



**COLORADO CHRISTIAN**  
**UNIVERSITY**  
*School of Counseling*

## **Ph.D. in Counselor Education and Supervision Program Assessment**

The School of Counseling at Colorado Christian University conducts an annual, systematic evaluation of the program to ensure ongoing quality and effectiveness. To inform program modifications, the School of Counseling evaluates the program's objectives using the following criteria:

1. Aggregate student assessment data measuring knowledge, skills, and professional dispositions;
2. Demographic and related characteristics of enrolled students;
3. Feedback from site supervisors;
4. Follow-up data from graduates and employers, which will be incorporated once graduates become available.

This report summarizes the program evaluation results. The report will be published on the program website in an accessible location, and current students, program faculty, institutional administrators, and partnering agencies will be notified of its availability.

### **CCU MISSION STATEMENT**

Colorado Christian University cultivates knowledge and love of God in a Christ-centered community of learners and scholars, with an enduring commitment to the integration of exemplary academics, spiritual formation, and engagement with the world. We envision graduates who think critically and creatively, lead with high ethical and professional standards, embody the character and compassion of Jesus Christ, treasure the gospel, and who thereby are prepared to impact the world in their callings.

### **SCHOOL OF COUNSELING PROGRAM MISSION STATEMENT**

The School of Counseling is committed to excellence in students' academic, clinical, and dispositional competencies. Within a Christ-centered community, students integrate a biblical perspective with course content, developing spiritually and professionally to practice wellness and model the compassion of Jesus Christ. Students are trained to become ethical and culturally sensitive professional counselors, substance use counselors, marriage and family therapists, school counselors, and counselor educators who provide mental health care, training, supervision, and research to their communities and the world.

### **PhD-CES MISSION STATEMENT**

The Ph.D. in Counselor Education and Supervision program at Colorado Christian University equips and empowers students with a Christ-centered education that fosters their personal, spiritual, and professional growth as culturally competent, ethical, and transformative counseling leaders to make a positive impact on counselor education, research, supervision, and advocacy, and to serve diverse communities with excellence and the love and compassion of Jesus Christ.

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### CAGS Program Learning Outcomes 1, 3, 4, 5, 6, 7

The PLOs below are assessed by each academic program housed within the CCU College of Adult and Graduate Studies. This does not include PLO 2 which will be followed separately after PLO 7 (on p. 6). While the PLOs are set by the Academic Affairs Committee in collaboration with the Vice President of Academic Affairs, each KPI used to assess the PLOs are established by the PhD in Counselor Education and Supervision Program. The PhD Counselor Education and Supervision utilize Insight, Qualtrics, and Supervision Assist to collect these data.

<b>Program Learning Outcome 1</b> <i>Students will examine course content and the counselor educator identity from a biblical perspective.</i>				
<i>Academic emphasis</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Students will articulate and apply a biblical worldview to CES professional identity	At least 80% of students score 3 or higher on the <i>Worldview Dialogue Rubric</i> .	CES-805: Session 4 - Exploring Worldviews Through Dialogue and Reflection.	100%	100%
<b>Program Learning Outcome 3</b> <i>Students use critical thinking skills to critique issues and provide solutions.</i>				
<i>Academic emphasis</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Students will demonstrate critical thinking by evaluating research questions, data, analyses, and ethical alignment	At least 80% of students score 3 or higher on their <i>Dissertation Application</i> .	CES-711: S14 - Dissertation Application Rubric.	93.3%	100%
<b>Program Learning Outcome 4</b> <i>Students demonstrate proficiency of academic writing.</i>				
<i>Academic emphasis</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Students will demonstrate proficiency in	At least 80% of students score 3 or higher on the S4	CES-861: S4 Completing Chapter	100%	100%



