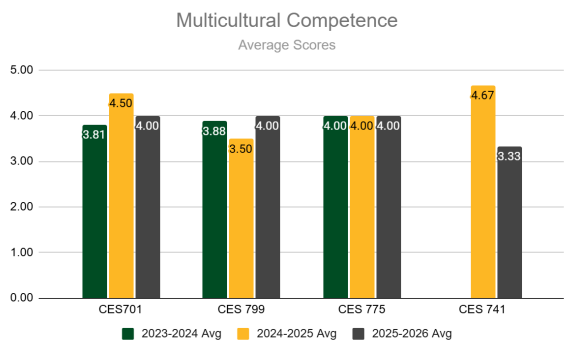
Flexibility and Adaptability



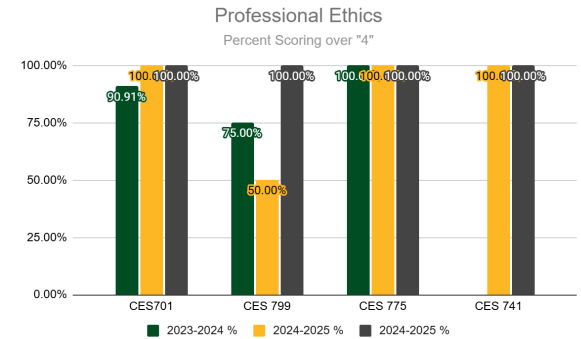
Congruence and Genuineness



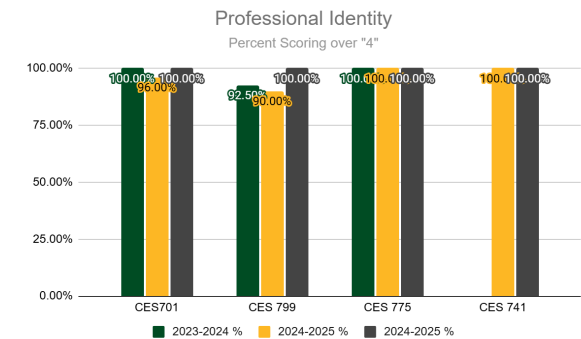
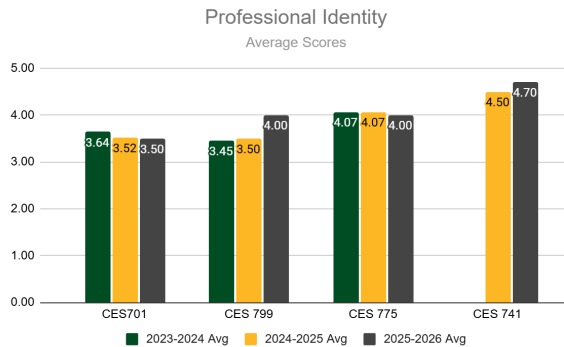
Multicultural Competence



