

Counseling Program Annual Report 2018-2019

The following report details the outcomes of assessments and data collection in accordance with the program's assessment plan. The plan is organized according to three major categories: Student Assessment Data, Demographic Data, and Follow-Up Data. The report provides information on our current, prospective, and graduated students, and reflects review and analysis by the program faculty. All assessment points are linked to the Counseling Program objectives:

In the M.A. in Counseling program, courses and fieldwork experiences are designed to assist graduate students seeking positions in agencies, schools, corporations, and nonprofit organizations in:

1. Demonstrating the meaning and significance of fundamental counseling concepts, principles, and theories.
2. Interacting effectively with others (colleagues, parents, clients, students, and administrators).
3. Analyzing individual behavior within group structures.
4. Interpreting research and measurement results in light of social and psychological factors.
5. Interviewing and counseling on an individual basis.
6. Relating theories and principles of group dynamics, group practices, and facilitative skills to professional practice.
7. Assessing the professional abilities and limitations, professionally and personally.
8. Writing professionally and effectively (e.g., research proposals/reports, case studies).
9. Infusing and integrating diversity into professional practice to meet the needs of a pluralistic society.

Following the report of data, we will outline specific program modifications and other substantial program changes made as a result of assessment.

Summary of Program Evaluation Results

Student Assessment Data

Student Learning Outcomes: Key Performance Indicators

Program Objectives: 1, 4, 6, 8, 9

The faculty identified key performance indicators to measure student learning outcomes with multiple measures and at multiple points of time across the program. The key performance indicators are available in Appendix A of this document. The purpose of the assessment of student learning outcomes is to determine how, in aggregate form, students are demonstrating the knowledge and skills identified as indicators of students' preparedness for the counseling profession. The faculty identify key performance indicators for each of the CACREP core area curricular standards (CAS) as well as overarching program specialty area standards and doctoral program standards with a minimum of two assessment points each. Assessments were primarily related to course assignments (rated on a 1-3 scale, with 1=Does not meet the performance

indicator, 2=Meets indicator, and 3=Exceeds indicator) or a score on specific sections of the Counselor Preparation Comprehensive Examination (CPCE) that the program uses as a capstone assessment for all students each semester. There were 64 students in Fall 2018 and 40 students in Spring 2019 who took the CPCE. Below are results for each of the key performance indicators.

Key Performance Indicator CAS 1: Students will understand counselor professional identity and apply ethical and legal considerations in professional counseling.

Students were assessed at three points in the program to determine this indicator. The first assessment point was in COUN 552: Introduction to Professional and Ethical Issues in Counseling using the Counselor Interview assignment. We assessed students again in COUN 654: Counseling Internship I using the Case Conceptualization assignment, and finally examined aggregate scores for the Professional Orientation and Practice section of the CPCE. Students had a mean score of 2.55 in Fall 2018 and 2.4257 in Spring 2019 on the two assessments. CPCE results for the Professional Orientation and Ethical Practice section demonstrate in Fall 2018, 36 students exceeded, 20 met, and 8 did not meet the key performance indicator score. Spring 2019 results were similar: 20 students exceeded, 13 met, and 7 did not meet the key performance indicator. The results of all assessments suggest that students are meeting this key performance indicator.

Key Performance Indicator CAS 2: Students will be able to demonstrate the awareness, knowledge, and skills to implement multicultural competencies.

The three assessment points for this indicator are the Immersion Group Project in COUN 595: Multicultural Counseling, the Case Conceptualization in COUN 654: Counseling Internship I, and the CPCE Social and Cultural Diversity section score. The aggregate scores for the first two assessments were 2.49 and 2.51 respectively for Fall 2018 and Spring 2019 assessments. Student CPCE performance on this section in Fall 2018 was 38 exceeded, 19 met, and 7 did not meet key performance indicator score, in Spring 2019 21 students exceeded the standard, 14 met, and 5 did not meet. The program's attention to student multicultural awareness, knowledge, and skills remain a priority for the program. The program intends to maintain its emphasis in this area and continue to attend to greater and more intentional opportunities for infusion of multicultural issues across the curriculum.

Key Performance Indicator CAS 3: Students will demonstrate understanding and application of theories of human development related to counseling across the lifespan.

This key performance indicator was assessed using the Life Review paper in COUN 531: Counseling Across the Lifespan as well as the CPCE Human Growth and Development section score. Students on average met the key performance indicator according to measures on the first assessment for Fall 2018 (2.17) and Spring 2019 (2.71). In Fall 2018 a number of students took COUN 531 during their first semester in the Counseling program. We attribute the difference in scores for these two semesters to the limited knowledge base students in the Fall 2018 may have had entering the course. Students performed well on the second assessment point for this indicator, with CPCE scores in Fall 2018 of 48 exceeding, 13 meeting, and 3 not meeting the performance indicator score. Spring 2019 results were similar: 13 exceeded, 18 met, and 9 did not meet the

performance indicator score. More students exceeded the key performance indicator on this section of the CPCE than any other section.

Key Performance Indicator CAS 4: Students will apply career assessment and planning principles to facilitate client career development.

This performance indicator was assessed with the Career Counseling Session and Report in COUN 582: Career Counseling and the CPCE Career Development section score. An aggregate rating of 2.0 in Fall 2018 and 2.27 in Spring 2019 indicate consistency in students meeting the key performance indicator. The Fall 2018 CPCE results yielded 43 exceed, 15 meet, and 6 do not meet the key performance indicator score; Spring 2019 CPCE results were 17 students exceeding, 16 meeting, and 7 not meeting the indicator score. Career development, as a foundation for counseling practice, remains an area of focus to ensure that students are prepared to incorporate knowledge and skills across settings. We note that although students are meeting the performance indicator, we have room to adjust the curriculum and ensure higher performance, knowledge, and skills in this area.