academic writing by producing a doctoral-level literature review	<i>Completing Chapter 2 Rubric</i>	2 Rubric		
<b>Program Learning Outcome 5</b> <i>Students demonstrate information literacy according to the norms of profession.</i>				
<i>Academic emphasis</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Students will demonstrate information literacy by evaluating and synthesizing scholarly sources for a professional issue presentation	<i>At least 80% score 3 or higher on S-7 Conference Content Session Snapshot Video rubric.</i>	CES-705: Scores from S 7 - Conference Content Session Snapshot Video rubric.	98.5%	97.9%
<b>Program Learning Outcome 6</b> <i>Students reflect on their Christian educational experience and its influence on their personal and professional life.</i>				
<i>Spiritual Formation emphasis</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Students will demonstrate thoughtful integration of Christian worldview and leadership identity	<i>At least 80% score 3 or higher on Session 5 Leadership Reflection rubric.</i>	CES-805: Scores from Session 5 Leadership Reflection rubric	97.14%	100%
<b>Program Learning Outcome 7</b> <i>Students apply knowledge and skills to serve and influence their workplace, families, and/or society.</i>				
<i>Engagement with the world emphasis</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Students will demonstrate cultural advocacy and social influence through Cultural Immersion	<i>At least 80% score 3 or higher on the S7 Cultural Advocacy Immersion Project Folio and Presentation rubric.</i>	CES-825: Rubric scores from S 7 Cultural Advocacy Immersion Project Folio and Presentation.	90.9%	97.9%



**CAGS Program Learning Outcome 2 (CACREP 2.E.)**

**Academic Quality Indicator (AQI) 1 (Aggregate Assessment of Student Success):  
Key Performance Indicators & Professional Dispositions**

**Program Learning Outcome 2**  
*Students demonstrate proficient knowledge and skills in Counselor Education and Supervision.*

*Engagement with the world emphasis*

**CACREP Doctoral Standards Counselor Education & Supervision  
Key Performance Indicators (6.B.1-5) + Biblical Foundations Learning Outcome**

The College of Adult and Graduates Studies (CAGS) at Colorado Christian University has institutional Program Learning Outcomes (PLOs) that are assessed by all academic programs, including the PhD in Counselor Education and Supervision degree. While most PLOs are general in nature, PLO2 uniquely provides the opportunity for each individual program to assess students’ knowledge and skills specific to that program through Core Area Learning Outcomes (CALOs) and Key Performance Indicators (KPIs). In this case, our CALOs are the five common core areas addressed in Section 6 of the 2024 CACREP Standards B 1-5 and Biblical Foundations as the program specific faith integration component.

**Key Performance Indicators**

<b>CALO: Advanced Professional Counseling (CACREP: 6.B.1.)</b>				
<i>CACREP Standard: 6.B.1.a</i>				
<i>Students will demonstrate the knowledge to apply evidence-based and research-informed counseling practices in diverse communities.</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Time 1 (Third Semester, Block A)				
Students will apply evidence-based counseling practices in theory and supervised practice	<i>At least 80% of students will score 3 or higher on the Session 6 Scholarly Examination of Theory Paper rubric.</i>	CES-821 – Session 6 Rubric scores assessing students’ analysis and synthesis of theoretical concepts in the Scholarly Examination of Theory Paper.	95.4%	97.9%
Time 2 (Third Semester, Block B)				



