

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

For Academic Year:	2025-2026
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Townsend Institute Mission

PhD in Counselor Education and Supervision Program 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 individuals 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 education. |
| 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: Effective Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
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.	CES 702 - WFA2 - Philosophy of Teaching and Course Development CES 741 - W15A3 - Teaching Presentation CES 741 - Site Supervisor Doctoral Field Evaluation - Teaching Domain (Questions 1-10)	85% of students will achieve a score of "2 Meets Expectations" or higher on the rubric for each Programmatic KPI/PLO. 0 = Does Not Meet Expectations 1 = Approaching Expectations 2 = Meets Expectations 3 = Exceeds Expectations Or 85% of students will achieve a score of "4 Meets Expectations" on the rubric to demonstrate Program-level effectiveness. 1 = Harmful 2 = Below Expectations 3 = Near Expectations 4 = Meets Expectations 5 = Exceeds Expectations	CES 702 - Philosophy of Teaching and Course Development - 100% CES 741 - Teaching Presentation - 100% CES 741 - Site Supervisor Doctoral Field Evaluation - Teaching Domain (Questions 1-10) - 100%

Summary of Program Assessment Findings

CES 702 - 100% of students met the expected standard on the signature assignment, "Philosophy of Teaching and Course Development Plan," and this exceeds the program's established minimum threshold 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. This score indicates that students are grasping the concepts implied by the Program Learning outcome: Teaching. The program faculty, in consultation with program leadership, work to evaluate the course's contribution to program success. This is an ongoing process aided by the leadership's review of student scores on the KPI measure once every term. The sample size is low, so the program will continue to evaluate scores and the implication of scores as the program grows. There were only samples to include of students who met expectations. Those redacted assignments have been uploaded.

CES 741 - 100% of students met the expected standard on the signature assignment, "Teaching Presentation," and this and this exceeds the program's established minimum threshold 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. This score indicates that students are grasping the concepts implied by the Program Learning outcome: Teaching. The program faculty, in consultation with program leadership, work to evaluate the course's contribution to program success. This is an ongoing process aided by the leadership's review of student scores on the KPI measure once every term. The sample size is low, so the program will continue to evaluate scores and the implication of scores as the program grows. As only one student was sampled, only one redacted assignment example is included.

CES 741 - 100% of students met the expected standard on the assessment of their scores by site supervisors on the Teaching Domain questions of the "PhD CES 741 and 742 Site Supervisor Field Evaluation of Students" survey. The program expects that 85% of students will achieve a score of "4 Meets Expectations" on the rubric to demonstrate program-level effectiveness. (1 = Harmful; 2 = Below Expectations; 3 = Near Expectations; 4 = Meets Expectations; 5 = Exceeds Expectations). This score indicates that students are grasping the concepts implied by the Program Learning outcome: Teaching. The program faculty, in consultation with program leadership, work to evaluate the course's contribution to program success. This is an ongoing process aided by the leadership's review of student scores on the KPI measure once every term. The sample size is low, so the program will continue to evaluate scores and the implication of scores as the program grows. The survey questions and results spreadsheet have been uploaded.

Program Proposed Course of Action for Improvement in Learning Outcomes

This PLO and assessment measures have only been measured for one year as the program created a new assessment plan and rubric. This first year the students have performed at an excellent level, which seems to indicate the assessment and rubric are meeting the program's focus on teaching. However, upon discussions with the SME of the 702 course, it has been indicated that there are instructional design elements of the course that need to be attended to. Specifically, the final project (measured through this PLO) needs to be re-worked to allow students feedback earlier in the term prior to the final submission.