Key Performance Indicator CAS 5: Students will demonstrate skills necessary to be an effective counselor while applying a theoretical approach.

The first assessment point for this indicator occurs in COUN 624: Practicum on the students' case conferences. We assessed students at another clinical point in the program on the Case Conceptualization in COUN 674: Internship II. In Fall 2018 students scored 2.48 and Spring 2019 2.65 on these assessments, demonstrating that they consistently met this indicator. Forty students exceeded, 18 met, and 6 did not meet in Fall 2018 and in Spring 2019 23 exceeded, 12 met, and 5 did not meet the key performance indicator score on the CPCE Helping Relationships section used as a third assessment point for this indicator. We continue to monitor students' clinical skills in other assessment areas, to be addressed in later sections of the report. The results for this area, however, suggest that students are meeting expectations for skill performance and attention is needed towards assessment (e.g., testing) knowledge of these skills to reduce the number of students who do not meet the indicator for the section of the CPCE.

Key Performance Indicator CAS 6: Group Counseling and Group Work: Students will demonstrate understanding of group dynamics and process in group counseling.

Students take one course, COUN 584: Group Counseling, devoted to learning group counseling concepts and beginning to apply skills in this mode of counseling delivery. Thus, the program uses Group Facilitation as the first assessment of this key performance indicator. Scores for Fall 2018 and Spring 2019 are 2.27 and 2.65 respectively, suggesting that students are learning the fundamentals of group counseling. We again use the CPCE to assess this indicator a second time. Scores on the Group Work section demonstrate that in general students are meeting the key performance indicator: in Fall 2018 41 exceeded, 19 met, and 4 did not meet, and in Spring 2019 13 exceeded, 23 met, and 4 did not meet the performance indicator score. However, as with the Helping Skills section in the above indicator, there are more students not meeting this indicator on the CPCE section. The program faculty will address inclusion of group counseling principles

more intentionally throughout the curriculum, to be discussed in a later section of this report.

Key Performance Indicator CAS 7: Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development.

COUN 579: Appraisal of the Individual, is the primary course related to assessment and testing before students apply this knowledge in their fieldwork experiences. The Test Critique assignment serves as the initial assessment point for this key performance indicator, followed by the Assessment section score of the CPCE. Data for the first assessment point were not reported in Fall 2018. The results for Spring 2019 produce an average score of 2.33. The faculty will ensure reports of data on this section in the coming semesters to address trends across time and in relationship to the second assessment point of the CPCE section. The CPCE results in Fall 2018 placed 38 students exceeding, 21 meeting, and 5 not meeting the indicator, with similar results in Spring 2019 of 26 exceeding, 12 meeting, and 2 not meeting the indicator. Although students on average met the key performance indicator, the results suggest room for the program to continue to examine the curriculum and course content to better prepare students for this part of their counseling work.

Key Performance Indicator CAS 8: Students will demonstrate understanding of the importance and the use of research to inform counseling practice.

The final core area standard indicator is broad given the multiple ways in which students engage with research throughout the program and fieldwork. We chose three assessment points: Poster Conference performance in COUN 552: Introduction to Professional and Ethical Issues in Counseling, Final Evaluation in COUN 654: Counseling in Internship I, and the Research and Program Evaluation section of the CPCE. For the first two assessments, students performed strongly in Fall 2018 with an average of 2.61 and met the indicator in Spring 2019 with an average score of 2.35. The CPCE performance for Fall 2018 demonstrated that 41, 19, and 4 students exceeded, met, and did not meet and for Spring 2019 22 exceeded, 12 met, and 6 did not meet the key performance indicator, respectively. The faculty speculate the change in the two semesters may suggest an opportunity for enhanced research instruction, to be discussed in the modifications section.

Key Performance Indicator Addiction Counseling 1: Students will demonstrate understanding of the primary theories and models of addiction.

The first specialty area indicator is assessed using assignments in Addictions Counseling courses: the Historical Addictions Timeline in COUN 539: Orientation to the Profession: Addictions Counseling, and Case Study Response in COUN 640: Counseling Co-Occurring Disorders. COUN 539 was not offered either semester due to under-enrollment in the course. Data were not reported for COUN 640 in the past year. There were a number of new adjunct instructors to the program in the past year and thus there may have been an oversight by the instructor of this course. The faculty will monitor performance on these assessments in the 2019-2020 academic year when the courses are offered.

Key Performance Indicator Addiction Counseling 2: Students will demonstrate the ability to diagnose and treat addiction and addiction-related disorders.

We assess student learning on this key performance indicator with the COUN 604: Clinical Assessment and Diagnosis Treatment Plan and again with the Case Conference in COUN 674: Counseling Internship II. Students met the key performance indicator in both Fall 2018 and Spring 2019, with aggregate scores of 2.43 and 2.17 on these assessments, respectively. We intend to monitor performance in this area with respect to data we hope to have next year for the first Addiction Counseling indicator, particularly since these scores represent a decrease from the 2017-2018 data.

Key Performance Indicator Clinical Mental Health Counseling 1: Students will demonstrate understanding of the basic principles of program development and counseling in clinical mental health settings, including management, record keeping, and credentialing.