Students will apply evidence-based counseling practices in theory and supervised practice	<i>At least 80% of students will score <math>\geq 4</math> on all CCS-R domains (Counseling Skills &amp; Therapeutic Conditions; Conceptualization Skills; Professional Practice &amp; Ethics and Cultural Competence)</i>	CES-825, S 7: CCS-R skills ratings evaluated by faculty based on role-play and skill-setter assessment	100%	Initial assessment will be conducted in late 2026.
Time 3 (Seventh Semester)				
Students will apply evidence-based counseling practices in theory and supervised practice	<i>80% of students will score <math>\geq 4</math> on all CCS-R domains (Counseling Skills &amp; Therapeutic Conditions; Conceptualization Skills; Professional Practice &amp; Ethics; Cultural Competence)</i>	Site Supervisor complete CCS-R in Supervision Assist	100%	Initial assessment will be conducted in late 2026.
Time 4 (Seventh Semester)				
Students will apply evidence-based counseling practices in theory and supervised practice	<i>At least 80% of students score 3 or higher on S14 Case Conceptualization and Video Demonstration Rubric.</i>	CES-855 (Doctoral Internship II), Session 14- Rubric scores assessing diagnostic formulation, conceptualization, treatment planning, and integration of theory.	100%	Initial assessment will be conducted in late 2026.
<b>CALO: Supervision (CACREP: 6.B.2.)</b>				
<i>CACREP Standard: 6.B.2.c</i>				
<i>Students will demonstrate knowledge of supervisory competencies relevant to the counseling profession.</i>				
<b>Key Performance Indicator(s)</b>	<b>Minimum Thresholds</b>	<b>Data Collected</b>	<b>2024 Spring Cohort Average</b>	<b>2024 Fall Cohort Average</b>
Time 1 (Fifth Semester, Session 5)				



Students will demonstrate supervisory competencies in philosophy and supervised practice	At least 80% of students will score 3 or higher on the S5 Supervision Philosophy Paper rubric	CES-835, Session 5: Rubric Scores evaluating students' conceptualization of supervision models, supervisory values, and professional purpose as supervisors.	94.3%	96.8%
Time 2 (Fifth Semester, Session 7)				
Students will demonstrate supervisory competencies in philosophy and supervised practice	At least 80% of students will score a 3 or higher on Session 7 Role Play Rubric	CES-835 – Session 7 Role Play Rubric scores assessing demonstration of basic supervision skills, supervision dispositions and behaviors, and application of supervision strategies and interventions	100%	97.9%
Time 3 (Eighth Semester)				
Students will demonstrate supervisory competencies in philosophy and supervised practice	<i>At least 80% of students will score 3 or higher on the Session 14 Site Supervisor Evaluation of CES Intern in Supervision</i>	CES-873 (Doctoral Internship III) – Session 14 - Site Supervisor ratings evaluating supervision skills, professionalism, supervisory relationships, application of supervision models, ethical practice, and responsiveness to feedback	Initial assessment will be conducted in mid-2026.	Initial assessment will be conducted in late-2026.
<b>CALO: Teaching (CACREP: 6.B.3.)</b>				
<i>CACREP Standard: 6.B.3.d.</i>				
<i>Students will demonstrate knowledge of effective course design, instructional delivery, and evaluation methods consistent with counselor education learning outcomes.</i>				
<b>Key Performance Indicator(s)</b>	<b>Minimum Thresholds</b>	<b>Data Collected</b>	<b>2024 Spring Cohort Average</b>	<b>2024 Fall Cohort Average</b>



Time 1 (Fourth Semester)				
Students will apply effective course design and instructional delivery in counselor education	<i>At least 80% of students will score 3 or higher on Rubric of the Session 7 Final Course Package</i>	CES-831, Session 7 - Rubric scores evaluating course objectives, syllabus development, assignment design with rubrics, and adjustments for diverse learning settings.	100%	Initial assessment will be conducted in late-2026.
Time 2 (Sixth Semester)				
Students will apply effective course design and instructional delivery in counselor education	<i>At least 80% of students will score 3 or higher on the Video Lecture Submission rubric (all rows).</i>	CES-871, Rubric scores evaluating instructional clarity, organization, delivery, engagement strategies, use of media, and alignment with course objectives.	100%	100%
Time 2 (Sixth Semester, Session 14)				
Students will apply effective course design and instructional delivery in counselor education	<i>At least 80% of students will score 3 or higher on the S14 Site Supervisor Evaluation of the CES Intern in Teaching.</i>	CES-871 (Doctoral Internship I), Session. 14: Site Supervisor ratings assessing teaching effectiveness, instructional planning, professionalism, classroom management, communication, responsiveness to feedback, and overall teaching performance.	100%	Initial assessment will be conducted in mid-2026.
<b>CALO: Research and Scholarship (CACREP: 6.B.4.)</b>				
<i>CACREP Standard: 6.B.4.g.</i>				
<i>Students will demonstrate advanced research skills appropriate for scholarly inquiry in counselor education.</i>				



Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Time 1 (Third Semester)				
Students will apply advanced research skills relevant to the counseling profession	<i>At least 80% of students will score 3 or higher on the Final Qualitative Research Project Assignment (Part B).</i>	CES-741, S.6: Rubric scores evaluating qualitative data analysis, trustworthiness strategies, interpretation of findings, and written scholarly presentation.	94.6%	89.4%
Time 2 (Fourth Semester)				
Students will apply advanced research skills relevant to the counseling profession	<i>At least 80% of students will score 3 or higher on the Session 6 Final Quantitative Research Project.</i>	CES-751 S.6: Rubric scores evaluating quantitative research design, statistical analysis, interpretation of results, and scholarly written communication.	100%	98.2%
Time 3 (Ninth Semester)				
Students will apply advanced research skills relevant to the counseling profession	<i>At least 80% of students will score 3 or higher on the Module 3 Approval of Final Dissertation Document rubric.</i>	CES-883 (Dissertation III). Module 3 Approval of Final Dissertation Document rubric evaluating successful dissertation defense and final draft of entire dissertation.	Initial assessment will be conducted in mid-2026.	Initial assessment will be conducted in mid-2027.
<b>CALO: Leadership and Advocacy (CACREP: 6.B.5.)</b>				
<i>CACREP Standard: 6.B.5.m</i>				
<i>Students will demonstrate knowledge of ethical leadership and advocacy within the counseling profession and diverse communities while exhibiting the professional dispositions expected of counselor leaders.</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average



Time 1 (Second Semester)				
Students will demonstrate the knowledge of ethical leadership and advocacy in professional and community contexts	<i>At least 80% of students will score 3 or higher on the S3 Task 3 rubric.</i>	CES-705, S 3: Rubric scores assessing application of knowledge, leadership planning, ethical action steps, and professional influence.	87.9%	93.8%
Time 2 (Third Semester)				
Students will demonstrate the knowledge of ethical leadership and advocacy in professional and community contexts	<i>At least 80% of students will score 3 or higher on the Session 7 Cultural Advocacy Immersion Project Folio and Presentation.</i>	CES-825, Session 7 Rubric scores assessing cultural advocacy, community engagement, social influence, and reflective integration.	90.9%	97.7%
Time 3 (Fourth Semester)				
Students will demonstrate the knowledge of ethical leadership and advocacy in professional and community contexts	<i>At least 80% of students will score 3 or higher on the Session 3 Applied Practice Consultation Project Presentation Rubrics</i>	CES-851 Session 3 Applied Practice Consultation Project Presentation Rubric scores assessing application of consultation stages, leadership decision-making, rationale for consultation approach, and professional communication in a consultation context.	85.6%	89.7%
CALO: Biblical Foundations				
<i>Program Objective 6: Students will demonstrate knowledge of biblical principles and a Christian worldview that inform dispositions and practices in counselor education and supervision.</i>				
Key Performance Indicator(s)	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average



Students will integrate biblical principles and a Christian worldview in counselor education and supervision	<i>At least 80% of students score a 2.0 average rubric score on the E-Portfolio Reflection rubric row 8 (Spiritual Integration Across Roles).</i>	Comprehensive Assessment: Rubric scores evaluating students' ability to integrate spiritual and biblical perspectives across counselor educator roles (teaching, supervision, leadership, research, and advocacy).	100%	100%
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### Professional Dispositions