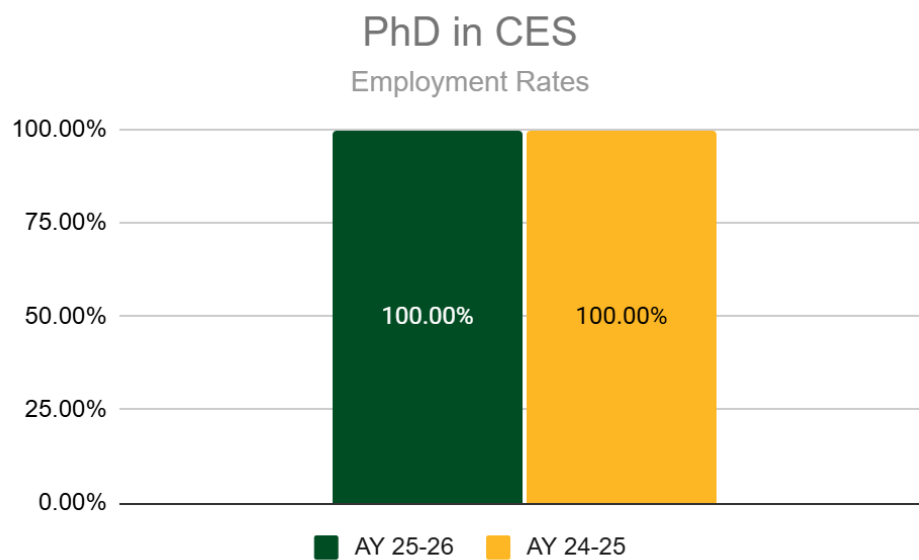
Professional Ethics



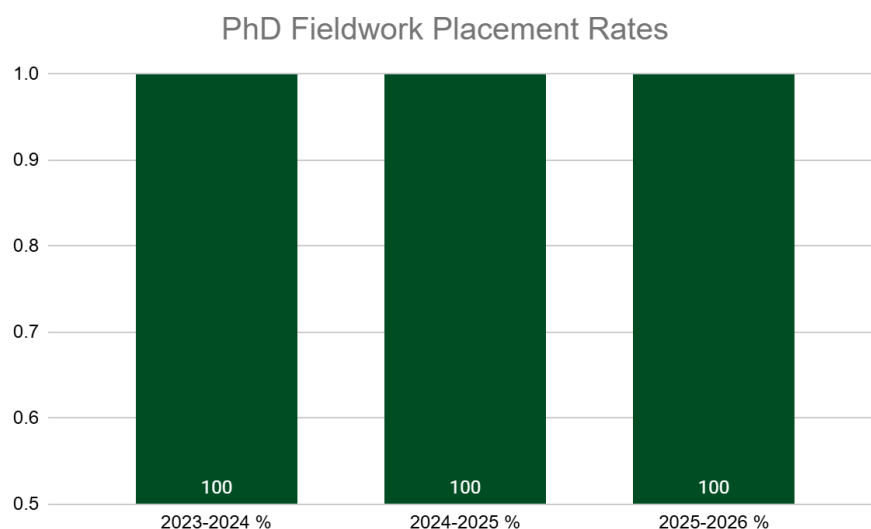
Professional Identity



PhD Graduate Outcomes							
Measure	Measurement Point(s)	Minimum Threshold	Result Current Year AY 25-26	Result AY 24-25	Result AY 23-24	Trend	Finding for AY 25-26
Degree Completion Rates	Registrar Data	At least 80% of students will complete the program within seven years.	50% of four students starting in 2022 graduated within three years, by 2025. Two more are continuing to matriculate.	60% of five students starting in 2021 graduated within three years, by 2024. One more is continuing to matriculate. One left the program.	N/A	N/A	No findings as seven years have yet to elapse since the beginning of the program.
Employment Rates	Alumni Self-Report	At least 80% will be employed within one year of graduation.	100%	100%	No Data Collected	Do not have enough data	Exceeds the minimum threshold



PhD Fieldwork Placements							
Program	Measurement Point(s)	Minimum Threshold	Result Current Year AY 25-26	Result AY 24-25	Result AY 23-24 (FA23 and SP24 only)	Trend	Finding for AY 25-26
PhD in CES	Per Semester	90% of all students in a field setting within one semester of their identified degree plan	100%	100%	100%	Three-year data confirms strong clinical partner engagement, with fieldwork placements maintaining an average rate of%	Exceeds minimum threshold