Students in the Clinical Mental Health Counseling program are assessed on this key performance indicator using the Program Work Plan in COUN 605: Introduction to Clinical Mental Health Counseling and COUN 654: Counseling Internship I Final Evaluation. Outcomes on this performance indicator were consistent in Fall and Spring, with scores of 2.78 and 2.77 respectively.

Key Performance Indicator Clinical Mental Health Counseling 2: Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning.

The program faculty assess the second key performance indicator for students in the Clinical Mental Health Counseling program at two points in their program: the Treatment Plan submitted in COUN 604: Clinical Assessment and Diagnosis, and again in COUN 674: Counseling Internship II with the Case Conference. The aggregate scores on these assessments (2.64 Fall 2018, 2.94 Spring 2019) suggest that students are strongly meeting the key performance indicator. We intend to continue monitoring success on this indicator and modeling this approach for other program areas, particularly given the differences from Fall to Spring.

Key Performance Indicator School Counseling 1: Students demonstrate understanding of models of school counseling, including application of the ASCA National Model, in P-12 settings.

The first School Counseling key performance indicator is assessed when students take the two specialty courses in this concentration, COUN 583: Counseling in Schools I and COUN 586: Counseling in Schools II. Students are assessed on their School Counseling Brochure and Presentation in the first course and their Delivery Project in the second. Aggregate scores of 2.28 for Fall 2018 and 2.15 in Spring 2019 indicate students are meeting this key performance indicator, with room for the faculty to explore ways that we can help students perform stronger. We intend to continue to review data in consideration of modifications to the School Counseling program, to be discussed in a later section of the report.

Key Performance Indicator School Counseling 2: Students demonstrate the skills necessary to deliver prevention, intervention, and evaluation programs in P-12 settings that address student academic, social, and personal development.

We again use assignments in the two School Counseling specialty courses for assessment of this key performance indicator. The Core Curriculum Project in COUN 583: Counseling in Schools I and the Delivery Project in COUN 586: Counseling in Schools II provide the faculty with data regarding student learning outcomes in this area. The Fall 2018 aggregate score of 2.32 and the Spring 2019 of 2.43 demonstrate student learning on this key performance indicator. Consistent with the first school counseling performance indicator, there is room for exploration to increase student performance.

Key Performance Indicator Doctoral Standards 1: Students demonstrate the ability to critically evaluate and apply counseling theories across practices.

Assessment of student learning on the key performance indicators in the doctoral program follows the same model as the master's program, using a combination of course-related assessments with comprehensive program assessments. Most courses in the doctoral program are offered only one semester per academic year; the comprehensive exam is offered throughout the year. We use the Theory Research Paper for COUN 810: Advanced Counseling Theories and the Theory Question of the written Doctoral Comprehensive Examination to assess the first key performance indicator. The Fall 2018 score for the Theories course was 2.29. Two students completed the comprehensive exam in Fall 2018 and no students completed in the Spring 2019. Although aggregate data is not provided for the Fall 2018 administration, both students successfully passed the question, suggesting that they are meeting the performance indicator.

Key Performance Indicator Doctoral Standards 2: Students demonstrate the ability to supervise master's level counseling students while applying a theoretical approach and being culturally sensitive.

Students engage in supervisory learning and application at two key points in the doctoral program that are assessed for this indicator: COUN 812: Counselor Supervision is the primary didactic and applied course. We therefore use the Case Conceptualization and Audio Presentation assignment for the first assessment point. Doctoral students then engage in another supervisor experience during COUN 818: Advanced Group Counseling; the Supervision of Group Counseling assessment serves as the second point for this key performance indicator. The aggregate score of 2.0 in Fall 2018 is for the Case Conceptualization assessment only; in Spring 2019 the score for the COUN 818 assessment was 2.25. The scores are lower than anticipated, although students do seem to be meeting the performance indicator. The faculty are reviewing the experiences in these courses to assist students with greater mastery of supervisory skills.

Key Performance Indicator Doctoral Standards 3: Students demonstrate the ability to apply pedagogical and teaching methods relevant to counselor education course preparation and delivery.

Prior to engaging in a teaching experience, students begin to demonstrate their understanding of pedagogical principles and teaching methods in COUN 816: Clinical, Leadership, and Organizational Assessment. The Teaching Demonstration assignment in

this course as the first assessment point, followed by two assignments in COUN 824: Professional Internship I: Instructorship, a Statement of Teaching Philosophy and Final Teaching Evaluation. The data show students excelling in meeting this indicator with an aggregate score of 3.0 for both semesters.

Key Performance Indicator Doctoral Standards 4: Students demonstrate the knowledge and competency in research methodology and evaluation necessary for conducting doctoral level research.

We assess students' research knowledge and competency with the Research Proposal developed in COUN 822: Research Seminar in Counseling. The score of 2.14 for Fall 2018 reflects one student completing the course as an independent study. Students in Spring 2019, when the course was offered, performed with an aggregate score of 2.0. The faculty discussed students' readiness to engage in research proposal writing and conceptualization and strategies for greater preparation, to be addressed later in the report. Student performance on the second assessment point, the Research Question of the Doctoral Comprehensive Examination, is likewise reflective of successful student learning, as both students who took the exam in Fall 2018 passed this question.

Key Performance Indicator Doctoral Standards 5: Students demonstrate understanding of theories and skills of leadership and the roles and responsibilities of counselors and counselor educators in leadership and advocacy.

