

Montclair State University
College of Education and Human Services
Department of Counseling
Annual Report
2020-2021

In this report, we detail the assessment outcomes and data collection in accordance with the program's assessment plan (See Appendix A) and Counseling Program objectives (Appendix B). The plan is organized in four major categories:

- a. Student Assessment Data
- b. Demographic Data
- c. Follow-Up Data
- d. Data-Driven Program Modifications

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 C 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 identified 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. Appendix D provides a summary of the key performance indicator assessments for the 20-21 academic year.

Across all assessments, students are meeting the key performance indicators. There are small differences from semester to semester that may reflect the nature of instructional changes in the 2020-2021 academic year, as well as programmatic priorities and emphases. For example, in Fall 2020 the aggregate score on a measure of social and cultural diversity indicated students were meeting expectations (i.e., rating of 2.0); in Spring 2021 this score shifted to 3.0, indicating students exceeded expectations. The program faculty and students engaged in discussions and actions intentionally addressing antiracism and social justice, which may be reflected in students' greater awareness of the content and objectives of this assessment point.

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 regarding (1) professionalism, (2) interpersonal behavior, (3) intrapersonal behavior, (4) respect for diversity, and (5) professional code of ethics. A description of the dispositions can be found in Appendix E.

Instructors rate dispositions for each student on a 5-point Likert-type scale, ranging from 1=failed to meet to 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 2020, nine (9) students were rated below a score of 3, all in COUN 595: Multicultural Counseling. In Spring 2021, two (2) students received ratings below 3, one in COUN 588: Counseling Techniques and one in COUN 624: Practicum. All of the students whose ratings were below the level of expectations were referred to their advisors and/or names discussed during the MA program student review and retention meeting to intervene with students to help them succeed in the program. 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. Due to COVID-19 pandemic-related challenges to test administration, the program used the Counselor Education Comprehensive Exam (CECE) The exam was created by the Counselor Education Comprehensive Examination Cooperative, a voluntary group of counselor educators who are developing multiple versions of the CECE. The program elected to use the CECE because of the remote administration option for students and our access to the validated exam. See Appendix F for exam results for Fall 2020 and Spring 2021.

Students in our program consistently perform well on the CPCE, and scores on the CECE in 2020-2021 are congruent with this pattern. 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. 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 Fall 2020 and Spring 2021 is provided in Appendix G. Please note that applicants are not required to offer this information.

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 the nearly half (46.5%) of our applicants are White. Nearly 27% identify as Hispanic/Latino, and smaller percentages are of other racially diverse identities. Although this is reflective of the broader community in which the university is situated, and indeed the student population of the university, the program would like to recruit a more diverse applicant pool. We may undertake recruitment efforts that celebrate our diversity, including internal recruitment efforts, targeted admissions recruitment at HBCUs and area colleges that boast greater student racial diversity, 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 Appendix H. 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 36 credit hour Student Affairs/Higher Education program were also calculated.

The diversity of our enrolled students remains a priority for continued exploration and recruitment and retention efforts. The faculty are not satisfied that over half of our enrollment is comprised of White students (57.4% Fall 2020, 55.3% Spring 2021) when less than 24% of students are Hispanic/Latino at our designated Hispanic-serving institution. Similarly, the percentages of enrolled students is consistent with the applicant demographic data in that racial minority students each represent less than 10% of our enrolled student population. Diversity remains an area for consideration. The racial demographics of our current enrollment do 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

Appendix I provides demographic data for students who graduated from our program in the last year. The data reflects graduates from May 2020 through January 2021, as available from the Office of Institutional Research at the time of this report.

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

Montclair State University's Alumni Relations Office manages an annual survey of graduates. Appendix J provides the results of the survey in 2020 (Please note: Appendix J contains a large amount of data. Readers may need to expand the size of the first several pages to read data results.). The program continues to explore continued contact with graduates of the program so that we can reach them for surveys as well as other updates. Our efforts include a new Facebook page for current students and alumni and asking students upon graduation for contact information.

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. Most alumni rate the program strongly with respect to preparation and readiness to enter the profession. The faculty continue to work with Alumni Relations to adjust survey items to gather meaningful data to assist with program development efforts.

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 2020, we received completed surveys from a small number of current supervisors. 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. A summary of the results of the site supervisor study may be reviewed in Appendix K. The faculty reviewed the feedback from the survey, noting areas where supervisors believe that the program is successful (e.g., preparation, work ethic, professionalism) and where they can continue to develop (e.g., preparation in writing, school-based knowledge).

Program Modifications

Based on a review of the 2020-2021 data, the faculty created a plan for the 2021-2022 academic year to make program modifications. The table below summarizes the program or curricular modification planned for 2020-2021 and their connection to specific assessment areas.