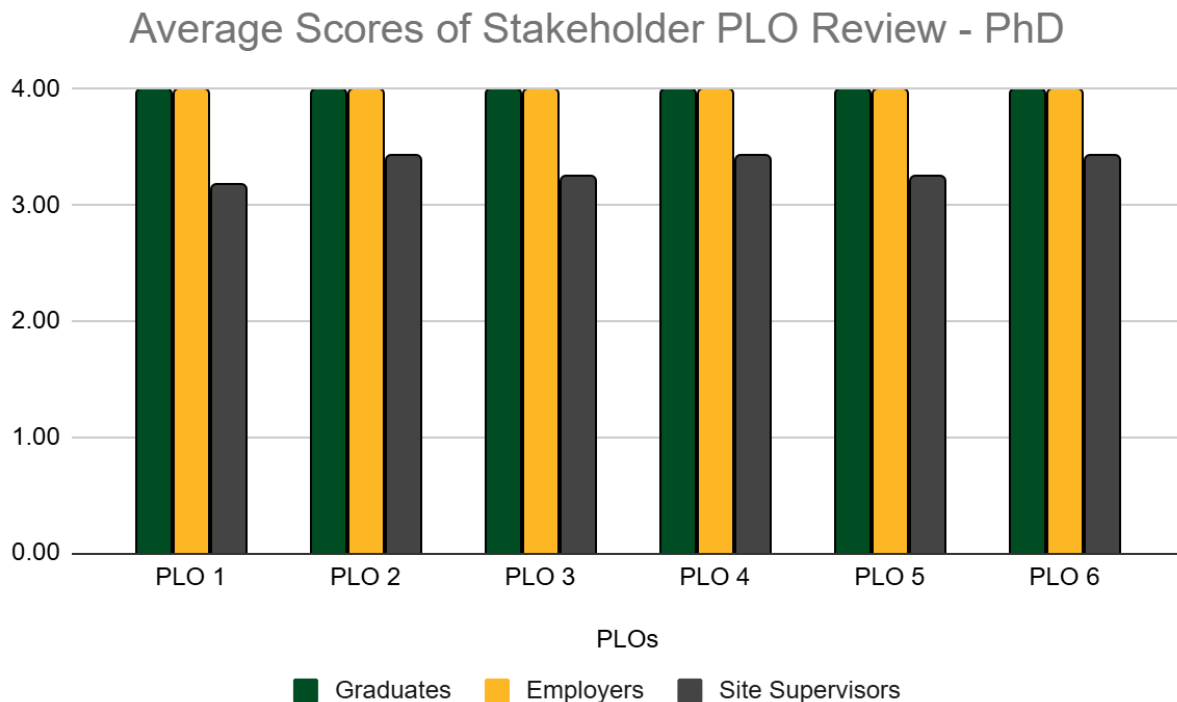
PhD Program Learning Objectives

Including Data from AY 2025-2026

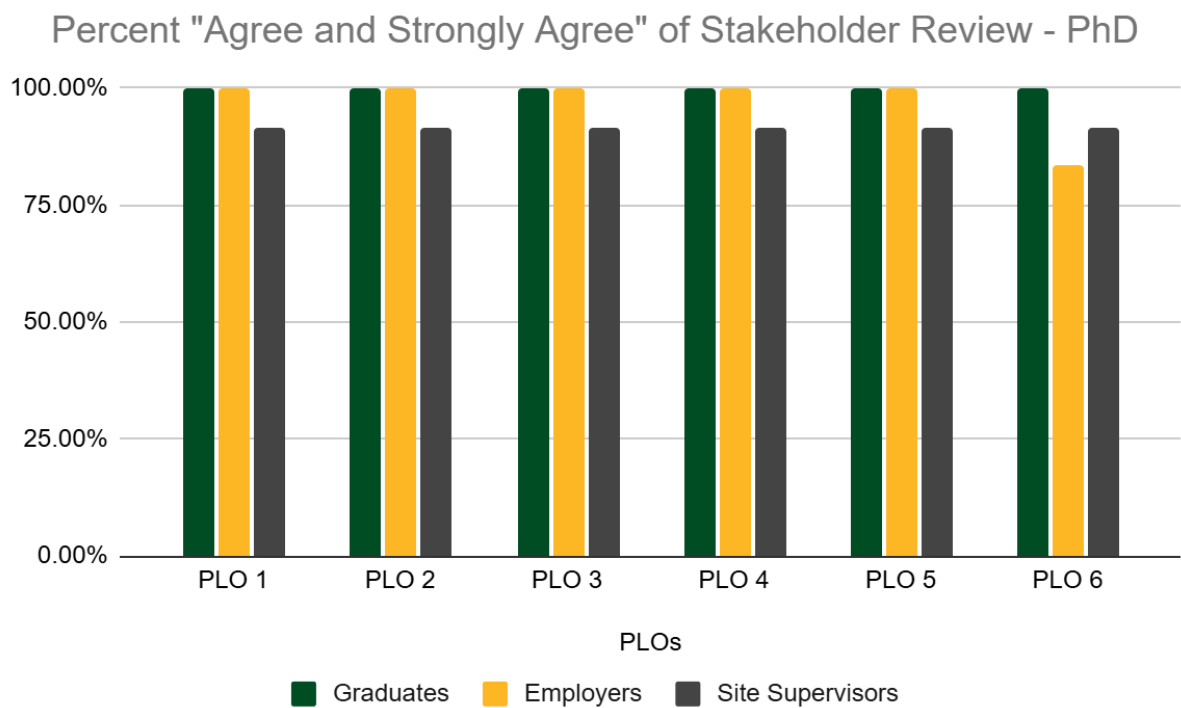
Review of PhD Program Learning Objectives

The program invites stakeholders, including graduates (N=2), employers (N=1), and site supervisors (N=12), to review its effectiveness in teaching program learning objectives (see page 30). The scale for review is 1 = strongly disagree, 2 = disagree, 3 = Agree, 4 = Strongly Agree. The program goal is to receive 80% positive feedback on survey results.