This multifaceted key performance indicator is assessed at three points along doctoral students' experiences: Leadership Self-Assessment in COUN 816: Clinical, Leadership, and Organization Assessment, Advocacy Assignment in COUN 826: Professional Internship II, and the Evaluation of Doctoral Student Performance and Progress. The aggregate score for the first assessment points is for Spring 2019 only when COUN 816 was offered. The average score was 2.83, indicating students are excelling at meeting the learning outcome of this aspect of the key performance indicator. In the 2018-2019 academic year COUN 826 was only offered as independent studies to two students, given low enrollment requests for this course. Data was not collected for these independent studies or when the course was offered in Summer 2019. Moving forward to the faculty will formally review summer performance when such courses are not offered in the academic year. The third assessment point represents an annual evaluation completed by advisors for all students. An overall rating of 3 on a 4 point scale indicates that students are meeting the learning outcomes for this key performance indicator. Annual evaluations are completed by faculty at the start of each Fall semester for the preceding academic year. For the 2018-2019 year, 12 students received 1 or more ratings of 2, indicating that they need improvement. The average for all students was 3 or above. The 7 students admitted for Fall 2018 were not evaluated.

***Skills Evaluations: Counseling Techniques and Internship
Program Objectives: 2, 3 5, 6***

We intentionally review skills performance at early and late points in the program to determine how we can best sequence courses throughout the curriculum to show a positive developmental trajectory. Prior to 2017, students in COUN 588: Counseling Techniques and COUN 674: Counseling Internship II were assessed on their development and performance of counseling

skills as part of program's data entry for Middle States accreditation. When the Counseling program achieved CACREP reaccreditation in 2017, we were exempt from Middle States data collection given the structure of assessment in the current CACREP standards. The program faculty are in the process of reintegrating formal data collection and review regarding skills performance beginning in the 2019-2020 academic year. We intend to continue to assess students in COUN 588 and COUN 674 with existing course-embedded measures that can be reported in aggregate and by individual student to determine both curricular and student development needs.

Dispositions

Program Objectives: 2, 7

A key component of our assessment plan is to review the dispositions of students each semester. The dispositions reflect our expectations for student behavior and development that is fitting for the counseling program and profession. The faculty chose three courses in which we assess dispositions: COUN 588: Counseling Techniques, COUN 595: Multicultural Counseling, and COUN 624: Practicum. These courses were selected given the five dispositions that we assess for all students:

1. Professionalism: maintaining appropriate graduate-level standards in work performance, work product, classroom behavior, both verbal and nonverbal (concerns might include: sloppy or disorganized papers; continually late to class; reading newspaper during class)
2. Interpersonal behavior: appropriate interactions with the professor and other students in the class that enhance the academic, social and personal growth of all students and enhance the professor/student relationship (concerns might include: refusing to work in a group with certain students; yelling at a professor or another student; constant talking with another student while professor is lecturing or another student is talking)
3. Intrapersonal behavior: attitudes, behaviors or expressed thoughts that demonstrate that the student is functioning at a personal level which permits her/him to continue to make progress in class and in the program (concerns might include: any indication that student impairment is such that progress is impeded; e.g., lack of impulse control; poor boundaries; anger management issues; dysfunctional depression).
4. Respect for Diversity: displays respect for diverse world views, beliefs, and values regardless of race, ethnicity, age, gender, ableness, sexual orientation, SES or religion (concerns might include: racist or homophobic comments; making jokes about older adults).
5. Professional Code of Ethics: adheres to the ACA Code of Ethics and the MSU expectations related to student integrity and honest (concerns might include: plagiarism, even when a professor allows student to rewrite paper; inaccurate logging of hours in practicum)

Instructors rate dispositions for each student on a 5-point Likert-type scale, ranging from 1=Failed to meet and 5=Exceeds expectations. A score of 3 indicates that the student is meeting

expectations for the noted disposition. The faculty then meet at our annual assessment meeting to review the ratings on individual students, discuss plans for advising, remediation, and continuation in the program, and enact plans to address proposed modifications to the curriculum or other program functions (e.g., admissions) to help students meet dispositions.

The review of dispositions over the past year suggests that most students are suited to the program and are engaging in appropriate and developmentally sound ways relative to the dispositions. In Fall 2018 there was one student across the three courses for whom ratings on individual items were below the level of meeting expectations. The student was referred to the advisor for informal review and support to maintain success in the program. In Spring 2019, three students had ratings below the acceptable level. Two of the students had been referred to the program's review and retention process for related issues prior to the time of the program assessment meeting. The third student received a grade of F in a spring semester course and was administratively dismissed from the program by the Graduate School. The program maintains its practice to review all students in the program formally each semester in addition to disposition assessments and to refer to advisors individual students for whom there are concerns. The dispositions ratings for all students are maintained in the program files and will continue to be reviewed to ensure student success and fit for the program and profession.

Comprehensive Exam Results

Program Objectives: 1,4

As stated relative to the key performance indicators, students in the master's counseling programs consistently perform well on the Counselor Preparation Comprehensive Exam (CPCE), which is used as the capstone exam for all students. The overall performance on the exam demonstrates a consistently high pass rate. In Fall 2018, students achieved a 92.3% pass rate (60 out of 65). Students scored above the national average for the exam during this administration. Spring 2019 produced relatively similar results. MSU students taking the CPCE achieved scores approximately equal to the national average for this version of the exam. In this semester, 34 of the 40 students who took the exam passed (85.0%). See Appendix B for details about the CPCE results for Fall 2018 and Spring 2019. The faculty continue to examine the appropriate cut score for our students relative to the national average and passing score. Although we aim for 100% passing and meeting or exceeding expectations in all core areas, our students continue to perform well on the exam (see Appendix B for recent results). Students who do not pass meet with their advisors and develop plans for remediation so that they can pass the comprehensive exam on their second attempt. The faculty will continue to examine students' performance on the exam relative to key performance indicators to determine if there are needed adjustments to the curriculum.