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Proposed Action
Collect skills assessments	Missing data collection for Skills Assessments	Develop new skills assessment data collection point to replace process used for Middle States evaluation several years ago.
Mid-Semester Disposition Assessments	Disposition Assessments (all low ratings for COUN 595)	Conduct disposition assessments in COUN 595 mid-semester. Students with low scores meet with their advisors and an action plan can be developed to support the student in improving within a given semester.
Modify Key Performance Indicators	Key Performance Indicator Assessments	Review KPIs for MA and PhD programs for alignment with program missions regarding social justice and diversity work. In addition, review KPI assessments for applicability to practice.
Review marketing plan for Addictions program area	Low admissions and enrollment for Addictions Counseling program	Explore “pipeline” undergraduate programs to which we can partner (e.g., public health, medical humanities, nursing). Develop outreach plan to treatment programs.
Develop and engage marketing plan for diversity	Low diversity in demographic data of applicants, current students, and graduates	Plan and execute college visits to HBCUs, HSIs, and area institutions to recruit a more diverse applicant pool.
Increase use of social media	Low diversity in demographic data, low response to alumni surveys	Use newly developed Facebook page for recruitment, marketing, and engagement with current students and alumni.
Engage CSI alumni and advisory board	Low response on alumni, supervisor, and employer surveys	Engage CSI alumni and advisory board members to encourage participation in follow-up surveys.

Substantial Program Changes

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

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.

Modification of Course Delivery

From March 2020 through August 2021, the Counseling department delivered all courses in an online format in response to the COVID-19 pandemic. Although all courses will return to face-to-face instruction in Fall 2021, the programs made many modifications to the delivery and interactions with students in the MA and PhD programs. Modifications included synchronous online course meetings, reliance on asynchronous formats, and greater use of technology in course delivery. The University guided all departments to return to face-to-face instruction in Fall 2021 to return to our identity as a brick and mortar institution. Moving forward, the faculty intend to continue discussions about what we learned during this adjustment to online instruction and how we may modify curricular experiences in the future.

APPENDIX A: COMPREHENSIVE ASSESSMENT PLAN

Data to be Collected	Procedure for Data Collection	Primary Data Collector	Data Analysis and Review	Data Use for Curriculum and Program Improvement	Program Objective
Student Assessment Data					
SLOs – key performance indicators	Aggregate data from performance indicators assessments	CACREP Liaison, Evaluation Committee	Evaluation Committee compile results from Canvas collection of assessments, prepare report Clinical Coordinator compiles summary reports of Internship evaluations. Department Administrator oversees data entry for Middle States assessments.	Results reviewed by faculty to determine curricular and course-specific changes to ensure student learning relative to key performance indicators. Results further discussed at twice annual assessment meetings.	1, 4, 6, 8, 9
Skills evaluations – Techniques, Internship	Aggregate data from Techniques and Internship evaluations, used for courses as well as Middle States Assessment	Department Administrator, Assessment Liaison, Clinical Coordinator	Assessment liaison and Evaluation Committee compile results.	Faculty will review the results and explore revisions to clinical sequencing in the curriculum, training needs specific to practicum and internship. Full faculty review and discussion during semi-annual student review and retention meetings to enhance program, practicum, and internship orientations, as well as site supervisor trainings.	2, 3, 5, 6
Dispositions	Disposition assessments completed each semester in COUN 588, COUN 595, and COUN 624	Course Instructors	Evaluation Committee compiles results from collection of disposition assessments, identifies individual student issues		2, 7

APPENDIX A: COMPREHENSIVE ASSESSMENT PLAN

Data to be Collected	Procedure for Data Collection	Primary Data Collector	Data Analysis and Review	Data Use for Curriculum and Program Improvement	Program Objective
Comprehensive exam results	Results received for student performance on CPCE each semester	Comprehensive Exam Coordinator	Comprehensive Exam Coordinator compiles report on scores and reviews pass score for program, comparison to national scores for test administration.	Results examined by subject area to determine needed changes to curriculum.	1, 4
Demographic Data					
Demographic data for applicants	Data sought from application materials	Graduate School	Graduate Program Coordinator requests data from the Graduate School (Graduate Admissions) and reviews analysis of demographic characteristics of applicants each semester.	Data examined annually by Admissions committee, shared with full faculty to assist in application review and selection that enhances diversity and other student characteristics.	9
Demographic data for current students	Students provide institutional demographic data upon acceptance to the program.	Institutional Research	Department Administrator requests demographic data of current students from Institutional Research annually, shares this data with the Graduate Program Coordinator for review.	Data examined annually by Admissions committee, shared with full faculty to assist in application review and selection that enhances diversity and other student characteristics.	9
Demographic data for graduates	Graduates are contacted for alumni surveys.	Career Services, CEHS	Department Administrator forwards demographic data to Graduate Program Coordinator for review and analysis.	Data examined annually by full faculty to assist in application review and selection that enhances diversity and other student characteristics.	9
Follow-up Data					

APPENDIX A: COMPREHENSIVE ASSESSMENT PLAN

Data to be Collected	Procedure for Data Collection	Primary Data Collector	Data Analysis and Review	Data Use for Curriculum and Program Improvement	Program Objective
Surveys – graduates, employers, supervisors, graduating students	Annual surveys of graduates, employers, supervisors, graduating students	Department Administrator	Department Administrator collects and oversees data entry of results of the surveys. Evaluation Committee analyzes data for summary report	Full faculty review and discussion of results to explore modifications to curriculum.	5, 6, 7, 8





Appendix B

Department of Counseling Program Objectives

MA Program:

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.