Average Scores of Stakeholder PLO Review - 2025-2026			
PLOs	Graduates	Employers	Site Supervisors
PLO1 Research	4.00	4.00	3.17
PLO 2 Counseling	4.00	4.00	3.25
PLO 3 Teaching	4.00	4.00	3.25
PLO 4 Supervision	4.00	4.00	3.25
PLO 5 Leadership and Advocacy	4.00	4.00	3.25
PLO 6 Ethics and Identity	4.00	4.00	3.42



Percentage "Agree and Strongly Agree" of Stakeholder PLO Review - 2025-2026			
PLOs	Graduates	Employers	Site Supervisors
PLO 1 Research	100%	100%	91.67%
PLO 2 Counselings	100%	100%	91.67%
PLO 3 Teaching	100%	100%	91.67%
PLO 4 Supervision	100%	100%	91.67%
PLO 5 Leadership and Advocacy	100%	100%	91.67%
PLO 6 Ethics and Identity	100%	100%	91.67%



PhD Annual Formative and Summative Assessments

Including Data from AY 2025-2026

In addition to data collected to assess the effectiveness of the program's Academic Quality Indicators and its Program Learning Objectives, the program also collects follow-up information on the program itself as well as our clinical sites. The data from these assessments supplement the above data and is used to gather information to guide broader program and clinical internship conversations. Occasionally, the data gleaned from these assessments reveal patterns that allow us to consider more general needs for program modification.

PhD 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. 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.	4.00	100%
The program was intellectually challenging.	4.00	100%
The program enhanced my professional skills and values as a counselor educator and supervisor.	4.00	100%
I would make the same decision to participate in this counseling program.	4.00	100%
I would recommend this counseling program to my friends.	4.00	100%
My program provided a balance between theory and practice.	4.00	100%
Course requirements were clearly communicated by professors.	4.00	100%
The quality of instruction was excellent.	4.00	100%
Faculty members were knowledgeable in counselor education and supervision.	4.00	100%
My academic advisor responded to my questions and concerns in a timely manner.	3.00	100%
My academic advisor was well-informed and knowledgeable.	3.50	100%

I was well-informed throughout the dissertation process on policies and procedures.	4.00	100%
My Dissertation Chair was competent and helped me move through the dissertation content effectively.	4.00	100%
My Dissertation Chair provided timely feedback.	4.00	100%
The registration process was clear and convenient.	2.50	50.00%
Library resources were helpful to the research required in my courses.	4.00	100%

PhD 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 =1.

Item Question	Overall average of responses	% Agree or Strongly Agree
Emotional Stability and Self-Control: Demonstrates emotional stability (i.e. congruence between mood and affect) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients. Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with clients, peers, and supervisors.	4.00	100%
Motivated to Learn and Grow: Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development. Demonstrates engagement in learning and development of his or her counseling competencies.	4.00	100%
Openness to Feedback: Responds non-defensively and alters behavior in accordance with supervisory feedback. Demonstrates consistent and strong openness to supervisory feedback and implements suggested changes.	4.00	100%
Flexibility and Adaptability: Demonstrates ability to flex to changing circumstances, unexpected events, and new situations. Demonstrates consistent and strong ability to adapt and "reads-and-flexes" appropriately.	4.00	100%
Congruence and Genuineness: Demonstrates ability to be present and "be true to oneself." Demonstrates consistent and strong ability to be genuine and accepting of self and others.	4.00	100%
Professional Identity: Demonstrates an emerging and growing identity as a counselor educator across the five pillars of: Counseling, Supervision, Research, Leadership and Advocacy, with consistency, critical thinking, and ethical judgement".	4.00	100%
Multicultural Competency: Demonstrates awareness, appreciation, and respect of cultural difference as it applies to clients, counseling students, and supervisees.	4.00	100%
Professional Ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, and NBCC; including practices within competencies. Demonstrates consistent and advanced (i.e. exploration and deliberation) ethical behavior and judgements.	4.00	100%

COUNSELING PROGRAM ANNUAL REPORT FEEDBACK INTO THE PROGRAM

MA Counseling and PhD Counselor Education and Supervision

Academic Year 2025–2026

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 and systematic improvement efforts for program effectiveness. As a result of the 2025–2026 program review cycle, the following strengths, areas for growth, and future strategic priorities have been identified:

Strengths of the MA Counseling Program

- Academic and Clinical Excellence: Quantitative and qualitative data confirm that the program successfully meets minimum thresholds for all of its Academic Quality Indicators (AQIs) (save for two measures of two Key Performance Indicators (KPIs), KPI 1 and KPI 9) and effectively teaches content commensurate with its Program Learning Objectives (PLOs). It should be noted that there are two to four measures for each KPI. The program is especially effective regarding clinical skills, ethical decision-making, and professional identity. Stakeholder feedback from site supervisors, alumni, and employers shows agreement that graduates demonstrate mastery across all nine Program Learning Objectives
- Credentialing and Employment Success: The program has maintained a 100% pass rate on the National Counselor Examination (NCE) for three consecutive years. Furthermore, graduate employment rates remain relatively high, with 93.75% of alumni employed within one year of graduation.
- Clinical Placement and Readiness: Fieldwork placement rates are robust, with 96.43% of students placed within one semester of their identified degree plan. Site supervisors and employers highly commend students for their professionalism, ethical integrity, and ability to build client rapport.
- Demonstrated Competence: In clinical evaluations using the Counselor Competency Scale–Revised (CCS-R), 99.44% of students met or exceeded expectations across all subscales, including non-verbal skills, empathy, and professional ethics.