Demographic Data

Demographic Data for Applicants

Program Objectives: 9

The Counseling program maintains a commitment to diversity, and as such we are committed to attracting a diverse applicant pool for our program. With increased and intentional recruitment efforts, we hope to enhance the diversity of applicants who are attracted to our program. Demographic data of applicants to the Counseling master's programs between Summer 2018 and

Spring 2019 is provided below. Please note that applicants are not required to offer this information.

	Addictions Counseling	Clinical Mental Health Counseling	School Counseling	Student Affairs/Higher Education	Total
Alaskan/Native American	0	0	0	0	1 Male:1 Female: 0
Asian	0	3 Male: 0 Female: 3	5 Male: 0 Female: 5	1 Male: 1 Female: 0	10 Male: 1 Female: 9
Black/African American	3 Male: 3 Female: 0	15 Male: 3 Female: 12	11 Male: 4 Female: 7	7 Male: 2 Female: 5	36 Male:12 Female:24
White	7 Male: 1 Female: 6	68 Male: 12 Female: 56	104 Male: 15 Female: 89	11 Male: 0 Female: 9	190 Male:28 Female:160
Hispanic/Latino	2 Male: 1 Female 1	14 Male: 1 Female: 13	14 Male: 1 Female: 13	2 Male: 0 Female: 2	30 Male: 2 Female: 28
Native Hawaiian or Other Pacific Islander	0	1 Male: 0 Female: 1	0	0	1 Male: 0 Female: 1
Two or More Races	6 Male: 0 Female: 6	22 Male: 4 Female: 18	19 Male: 3 Female: 16	6 Male: 2 Female: 4	53 Male: 9 Female: 44
Decline	2 Male: 0 Female: 2	7 Male: 1 Female: 6	3 Male: 0 Female: 3	1 Male: 1 Female: 0	13 Male: 2 Female: 11
Nonresident Alien	1	3 Male: 1 Female: 2	0	0	4 Male: 1 Female: 2

A noted deficit in the data is that applicants do not have the option of choosing a non-binary gender identity. This is an area of advocacy that the program faculty will undertake with the Graduate School Admissions Office. Upon review of the racial/ethnic data provided, it is noteworthy that in spite of recruitment and commitment to diversity the applicant pool remains predominantly White. Although this is reflective of the broader community in which the university is situated, and indeed the student population, the program would like to recruit a more diverse applicant pool. We may undertake recruitment efforts that celebrate our diversity, including internal recruitment efforts (discussed in a later section) and highlighting Montclair State University's designation as a Hispanic Serving Institution and our ranking as an LGBTQ-Friendly Campus by Campus Pride.

Demographic Data for Current Students
Program Objectives: 9

The demographic data for students currently enrolled in the Counseling master's programs is provided in the tables below. The classifications are provided by the Office of Institutional Research. Data for the three accredited programs, Addictions, Clinical Mental Health, and School Counseling, were gathered for this year. The data for the Student Affairs/Higher Education program were not calculated.

2018-2019 Current Students

	Addictions Counseling	Clinical Mental Health Counseling	School Counseling	Total
Non-Resident Alien	0	2 Male: 0 Female: 2	2 Male: 0 Female: 2	4 Male: 0 Female: 4
Hispanic/Latino	6 Male: 1 Female: 5	52 Male: 7 Female: 45	38 Male: 10 Female: 28	96 Male: 18 Female: 78
Asian	1 Male: 0 Female: 1	10 Male: 0 Female: 10	9 Male: 2 Female: 7	20 Male: 2 Female: 18
Black/African American	3 Male: 1 Female: 2	14 Male: 1 Female: 13	13 Male: 5 Female: 8	30 Male: 7 Female: 23
Native Hawaiian/Other Pacific Islander	1 Male: 1 Female: 0	0	0	1 Male: 1 Female: 0
White	20 Male: 1 Female: 19	110 Male: 22 Female: 88	206 Male: 25 Female: 181	336 Male: 48 Female: 288
Two or More Races	1 Male: 0 Female: 1	6 Male: 1 Female: 5	3 Male: 1 Female: 2	10 Male: 2 Female: 8
Unknown	1 Male: 0 Female: 1	16 Male: 5 Female: 11	8 Male: 2 Female: 6	25 Male: 7 Female: 18

As with applicants, the diversity of our enrolled students remains a priority for continued exploration and recruitment and retention efforts. The shift in numbers from Fall to Spring semesters most likely represent students who have graduated from the program. Our Hispanic/Latino population is approximately 18% of our total student population, which reflects the university's growing service to this student population. However, diversity remains an area for consideration. Nearly 2/3 (64%) of our students are White. Again, this may be reflective of our broader university and community population but does not align with our program's

commitment to diversity. Our recruitment efforts to a more diverse body will assist with our student census data.

Demographic Data for Graduates

Program Objectives: 9

The table below provides demographic data for students who graduated from our program in the last year. The data reflects graduates from May 2018 through January 2019, as available from the Office of Institutional Research at the time of this report.