<i>Students will demonstrate knowledge of ethical leadership and advocacy within the counseling profession and diverse communities while exhibiting the professional dispositions expected of counselor leaders.</i>				
<i>Students will demonstrate knowledge of biblical principles and a Christian worldview that inform dispositions and practices in counselor education and supervision.</i>				
Professional Disposition	Minimum Thresholds	Data Collected	2024 Spring Cohort Average	2024 Fall Cohort Average
Time 1 (Year 1)				
Students will demonstrate professional dispositions across CES domains	<i>At least 80% of students will score 4 or higher on all CCS-R counseling disposition and behaviors domains during the counseling internship readiness assessment.</i>	CES-825, Session 7 : CCS-R Counseling disposition and behaviors ratings to assess counseling internship readiness.	100%	100%
Students will demonstrate professional dispositions across CES domains	<i>At least 80% of students will score <math>\geq 3</math> on all PDCA-R domains.</i>	CES-825, Session 7: PDCA-R disposition ratings evaluated by faculty to assess counseling internship readiness.	91.5%	100%
Time 2 (Year 2)				



Students will demonstrate professional dispositions across CES domains	<i>At least 80% of students will score 3 or higher on all PDCA-R domains during the teaching internship.</i>	CES-871, S14: PDCA-R disposition ratings during teaching internship.	100%	Initial assessment will be conducted in mid-2026.
<b>Time 3 (Year 3 – Sem 1)</b>				
Students will demonstrate professional dispositions across CES domains	<i>At least 80% of students will score 4 or higher on all CCS-R counseling disposition and behaviors domains during the counseling internship.</i>	CES-855, S 14: CCS-R Counseling disposition and behaviors ratings during counseling internship	100%	Initial assessment will be conducted in late 2026.
<b>Time 4 (Year 3 – Sem 2)</b>				
Students will demonstrate professional dispositions across CES domains	<i>At least 85% of students will score 3 or higher on all PDCA-R domains during the supervision internship.</i>	CES- 873, S-14: PDCA-R ratings assessing dispositions during supervision internship.	Initial assessment will be conducted in mid-2026.	Initial assessment will be conducted in late 2026.

**Academic Quality Indicator (AQI) 2 (Aggregate Assessment of Student Success):  
Graduate Outcomes**

<b>Graduate Outcomes</b>				
<b>Graduate Outcomes</b>	<b>Minimum Thresholds</b>	<b>Data Collected</b>	<b>2024 Spring Cohort Average</b>	<b>2024 Fall Cohort Average</b>
Degree completion rates	<i>85% of students complete the degree within the university/program designated 6-year timeframe.</i>	Degree completion rates from Institutional Research	Initial assessment will be conducted in late 2026.	Initial assessment will be conducted in late 2027.
Job placement rates	<i>100% of graduates are employed within 2 years of degree completion</i>	Annual Survey of Alumni Results	Initial assessment will be conducted in late 2026.	Initial assessment will be conducted in late 2027.



**Academic Quality Indicator (AQI) 3 (Aggregate Assessment of Student Success):  
Diverse Learning Community**

<i>Diverse Learning Community</i>				
Diversity	Minimum Thresholds	Data Collected	2024-2025 Academic Year	2025-2026 Academic Year
<b>Demographic Data: Students</b>				
Enrolled Students	<i>Demographic data collected from institutional records based on student-provided information upon acceptance into the program.</i>	Self-reported demographic data from enrolled students.	<p><b>Ethnicity</b> White: 61.9% Hispanic/Latino: 28.6% Black or African American: 9.52%</p> <p><b>Gender</b> Male: 16.67% Female: 83.3%</p>	<p><b>Ethnicity</b> White: 65.8% Hispanic/Latino: 26.3% Black or African American: 5.26% Asian: 2.63%</p> <p><b>Gender</b> Male: 14.29% Female: 85.71%</p>
Enrolled Students	<i>Demographic data collected from institutional records based on student-provided information upon acceptance into the program.</i>	Self-reported demographic data from enrolled students.	<p><b>Age</b> 25-30: 7.69% 31-35: 38.46% 36-40: 15.38% 41-45: 15.38% 46-50: 23.08% 51-55: 7.69% Other: 7.69%</p> <p><b>Religion</b> Christian: 38.1% Non-Denominational: 28.6% Others: 9.52% Catholic: 4.76% Roman Catholic: 4.76% Presbyterian: 4.76% None: 4.76%</p>	<p><b>Age</b> 25-30: 9.52% 31-35: 19.05% 36-40: 23.81% 41-45: 19.05% 46-50: 14.29% 51-55: 23.81% 56-50: 4.76%</p> <p><b>Religion</b> Christian: 42.1% Non-Denominational: 23.7% Others: 13.16% Baptist: 5.26% Roman Catholic: 5.26% Assembly of God: 2.63% Catholic: 2.63% Presbyterian: 2.63% None: 2.63%</p>
Enrolled Students	<i>Demographic data collected from institutional records based on student-</i>	Self-reported demographic data from enrolled students.	<p><b>Military/Veteran Status</b> Active duty: 1</p>	<p><b>Military/Veteran Status</b> Veteran: 1</p>