Strengths of the PhD CES Program

- Advanced Competency Achievement: Measures show that our doctoral students meet or exceed expectations for AQIs and PLOs, demonstrating advanced knowledge in Counselor Education and Supervision (CES) competencies. Specifically, students achieved a 100% success rate in Research and Scholarship (KPI 1) and ethics and Identity (KPI 6).
- Exceptional Fieldwork and Employment: The PhD program achieved a 100% fieldwork placement rate and a 100% employment rate for the 2025-2026 academic year.
- Stakeholder Satisfaction: Graduates, alumni, and employers reported high levels of satisfaction, specifically noting the program's rigorous academic training and balance between theory and practice.
- Dissertation Success: All doctoral students (100%) successfully met thresholds for dissertation defense and research seminar performance.

Opportunities for Growth in the MA Counseling Program

- Targeted Performance Improvements: Data from MCFC 606 indicated that 75% of students met the benchmark for the Ethical and Legal Issues paper, falling below the program target of 85%. However, this result is based on a very small sample size and represents one of the first iterations of KPI measurement for this outcome. Future data collection cycles will be used to identify trends and determine whether additional improvements are needed in the curriculum, rubric design, or assignment preparation to better support student achievement in this area.
- Group Counseling Competency: While improvements have been made, the program previously identified a performance gap in group counseling theory (COUN 604) and must continue to monitor the effectiveness of recent curriculum revisions.
- Post-Graduation Preparation: Survey data highlighted a need for more direct support regarding state licensure, insurance systems, and private practice development.

Opportunities for Growth in the PhD CES Program

- Administrative and Registration Processes: Only 50% of doctoral graduates were satisfied with the registration process, indicating a need for greater clarity and convenience in administrative procedures.
- Mentorship and Completion: Qualitative feedback suggested a need for more structured faculty engagement to improve doctoral completion rates.
- Advising Response Times: While still meeting thresholds, the average score for academic advisor response time (3.00) was lower than other satisfaction categories, suggesting room for improvement in communication.

Future Focus Areas in the MA Counseling Program

- Alignment with 2024 CACREP Standards: The program continues its comprehensive curriculum update and has launched a new Comprehensive Evaluation Plan to ensure alignment with the updated 2024 national accreditation standards.
- Performance Improvements: Data from MCFC 606 indicated that 75% of students met the benchmark for the Ethical and Legal Issues paper, below the program target of 85%. Given the small sample size and the early stage of KPI measurement for this outcome, results will be monitored across future iterations to assess performance trends and determine whether any curricular, rubric, or assignment preparation adjustments are needed.
- New Residency Policy: The program is developing a plan to meet revised accreditation requirements for two synchronous residency experiences to observe and assess counseling skills and professional dispositions (i.e., first at residency and second during fieldwork).
- Emphasis Expansion: A self-study was submitted in April 2026 to officially add an emphasis in Marriage, Couple, and Family Counseling (MCFC) to the program's accreditation.
- Degree completion: Our MA completion rates have ranged from 75% to 81% over the reporting period, with a current rate of 78.3%, falling slightly below the program benchmark of 80%. As the program has not met the established threshold, faculty and leadership will review completion data to identify potential barriers to student persistence and graduation. This review will focus on external and program barriers (curriculum, mentoring and advising initiatives, and programmatic factors) with the goal of developing targeted strategies to improve student support and increase degree completion rates.

Future Focus Areas in the PhD CES Program

- Initial CACREP Accreditation: The program received CACREP accreditation for the PhD in CES and now has submitted its comprehensive self-study in April 2026 for overall reaccreditation.
- New Residency Policy: The program is developing a plan to meet revised accreditation requirements for two synchronous residency experiences to observe and assess counseling skills and professional dispositions. (i.e., first at residency and second during fieldwork).
- Preparation for Professional Identity Presentation in CES 799: Faculty will review the criteria, timing, and evaluation measures for the Professional Identity Presentation in CES 799 (Residency II), with particular attention to the dispositions and multicultural competence measures. This review will examine whether scores near the minimum threshold indicate a need for additional scaffolding, clearer assignment guidelines, consideration of small sample size effects, or increased faculty mentorship and advising support to promote student success.
- Evaluation Refinement: The program will continue to refine its Academic Quality Indicators (AQIs) to capture long-term trend data for continuous improvement.