Counseling Program Graduates

	Addictions Counseling	Clinical Mental Health Counseling	School Counseling	Student Affairs/Higher Education	Total
Hispanic/Latino	0	4 Male: 1 Female: 3	3 Male: 1 Female: 2	0	7 Male: 2 Female: 5
Asian	0	2 Male: 0 Female: 2	0 Male: 0 Female: 1	0	3 Male: 0 Female: 3
Black/African American	0	0	1 Male: 0 Female: 1	0	1 Male: 0 Female: 1
White	0	15 Male: 0 Female: 15	30 Male: 6 Female: 24	3 Male: 1 Female: 2	48 Male: 7 Female: 41
Multiracial	0	2 Male: 0 Female: 2	3 Male: 1 Female: 2	2 Male: 0 Female: 2	7 Male: 1 Female: 6
Unknown	0	2 Male: 0 Female: 2	4 Male: 0 Female: 4	2 Male: 0 Female: 1	8 Male: 0 Female: 7
Nonresident Alien	0	2 Male: 0 Female: 2	3 Male: 0 Female: 3	0	5 Male: 0 Female: 5

Follow-up Data

Surveys: Graduates, Employers, Supervisors, Graduating Students

Program Objectives: 5, 6, 7, 8

The program engages in a rotation of surveys to graduates of the program, employers of our graduates, and internship site supervisors. Annually the program surveys students in their final semester of the program (during COUN 674: Counseling Internship II). The purpose of these assessments is to ascertain aspects of the program that are effective in preparing students for their work experience, evaluating our program objectives, and determining needed adjustments to the curriculum to meet constituent needs and to best serve the consumers our graduates will

work with at their internship and employment sites. Below are summaries of the surveys. Data on individual survey items may be made available upon request.

Graduates' Survey

The survey we send to graduates of the program is sent every other year. The program continues to explore continued contact with graduates of the program so that we can reach them for these surveys as well as other updates. For example, we have created a Facebook page for current students and alumni.

In the current version of the survey, we ask graduates to indicate elements that were most important to them in earning their degrees, to grade (on a traditional scale of A-F) aspects of the program, and perceptions of changes they experienced as a result of the program. The faculty are discussing adaptations to obtain informative data from graduates and strategies to achieve a higher response rate so that data is usable for future reports.

Employers Survey

The survey we send to employers of our graduates is sent every other year. As the response rate is typically low, the faculty continue to discuss strategies to increase response rates and communication with employers so that we have an accurate read of how well prepared our graduates are for work as professional counselors. Our coordination with Alumni Services will hopefully assist with the tracking of graduates and their employers.

Site Supervisor Survey

We are able to access internship site supervisors annually through students who are completing their placements at the time of survey administration. At the conclusion of Fall 2018 we received completed surveys from 8 current supervisors, 4 in school and 4 in clinical mental health counseling settings. We similarly ask supervisors to grade (using the traditional A-F scale) the objectives of the program relative to interns' work at their sites. All of the objectives received A and B ratings, with an occasional single grade of C on an item. The program faculty are pleased with the high ratings of objectives and interns' work relationship, and will continue to examine areas (through lower grades on items) where additional attention to clinical preparation can be addressed. In addition, the faculty are exploring measures to increase response rates from site supervisors of the many student interns placed each semester.

Supervisors are then asked to indicate which courses they believe are most useful to interns working at their sites. Not surprisingly 7 of the 8 respondents indicated that Practicum was the most useful. Additional courses with 6 participants indicating importance were Introduction to Professional and Ethical Issues in Counseling and Counseling Techniques. More than half of the participants indicated that Counseling Theories, Multicultural Counseling, and Group Counseling were important courses for their interns. We believe the hands-on experiences students gain in their Practicum experiences are reflective of the foundations of the other noted courses as well as an indicator for their success in Internship, and thus will continue to monitor and adjust the course content for all of these courses to maintain high supervisor ratings and student experiences and preparation.

Graduating Students Survey

During the final internship experience (COUN 674), students are asked to complete an anonymous survey regarding the program and their learning as part of our assessment plan. The results are compiled according to concentration to assist us in determining specific program area issues and needs. Of the 28 students who completed the survey this year, 13 did not indicate their concentration and thus their responses are considered separately. The format of the survey follows that of the others described in this section, wherein students use traditional grading schemas (A-F) to rate aspects of the program.

The first item asks students to grade aspects of the program ranging from atmosphere and climate to the internship experience. For the most part, students graded all of their experiences in the A-B range, however students in the school counseling concentration had more C grades across program areas. Students in the unspecified concentration category rated commitment and seriousness of students highest; the internship experience was the highest ranked item for students in clinical mental health and school counseling concentrations. A small number of students in the school counseling and clinical mental health concentrations issued D ratings for areas including advising, faculty morale, and availability of program information. The ratings for availability of program information and convenience of class schedules were more widespread across program areas, and items for the faculty to continue to review as we look to larger issues of student enrollment and curricular modifications. The grades for program objectives were primarily in the A-B range for most students. The school counseling students were most positive about the program's fulfillment of the objective to demonstrate the meaning and significance of fundamental counseling concepts. The faculty reviewed these results and determined that additional and future changes to the curriculum and other program modifications should maintain a focus on meeting objectives.

In addition to numerical ratings, the survey for graduating students includes several questions with open-ended responses. By concentration, open-ended responses were provided by students in Clinical Mental Health Counseling, School Counseling, and Student Affairs Counseling/Higher Education. Students were asked to indicate which courses most helped them with regard to completing their internships. Students in the Clinical Mental Health Counseling program consistently stated that the hands-on experiences in practicum and their earlier clinical courses (Techniques, Group Counseling) were helpful. They also indicated that specific courses to the program area that included assessment and diagnosis were particularly helpful in the regular functions at their internship sites. School Counseling students indicated a combination of both specific school counseling courses, Counseling Techniques, and Multicultural Counseling. The Student Affairs/Higher Education open response indicated Counseling Techniques, Group Counseling, and courses specific to higher education. When asked about additional training they would have liked before internship, students identified coursework that is specific to their settings. For example, several students in the Clinical Mental Health Counseling program suggested treatment planning. School Counseling students indicated a desire for more school counseling content, including testing, laws, and IEPs. The faculty will be undergoing a curriculum change process to bring the School Counseling program to 60 credits, which may afford opportunities to include more content-specific knowledge for this concentration.