	<i>provided information upon acceptance into the program.</i>			
Degree Completion Rates	<i>Degree completion rates reflect appropriate progression and completion across student identities in relation to institutional and community demographics.</i>	Degree completion data collected from institutional records and alumni survey responses.	Initial assessment will be conducted in 2026.	Initial assessment will be conducted in 2027.
<b>Diversity</b>	<b>Minimum Thresholds</b>	<b>Data Collected</b>	<b>2024-2025 Academic Year</b>	<b>2025-2026 Academic Year</b>
<b>Demographic Data: Faculty</b>				
Retention Rates	<i>Faculty retention rates reflect appropriate continuity across faculty identities while maintaining institutional standards and mission.</i>	Demographic data related to full-time faculty retention.	8+ years	8+ years

**Academic Quality Indicator (AQI) 4 (Aggregate Assessment of Student Success):  
Fieldwork Placements**

<b>Fieldwork Placements</b>				
<i>Placement rate reflects the percentage of students who successfully secured an approved site for the required fieldwork experience during the reporting period.</i>				
<b>Fieldwork Placements</b>	<b>Minimum Thresholds</b>	<b>Data Collected</b>	<b>2024 Spring Cohort Average</b>	<b>2024 Fall Cohort Average</b>
Placement Rates	<i>100% of students seeking required fieldwork placements each academic term successfully secure approved sites.</i>	Fieldwork placement data for doctoral internship experiences	100%	Initial assessment will be completed in 2027.



### Community Partner Engagement and Accountability (CACREP 2.F)

As the Ph.D. in Counselor Education and Supervision program is newly implemented, data from final semester student surveys, graduate/alumni surveys, and employer surveys are not yet available. The program has established a systematic plan to collect these data as cohorts progress and graduate.

Currently, the program has collected initial data from site supervisor evaluations during Internship I and II, which serve as the primary source of external stakeholder feedback on student competency across program objectives.

#### Program Objective 1

*Students will demonstrate the knowledge to apply evidence-based and research-informed counseling practices in diverse communities.*

Measure	Data Source	Sample (N)	Benchmark	Result	Interpretation
Measure 1	Final Semester Student Survey	Not yet available	80% of students score 3 or higher on items assessing confidence in counseling competencies	N/A	Data will be collected as first cohort reaches final semester
Measure 2	Graduate/Alumni Survey	Not yet available	80% of respondents score 3 or higher on items assessing the use of evidence-based and research-informed counseling practices in professional roles	N/A	Data will be collected post-graduation
Measure 3	Site Supervisor Survey	4/10	80% of all surveyed will score 3 or better on the site supervisor survey rubric completed after the counseling internship	100%	Students demonstrated strong application of evidence-based counseling practices in diverse settings
Measure 4	Graduate/Alumni Employer Survey	Not yet available	80% of respondents score 3 or higher on items assessing graduates' confidence in demonstrating counseling competencies	N/A	Data will be collected once graduates enter workforce



### Program Objective 2

*Students will demonstrate knowledge of supervisory competencies relevant to the counseling profession.*