Appendix A
Academic Quality Indicators for Program Effectiveness

MA Academic Quality Indicators for Program Effectiveness					
MA COUN, emphases in CMHC and MCFC					
AQI	Minimum Threshold	Data Collection	Trend	Program Learning Objective	Findings
KPI					
Professional Counseling Orientation and Ethical Practice	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: COUN 605 (SP, SU) Measurement Point 2 (CMHC): COUN 606 (FA, SP, SU) Measurement Point 2 (MCFC): MCFC 606 (FA) Measurement Point 3 (CMHC): COUN 642 (FA, SU) Measurement Point 3 (MCFC): MCFC 642 (FA, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in three of four measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Social and Cultural Identities and Experiences	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: COUN 607 (FA, SP) Measurement Point 2 COUN 613 (FA, SP) Measurement Point 3 COUN 642 (FA, SU) MCFC 642 (FA, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Lifespan Development	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate	Measurement Point 1: COUN 601 (FA, SP) Measurement Point 2 COUN 602 (FA, SP, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and	Results exceed the minimum threshold in all applicable measures.

MA Academic Quality Indicators for Program Effectiveness

	program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 3 (CMHC): COUN 642 (FA, SU) Measurement Point 3 (MCFC): MCFC 642 (FA, SU)	percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Career Development	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: COUN 612 (FA, SP, SU) Measurement Point 2 COUN 611 (FA, SP, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Counseling Practice and Relationships	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: COUN 633 (FA, SP, SU) Measurement Point 2 COUN 602 (FA, SP, SU) Measurement Point 3 (CMHC): COUN 642 (FA, SU) Measurement Point 3 (MCFC): MCFC 642 (FA, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Group Counseling and Group Work	At least 85% of students will achieve a score of "2 Meets Expectations," or higher on the rubric for each programmatic	Measurement Point 1: COUN 604 (FA, SP, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential	Results exceed the minimum threshold in all applicable measures.

MA Academic Quality Indicators for Program Effectiveness

	KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 2 COUN 600 (FA, SP) Measurement Point 3: COUN 613 (FA, SP)	The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Assessment and Diagnostic Processes	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: COUN 609 (FA, SU) Measurement Point 2 COUN 603 (FA, SP, SU) Measurement Point 3 (CMHC): COUN 642 (FA, SU) Measurement Point 3 (MCFC): MCFC 642 (FA, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Research and Program Evaluation	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: COUN 614 (SP, SU) Measurement Point 2 COUN 603 (FA, SP, SU) Measurement Point 3 (CMHC): COUN 642 (FA, SU) Measurement Point 3 (MCFC): MCFC 642 (FA, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Specialty Counseling Practice	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the	Measurement Point 1 (CMHC): COUN 606 (FA, SP, SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for	5 - Counseling Practice and Relationships. Graduates will apply theories and models of	Results exceed the minimum threshold in two of three measures.

MA Academic Quality Indicators for Program Effectiveness

	rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: (MCFC): MCFC 606 (FA) Measurement Point 2 (CMHC): COUN 641 (FA, SU) Measurement Point 2 (MCFC): MCFC 641 (FA)	patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Professional Dispositions	Minimum Threshold	Data Collection	Trend	Program Learning Outcome	Finding
Multicultural Competence - Demonstrates awareness, appreciation, and respect of cultural differences (e.g. race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: COUN 602 Theories in Counseling Measurement Point 2: COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Emotional Stability and Self-Control - Reactivity and emotional stability (i.e. self-awareness, congruence between internal experience and external expression) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients and self-control	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: COUN 602 Theories in Counseling Measurement Point 2: COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Motivated to Learn and Grow - Demonstrates engagement in learning and development of his or her counseling competencies	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets	Measurement Point 1: COUN 602 Theories in Counseling Measurement Point 2:	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards,	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory

MA Academic Quality Indicators for Program Effectiveness

	Expectations; 5= Exceeds Expectations	COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum		informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Openness to Feedback - Responds non defensively and alters behavior in accordance with faculty and supervisory feedback	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: COUN 602 Theories in Counseling Measurement Point 2: COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Flexibility and Adaptability - Demonstrates ability to flex to changing circumstances, unexpected events, and new situations	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: COUN 602 Theories in Counseling Measurement Point 2: COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Congruence and Genuineness - Demonstrates consistent and strong ability to be genuine & accepting of self & others	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: COUN 602 Theories in Counseling Measurement Point 2: COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Professionalism and Professional Identity - Behaves	At least 90% of students must obtain a score of 4 or higher on	Measurement Point 1:	The program compares cohort data across the current year and	1 - Professional Counseling Orientation and Ethical Practice.	Results exceed the minimum threshold in all measures.