We asked students about their overall experiences in the program and to identify what they liked most and least about the program. Overall, students stated that they had average experiences in the program. Specific items that students identified as strengths of the program included the opportunity to work with doctoral students, the emphasis on multiculturalism, collaboration with peers, and the faculty. Areas students identified that they liked least included limited options for time and availability of courses, some aspects of advising, and limited assistance with internship placement. The faculty maintain commitment to the quality of student experiences and are attending to the comments and feedback from graduating students' surveys. The faculty are attending to the issues raised relative to future program planning, enrollment management, course offerings, and staffing, and will address through consistent discussion with students about their experiences to informally gauge improvements.

Program Modifications

Based on a review of the 2018-2019, the faculty created a plan for AY 2019-2020 to make program modifications. The table below summarizes the program or curricular modification planned for 2019-2020 and their connection to specific assessment areas.

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Proposed Action
Additional group and appraisal content infusion	Comprehensive exam results	Review advanced courses to determine infusion of these content areas through case studies and applied learning.
Evaluate GRE requirement for admissions	Comprehensive exam results	Review data on comps performance, other indicators of student success pre/post GRE admission requirement
Encourage student study groups	Comprehensive exam results	Mock testing sessions, work with CSI to create study groups, add assignment for study groups for courses
Institute multiple choice exams to provide student practice with test format	Comprehensive exam results	Individual instructors/course coordinators will review course curricula and learning experiences to add multiple choice exams as replacement for or supplement to more subjective assessments.
Review enrollment caps	Student, supervisor surveys, SLOs	Enrollment management proposal to administration
Advocate for faculty line	Student, supervisor surveys, SLOs	Submit line request for Fall 2020
Provide faculty with resources (e.g., locking bags, access to clinic recordings)	SLOs, student feedback	Advocate with CCS for access to student-student (no clients) recordings for instructors and students; advocate for technological support for instructors and students to IVS

Enhance advising practices	Student feedback, SLOs, comprehensive exam results.	Faculty to share ideas for advising, outreach to incoming students, sign-up processes for advising appointments
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Substantial Program Changes

The following changes were implemented in response to assessment data and larger program and college issues.

Modification of Student Affairs program

Following the program's successful CACREP accreditation decision in July 2017, the faculty submitted a program modification for the Student Affairs program. In responses to the changes to CACREP accreditation standards and emphasis on college counseling, the program faculty in 2016-2017 voted to discontinue accreditation and altered the program to a 36 credit hour experience that prepares students to work in student affairs settings, with a solid counseling skills and philosophical foundation. The new program began in Fall 2018. We believe this change offers an opportunity for our students to shift and focus their experiences, and for the faculty to explore collaborative opportunities with our Educational Leadership colleagues. Additional changes continue to be developed and monitored. For example, a new version of the comprehensive examination was prepared for students in this concentration since they no longer take the full curricular courses relevant to the CPCE we currently use. The first group of students will take this version of the exam in Fall 2019, at which point we will monitor its effectiveness and validity in measuring students' comprehensive knowledge.

Modification of School Counseling Program

The shift in specialty area programs in the CACREP standards offers another opportunity relative to the School Counseling program. This remains our largest specialty area in the program, competitive with several other similar programs across New Jersey. The program faculty remain steadfast that we must increase to the new 60 credit hour program required by the current CACREP standards by July 2022 to continue to prepare quality school counselors. The faculty are in the early stages of determining the proposed curriculum. The program will have an eye towards a value-added component for students, including additional certification or specialization opportunities. We believe the movement to 60 credits will also allow room for students to learn more about school counseling-specific issues and increase the opportunity for elective offerings as we did for our 60 credit hour programs in Addictions Counseling and Clinical Mental Health Counseling. The faculty will seek input from our key stakeholders who work in school settings to ensure we are addressing current trends and needs in the profession.

Addictions Program

The Addictions Counseling program became the first in New Jersey to receive CACREP accreditation in July 2017. With this accreditation, the program remains dedicated to building this concentration in particular in response to the growing opioid crisis in New Jersey. The program hired a full-time Addictions specialist in September 2018 who is responsible for teaching Addictions courses as well as overseeing and administering the related certificate programs. The faculty continue to advocate for an additional full-time, tenure track faculty member to contribute to the Addictions program, given current limited expertise. Likewise, we

hope to continue to explore marketing strategies to continue to increase enrollment for this smallest of our program concentrations.