Measure	Data Source	Sample (N)	Benchmark	Result	Interpretation
Measure 1	Final Semester Student Survey	Not yet available	80% of students score 3 or higher on items assessing confidence in supervisory competencies	N/A	Data will be collected as first cohort reaches final semester
Measure 2	Graduate/Alumni Survey	Not yet available	80% of all surveyed will score 3 or better on assessing the application of supervision models and supervisory competencies in professional roles	N/A	Data will be collected post-graduation
Measure 3	Site Supervisor Survey	In progress	80% of all surveyed will score 3 or better on the site supervisor survey rubric completed after the supervision internship	Pending	Data will be analyzed as additional supervision internship data are collected
Measure 4	Graduate/Alumni Employer Survey	Not yet available	80% of all surveyed will score 3 or better on items related to graduates' confidence in supervisory competencies	N/A	Data will be collected once graduates enter workforce

### Program Objective 3

*Students will demonstrate knowledge of effective course design, instructional delivery, and evaluation methods consistent with counselor education learning outcomes.*

Measure	Data Source	Sample (N)	Benchmark	Result	Interpretation
Measure 1	Final Semester Student Survey	Not yet available	80% of all surveyed will score 3 or better on assessing confidence in teaching competencies	N/A	Data will be collected as first cohort reaches final semester



Measure 2	Graduate/Alumni Survey	Not yet available	80% of all surveyed will score 3 or better on assessing confidence in teaching competencies	N/A	Data will be collected post-graduation
Measure 3	Site Supervisor Survey	10/10	80% of all surveyed will score 3 or better on the site supervisor survey rubric completed after the Teaching internship	100%	Students demonstrated strong teaching competencies and instructional effectiveness
Measure 4	Graduate/Alumni Employer Survey	Not yet available	80% of all surveyed will score 3 or better on graduates' confidence in teaching competencies	N/A	Data will be collected once graduates enter workforce

#### Program Objective 4

*Students will demonstrate advanced research skills appropriate for scholarly inquiry in counselor education.*

Measure	Data Source	Sample (N)	Benchmark	Result	Interpretation
Measure 1	Final Semester Student Survey	Not yet available	80% of students score 3 or higher on items assessing preparation for scholarly inquiry and research competence	N/A	Data will be collected as first cohort reaches final semester
Measure 2	Graduate/Alumni Survey	Not yet available	80% of respondents score 3 or higher on items assessing preparedness for research and scholarship	N/A	Data will be collected post-graduation
Measure 3	Site Supervisor Survey	4/10	80% of students score 3 or higher on items assessing the integration of research-informed supervision practices, use of scholarly literature, and evidence-based decision-making during	100%	Students demonstrated integration of research-informed practices in applied settings



			supervision internship		
Measure 4	Graduate/Alumni Employer Survey	Not yet available	80% of respondents score 3 or higher on items related to the integration of research and scholarly inquiry into professional roles within counselor education and supervision	N/A	Data will be collected once graduates enter workforce

### Program Objective 5

*Students will demonstrate knowledge of ethical leadership and advocacy within the counseling profession and diverse communities while exhibiting the professional dispositions expected of counselor leaders.*

Measure	Data Source	Sample (N)	Benchmark	Result	Interpretation
Measure 1	Final Semester Student Survey	Not yet available	80% of students score 3 or higher on items assessing confidence in leadership and advocacy competencies	N/A	Data will be collected as first cohort reaches final semester
Measure 2	Graduate/Alumni Survey	Not yet available	80% of respondents score 3 or higher on items assessing confidence in leadership and advocacy competencies	N/A	Data will be collected post-graduation
Measure 3	Site Supervisor Survey	10/10	80% of students score 3 or higher on items assessing confidence in leadership and advocacy competencies during counseling internship experiences	100%	Students demonstrated strong leadership, advocacy, and professional dispositions
Measure 4	Graduate/Alumni Employer Survey	Not yet available	80% of respondents score 3 or higher on items assessing graduates' leadership competencies within counselor education, supervision, counseling, or leadership roles	N/A	Data will be collected once graduates enter workforce