MA Academic Quality Indicators for Program Effectiveness

in a professional manner towards faculty, supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others. Demonstrates consistent & advanced respectfulness and thoughtfulness within all professional interactions. Demonstrates consistent & appropriate professional boundaries	the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	COUN 602 Theories in Counseling Measurement Point 2: COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum	two previous years to track growth or decline in specific dispositional domains. The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Professional and Personal Ethics - Adheres to the ethical guidelines of the ACA & NBCC; including practices within competencies. Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: COUN 602 Theories in Counseling Measurement Point 2: COUN 604 Theories and Practice of Groups Measurement Point 3: COUN 640 Supervised Practicum	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Graduate Outcomes	Minimum Threshold	Data Collection	Trend	Program Learning Outcome	Finding
Credentialing Exams	At least 80% of students will pass the respective credentialing exam on their first attempt	Alumni licensure survey	The program compares data across the current year and two previous years to track growth or decline in expected outcomes. Programmatic graduate outcomes are compared with CACREP national averages as outlined in the CACREP Vital Statistics report.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Degree Completion Rates	At least 80% of students will complete the program within six years.	Registrar Data	The program compares data across the current year and two previous years to track growth or decline in expected outcomes. Programmatic graduate	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a	Results did not meet the minimum threshold.

MA Academic Quality Indicators for Program Effectiveness

			outcomes are compared with CACREP national averages as outlined in the CACREP Vital Statistics report.	counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Employment Rates	At least 80% will be employed within one year of graduation.	Graduate, and Alumni Surveys	The program compares data across the current year and two previous years to track growth or decline in expected outcomes. Programmatic graduate outcomes are compared with CACREP national averages as outlined in the CACREP Vital Statistics report.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Doctoral Admissions Rates	At least 75% of program graduates who apply to doctoral programs will be admitted on their first attempt.	Graduate, and Alumni Surveys	The program compares data across the current year and two previous years to track growth or decline in expected outcomes. Programmatic graduate outcomes are compared with CACREP national averages as outlined in the CACREP Vital Statistics report.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results did not meet the minimum threshold. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Fieldwork Placements	Minimum Threshold	Data Collection	Trend	Program Learning Outcome	Finding
Practicum and Internship	90% of all students in a field setting within one semester of their identified degree plan.	90% of all students in a field setting within one semester of their identified degree plan.	The program tracks trends across the current year and two previous years for consistency in placing students in an internship site in a timely manner. The program attempts to recognize and remediate persistent bottlenecks of hindrances to timely placement.	9 - Graduates will acquire, refine, and demonstrate appropriate skills specific to their chosen counseling specialty (i.e., Clinical Mental Health Counseling or Marriage, Couple, and Family Counseling).	Results exceed the minimum threshold in all measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.

PhD Academic Quality Indicators for Program Effectiveness

PhD In Counselor Education and Supervision

AQI	Minimum Threshold	Data Collection	Trend	Program Learning Objective	Findings
KPI					
Research and Scholarship	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: COUN 751 (FA) Measurement Point 2: CES 753 (SP) Measurement Point 3: CES 791 (SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Counseling	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: CES 703 (SU) Measurement Point 2: CES 741 (SP) Measurement Point 3: CES 741 (SP) Measurement Point 4: CES 742 (SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Teaching	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 =	Measurement Point 1: CES 702 (FA) Measurement Point 2: CES 741 (SP) Measurement Point 3: CES 742 (SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory

PhD Academic Quality Indicators for Program Effectiveness

	Meets Expectations; 3 = Exceeds Expectations)		scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	culturally sustaining treatment and intervention plans.	board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Supervision	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: CES 704 (SU) Measurement Point 2: CES 742 (SU) Measurement Point 3: CES 742 (SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Leadership and Advocacy	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 = Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 1: CES 702 (SU) Measurement Point 2: CES 706 (SP) Measurement Point 3: CES 742 (SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating developmentally relevant and culturally sustaining treatment and intervention plans.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Ethics and Identity	At least 85% of students will achieve a score of “2 Meets Expectations,” or higher on the rubric for each programmatic KPI to demonstrate program-level effectiveness. (0 = Does Not Meet Expectations; 1 =	Measurement Point 1: CES 703 (SU) Measurement Point 2: CES 742 (SU)	Aggregate KPI data is reviewed across the current year and two previous years. It is reviewed for patterns of growth or decline. The mean, median, and percentage of change are identified. A new system was	5 - Counseling Practice and Relationships. Graduates will apply theories and models of counseling through essential interviewing, counseling, and case conceptualization skills, while integrating	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by

