

Report of Student Learning and Achievement
Concordia University Irvine
Townsend Institute – PhD in Counselor Education and Supervision Program

For Academic Year:	2024-2025
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Townsend Institute Mission

PhD in Counselor Education and Supervision Program Purpose

Committed to the transformational power of competency, character, and connection, the **Townsend Institute** provides counselors, executive coaches, and organizational leaders with world-class, life-changing educational experiences that are biblically-informed, research-supported, and rooted in the Townsend growth model.

As a Christ-centered counseling program, our mission is to develop competent, culturally informed counselors, educators, supervisors, scholars, 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.

Program Learning Outcomes (PLOs)

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

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.

Program Assessment Overview			
Aligns with GLO: Scholarly Research			
Program Learning Outcome (PLO)	Course	Signature Assignment	Expected Standard
PLO 1 - Research	CES 751 CES 753 CES 781	CES 751 - Final Project: Using Public Domain Dataset CES 753 - Submission of Final Written Project CES 781 - Dissertation Defense	85% of students will score 2 or better on a rubric of 0 to 3, where 2 equals "Meets Expectations".

Program Assessment Results

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

Summary of Program Assessment Findings

PLO 1: Research Graduates will critically analyze, design, and disseminate quantitative, qualitative, and mixed methods research to conduct scholarly inquiry in the field of counselor education and supervision.

Signature assignments - The expected standard was met.

- In CES 751, 100% of students meet the expected benchmark of earning a 2 or higher on the rubric evaluating the signature assignment, “Final Project: Using Public Domain Dataset”. The average student score on the rubric was 2.83.
- In COUN 753, 100% of students met the expected benchmark of earning a 2 or higher on the rubric evaluating the signature assignment, “Submission of Final Written Project”. The average student score on the rubric was 2.67.
- In COUN 781, 100% of students met the expected benchmark of earning a 2 or higher on the rubric evaluating the signature assignment, “Dissertation Defense. The average student score on the rubric was 2.67.

Other PLO 1 Assessments - The expected standard was met.

- Graduates Survey - 100% of graduates self-reported that they agreed they’d learned the material necessary to understand the Program Learning Outcome: Research
- Site Supervisors - 100% of site-supervisors surveyed agreed that students represented the knowledge implied by the Program Learning Outcome: Research
- Employers - Unknown - None of the employers surveyed responded to our request for information.

Program Proposed Course of Action for Improvement in Learning Outcomes

Although overall survey feedback was highly favorable, qualitative responses suggest a need for increased faculty engagement in mentoring and advising relationships. Strategies to enhance faculty accessibility and structured mentorship opportunities are under consideration by the PhD committee and leadership.

Continued efforts are needed to improve student progression and completion rates within the doctoral program. The faculty will assess current barriers and develop targeted strategies to support timely degree completion.