### Program Objective 6

*Students will demonstrate knowledge of biblical principles and a Christian worldview that inform dispositions and practices in counselor education and supervision.*

Measure	Data Source	Sample (N)	Benchmark	Result	Interpretation
Measure 1	Final Semester Student Survey	Not yet available	80% of students score 3 or higher on items assessing understanding and professional application of Christian worldview perspectives within counselor education and supervision	N/A	Data will be collected as first cohort reaches final semester
Measure 2	Graduate/Alumni Survey	Not yet available	80% of respondents score 3 or higher on items assessing the ability to engage Christian worldview perspectives in professional roles while respecting diverse beliefs and professional counseling standards	N/A	Data will be collected post-graduation
Measure 3	Site Supervisor Survey	In progress	80% of students score 3 or higher on items assessing professionalism, ethical conduct, and values-informed practice consistent with program expectations during internship experiences	Pending	Data will be analyzed as additional internship evaluations are completed
Measure 4	Graduate/Alumni Employer Survey	Not yet available	80% of respondents score 3 or higher on items assessing graduates' ethical conduct, and values-informed practice.	NA	Data will be collected once graduates enter workforce

### Summary of Community Partner Engagement Data

Although data collection is in preliminary stages, initial site supervisor feedback indicates that students are meeting or exceeding expected competency benchmarks across multiple domains. As additional cohorts progress through the program, the program will continue to expand data collection across all stakeholder groups to support comprehensive program evaluation and continuous improvement.



## CURRICULUM MODIFICATIONS AND PROGRAM IMPROVEMENTS INFORMED BY PROGRAM EVALUATION

The following curriculum modifications and program improvements were implemented based on systematic program evaluation processes, including student course evaluations, process outcome surveys, and feedback from community partners and advisory committee members.

### Curriculum Modifications Informed by Program Evaluation

- Modified CES-715 (Qualitative Research) from a 7-week to a 14-week course to allow sufficient time for both qualitative data analysis and completion of a full qualitative research project. Previously, qualitative research content was distributed across CES-715 and CES-741 (Research Skills I); this revision centralizes qualitative research training within CES-715, resulting in a more cohesive and streamlined learning experience.
- Revised CES-825 role-play activities to enhance cultural sensitivity and authenticity. Students are no longer required to portray individuals from different cultural backgrounds; instead, they may choose to share experiences that reflect meaningful cultural differences, allowing for more ethical and authentic engagement.
- The Program Director and Subject Matter Experts collaborate regularly with the Curriculum Development Department at CCU to enhance course design and delivery prior to each annual course cycle. This process reflects an intentional and ongoing commitment to incorporating and valuing feedback from both students and faculty to continuously improve the quality and effectiveness of the curriculum.

### Program Improvements Informed by Program Evaluation

- Revised the program mission statement to include an explicit emphasis on *cultural responsiveness*, based on feedback from community stakeholders.
- **Dissertation Communication and Milestone Clarity:**
  - Increased transparency regarding dissertation expectations, timelines, and milestones.
  - Enhanced communication through faculty, advising, and program materials.
- **Teaching Internship Experience:**
  - Increased opportunities for active teaching engagement (e.g., co-teaching, and lecturing).
  - Developed clearer expectations and guidance for teaching site supervisors to improve consistency.
- **Dissertation and Research Support:**
  - Developed clearer, step-by-step guidance for dissertation processes (e.g., Chapters 1–3, IRB, data analysis) for both qualitative and quantitative dissertations
  - Increased structured faculty support and clarified expectations.
  - Strengthened alignment of feedback through dissertation chairs to reduce conflicting guidance.
- **Faculty Coordination and Cohort Experience:**
  - Improved onboarding and collaboration among adjunct and new faculty.
  - Increased faculty communication regarding cohort expectations and student experience.

### Other Significant Program Changes

Reviewed and finalized revised program objectives and Key Performance Indicators (KPIs) based on faculty and advisory committee feedback to ensure alignment with professional standards and stakeholder needs.