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	Approaching Expectations; 2 = Meets Expectations; 3 = Exceeds Expectations)	Measurement Point 3: CES 799 (SU)	developed to measure KPI scores with the update of the curriculum to the 2024 standards. This system was embedded and the LMS Canvas and enough data to analyze trends has not yet been collected.	developmentally relevant and culturally sustaining treatment and intervention plans.	faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Professional Dispositions	Minimum Threshold	Data Collection	Trend	Program Learning Outcome	Finding
Emotional Stability and Self-Control Demonstrates emotional stability (i.e. congruence between mood and affect) and self-control (i.e. impulse control) in relationships with supervisors, peers, and clients. Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with clients, peers, and supervisors.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Motivated to Learn and Grow Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development. Demonstrates consistent and strong engagement in promoting his or her professional and personal growth and development. Demonstrates engagement in learning and development of his or her counseling competencies.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Openness to Feedback	At least 90% of students must obtain a score of 4 or higher on	Measurement Point 1:	The program compares cohort data across the current year and	1 - Professional Counseling Orientation and Ethical Practice.	Results exceed the minimum threshold in all applicable

PhD Academic Quality Indicators for Program Effectiveness

Responds non-defensively and alters behavior in accordance with supervisory feedback. Demonstrates consistent and strong openness to supervisory feedback and implements suggested changes.	the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	two previous years to track growth or decline in specific dispositional domains.	Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Flexibility and Adaptability Demonstrates ability to flex to changing circumstances, unexpected events, and new situations. Demonstrates consistent and strong ability to adapt and "reads-&-flexes" appropriately.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Congruence and Genuineness Demonstrates ability to be present and "be true to oneself." Demonstrates consistent and strong ability to be genuine and accepting of self and others.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.

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Multicultural Competence Demonstrates awareness, appreciation, and respect of cultural difference as it applies to clients, counseling students, and supervisees.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Professional Ethics Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies. Demonstrates consistent and advanced (i.e., exploration & deliberation) ethical behavior & judgements.thoughtfulness within all professional interactions. Demonstrates consistent & appropriate professional boundaries	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Professional Identity Demonstrates an emerging and growing identity as a counselor educator across the five pillars of: Counseling, Supervision, Research, Leadership and Advocacy, with consistency, critical thinking, and ethical judgement”.	At least 90% of students must obtain a score of 4 or higher on the dispositional assessment rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5= Exceeds Expectations	Measurement Point 1: CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators Measurement Point 2: CES 799 Residency II Measurement Point 3: CES 775 Research Seminar V Measurement Point 4: CES 741 Supervised Internship I	The program compares cohort data across the current year and two previous years to track growth or decline in specific dispositional domains.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.

PhD Academic Quality Indicators for Program Effectiveness

Graduate Outcomes	Minimum Threshold	Data Collection	Trend	Program Learning Outcome	Finding
Degree Completion Rates	At least 80% of students will complete the program within six years.	Registrar Data	The program compares data across the current year and two previous years to track growth or decline in expected outcomes. Programmatic graduate outcomes are compared with CACREP national averages as outlined in the CACREP Vital Statistics report.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Six years have yet to elapse since the beginning of the program. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Employment Rates	At least 80% will be employed within one year of graduation.	Graduate, and Alumni Surveys	The program compares data across the current year and two previous years to track growth or decline in expected outcomes. Programmatic graduate outcomes are compared with CACREP national averages as outlined in the CACREP Vital Statistics report.	1 - Professional Counseling Orientation and Ethical Practice. Graduates will develop a professional identity as a counselor in alignment with ethical and legal standards, informed by Concordia's Lutheran Christian identity, and exhibit the dispositions related to effective, ethical practice.	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.
Fieldwork Placements	Minimum Threshold	Data Collection	Trend	Program Learning Outcome	Finding
Internship	90% of all students in a field setting within one semester of their identified degree plan.	90% of all students in a field setting within one semester of their identified degree plan.	The program tracks trends across the current year and two previous years for consistency in placing students in an internship site in a timely manner. The program attempts to recognize and remediate persistent bottlenecks of hindrances to timely placement.	9 - Graduates will acquire, refine, and demonstrate appropriate skills specific to their chosen counseling specialty (i.e., Clinical Mental Health Counseling or Marriage, Couple, and Family Counseling).	Results exceed the minimum threshold in all applicable measures. Data is reviewed annually by faculty and an external advisory board that includes stakeholders to include individuals from the university, site supervisors, faculty, and alumni.