Appendix A: Key Performance Indicators

Standard	Key Performance Indicator	Assessment 1	Assessment 2	Assessment 3
Core Area Standards				
1. Professional Counseling Orientation and Ethical Practice	Students will understand counselor professional identity and apply ethical and legal considerations in professional counseling	COUN 552: Counselor Interview	COUN 654: Case Conceptualization	Comprehensive Exam: Score on Professional Orientation and Ethical Practice Section
2. Social and Cultural Diversity	Students will be able to demonstrate the awareness, knowledge, and skills to implement multicultural competencies.	COUN 595: Immersion Group Project	COUN 654: Case Conceptualization	Comprehensive Exam: Score on Social and Cultural Diversity Section
3. Human Growth and Development	Students will demonstrate understanding and application of theories of human development related to counseling across the lifespan.	COUN 531: Life Review Paper	Comprehensive Exam: Score on Human Growth and Development Section	
4. Career Development	Students will apply career assessment and planning principles to facilitate client career development.	COUN 582: Career Counseling Session and Report	Comprehensive Exam: Score on Career Development Section	

Standard	Key Performance Indicator	Assessment 1	Assessment 2	Assessment 3
Core Area Standards				
5. Group Counseling and Group Work	Students will demonstrate understanding of group dynamics and process in group counseling.	COUN 584: Group Facilitation	Comprehensive Exam: Score on Group Work Section	
6. Assessment and Testing	Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development.	COUN 579: Test Critique	Comprehensive Exam: Score on Assessment Section	
7. Research and Program Evaluation	Students will demonstrate understanding of importance and the use of research to inform counseling practice.	COUN 552: Poster Conference	COUN 654: Final Evaluation	Comprehensive Exam: Score on Research and Program Evaluation Section
Specialty Areas				
Addiction Counseling	Students will demonstrate understanding of the primary theories and models of addiction.	COUN 539: Historical Addictions Timeline	COUN 640: Case Study Response	
	Students will demonstrate the ability to diagnose and treat addiction and addiction-related disorders.	COUN 604: Treatment Plan	COUN 674: Case Conference	

Clinical Mental Health Counseling	Students will demonstrate understanding of the basic principles of program development and counseling in clinical mental health settings, including management, record keeping, and credentialing.	COUN 605: Program Work Plan	COUN 654: Final Self-Evaluation	
	Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning.	COUN 604: Treatment Plan	COUN 674: Case Conference	
School Counseling	Students demonstrate understanding of models of school counseling, including application of the ASCA National Model, in P-12 settings.	COUN 583: School Counseling Brochure/ Presentation	COUN 586: Delivery Project	
	Students demonstrate the skills necessary to deliver prevention, intervention, and evaluation programs in P-12 settings that address student academic, social, and personal development.	COUN 583: Core Curriculum Project	COUN 586: Delivery Project	COUN 674: Case Conference

Doctoral Program				
1. Counseling	Students demonstrate the ability to critically evaluate and apply counseling theories across practices.	COUN 810: Theory Research Paper	Comprehensive Exam: Theory Question	
2. Supervision	Students demonstrate the ability to supervise master's level counseling students while applying a theoretical approach and being culturally sensitive.	COUN 812: Case Conceptualization and Audio Presentation	COUN 818: Supervision of Group Counseling	
3. Teaching	Students demonstrate the ability to apply pedagogical and teaching methods relevant to counselor education course preparation and delivery.	COUN 816: Teaching Demonstration	COUN 824: Statement of Teaching Philosophy	COUN 824: Final Teaching Evaluation
4. Research and Scholarship	Students demonstrate the knowledge and competency in research methodology and evaluation necessary for conducting doctoral level research.	COUN 822: Research Proposal	Comprehensive Exam: Research Question	
Leadership and Advocacy	Students demonstrate understanding of	COUN 816: Leadership Self-Assessment	COUN 826: Advocacy Assignment	Evaluation of Doctoral Student

	theories and skills of leadership and the roles and responsibilities of counselors and counselor educators in leadership and advocacy.			Performance and Progress
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Appendix B: CPCE Results Fall 2018 and Spring 2019

For all of the CPCE assessments, overall and subsection scores will be converted to z-scores using national norms.

The following rating system is proposed/used:

- 1 = Does Not Meet Expectations (section z-score less than -1.0)
- 2 = Meets Expectations (section z-score of -1.0 through 0)
- 3 = Exceeds Expectations (section z-score greater than 0)

Spring 2019 Results (N=40)

Core Area Standard	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	
Professional Counseling Orientation and Ethical Practice (C8)	7	17.5%	13	32.5%	20	50.0%
Social and Cultural Diversity (C2)	5	12.5%	14	35.0%	21	52.5%
Human Growth and Development (C1)	9	22.5%	18*	45.0%	13	32.5%
Career Development (C5)	7	17.5%	16	40.0%	17	42.5%
Counseling and Helping Relationships (C3)	5	12.5%	12	30.0%	23	57.5%
Group Counseling and Group Work (C4)	4	10.0%	23	57.5%	13	32.5%
Assessment and Testing (C6)	2	5.0%	12	30.0%	26	65.0%
Research and Program Evaluation (C7)	6	15.0%	12	30.0%	22	55.0%

*8 of these scores were -0.004237288; could have rounded to 0 (Exceeds Expectations)

Fall 2018 Results (N=64)

Core Area Standard	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	
Professional Counseling Orientation and Ethical Practice (C8)	8	12.5%	20	31.3%	36	56.3%
Social and Cultural Diversity (C2)	7	10.9%	19	29.7%	38	59.4%
Human Growth and Development (C1)	3	4.7%	13	20.3%	48	75.0%
Career Development (C5)	6	9.4%	15	23.4%	43	67.2%
Counseling and Helping Relationships (C3)	6	9.4%	18	28.1%	40	62.3%
Group Counseling and Group Work (C4)	4	6.3%	19	29.7%	41	64.1%
Assessment and Testing (C6)	5	7.8%	21	32.8%	38	59.4%
Research and Program Evaluation (C7)	4	6.3%	19	29.7%	41	64.1%