PhD Program:

By completion of the program, doctoral students will:

1. Design and conduct scholarly research that yields an understanding of research literature and produce results that will make significant contributions to the counseling profession.
2. Utilize and integrate theory and proficient counseling skills into clinical practice, supervision, teaching, and research.
3. Demonstrate skills in the design and evaluation of counseling related services, academic curricula, and professional policy.
4. Demonstrate cultural competence, leadership, and sound ethical decision making in counseling, supervision, teaching, and consultation.
5. Investigate and be aware of local, regional, national and international social contexts and policies concerning human behavior of diverse populations and provide leadership on advocacy and social justice issues in working with marginalized and disenfranchised populations.
6. Provide leadership and participation in local, state, regional, and national professional counseling organizations and conferences.
7. Develop consistent and ongoing self-motivation towards a path of holistic professional growth and life-long learning in the field of counseling.

Counseling Program
 Assessment of Student Learning
 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	
5. Counseling and Helping	Students will demonstrate skills necessary to be an	COUN 624: Case Conference	COUN 674: Case Conceptualization and	Comprehensive Exam: Score on Helping

Relationships	effective counselor while applying a theoretical approach.		Presentation to Class	Relationships Section
6. 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	
7. 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	
8. 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	COUN 605: Program Work Plan	COUN 654: Final Self-Evaluation	

	mental health settings, including management, record keeping, and credentialing.			
	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	COUN 812: Case Conceptualization and Audio Presentation	COUN 818: Supervision of Group Counseling	

	theoretical approach and being culturally sensitive.			
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 theories and skills of leadership and the roles and responsibilities of counselors and counselor educators in leadership and advocacy.	COUN 816: Leadership Self-Assessment	COUN 826: Advocacy Assignment	Evaluation of Doctoral Student Performance and Progress

APPENDIX D: Student Learning Outcome Assessments

Standard	Key Performance Indicator	Assessment 1	Mean Scores Fall 2020/Spring 2021	Assessment 2	Mean Scores Fall 2020/Spring 2021	Assessment 3	Mean Scores Fall 2020/Spring 2021
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	2.00/2.16	COUN 654: Case Conceptualization	2.92/2.5	Comprehensive Exam: Score on Professional Orientation and Ethical Practice Section	95.5% meet or exceed expectations/100% meet or exceed expectations
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	2.00*/3.00	COUN 654: Case Conceptualization	2.92/2.5	Comprehensive Exam: Score on Social and Cultural Diversity Section	86.3% meet or exceed expectations/84.5% meet or exceed expectations
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	2.8/2.03	Comprehensive Exam: Score on Human Growth and Development Section	93.2% meet or exceed expectations/97.7% meet or exceed expectations		
4. Career Development	Students will apply career assessment and planning principles to facilitate client career development.	COUN 582: Career Counseling Session and Report	2.91/2.88	Comprehensive Exam: Score on Career Development Section	97.8% meet or exceed expectations/100% meet or exceed expectations		
5. Group Counseling and Group Work	Students will demonstrate understanding of group dynamics and process in group counseling.	COUN 584: Group Facilitation	2.78/2.29	Comprehensive Exam: Score on Group Work Section	88.7% meet or exceed expectations/95.5% meet or exceed expectations		
6. Assessment and Testing	Students will demonstrate appropriate use of assessment relevant to academic/education, career, personal, and social development.	COUN 579: Test Critique	2.20/2.64	Comprehensive Exam: Score on Assessment Section	95.4% meet or exceed expectations/93.3% meet or exceed expectations		
7. Research and Program Evaluation	Students will demonstrate understanding of importance and the use of research to inform counseling practice.	COUN 552: Poster Conference	2.57/2.5	COUN 654: Final Evaluation	2.50/Not Reported*	Comprehensive Exam: Score on Research and Program Evaluation Section	97.7% meet or exceed expectations/77.8% meet or exceed expectations
Specialty Areas							
Addiction Counseling	Students will demonstrate understanding of the primary theories and models of addiction.	COUN 539: Historical Addictions Timeline	2.00/2.33	COUN 640: Case Study Response	2.00/2.33		
	Students will demonstrate the ability to diagnose and treat addiction and addiction-related disorders.	COUN 604: Treatment Plan	2.96/2.67	COUN 674: Case Conference	3.00/2.97		
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	Not Reported*/Not Reported*	COUN 654: Final Self-Evaluation	2.97/2.17		
	Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning.	COUN 604: Treatment Plan	2.96/2.05	COUN 674: Case Conference	3.00/2.97		
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	2.72/2.70	COUN 586: Delivery Project	3.00/2.83		
	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	2.40/2.47	COUN 586: Delivery Project	3.00/2.83	COUN 674: Case Conference	2.74/2.97
Doctoral Program							
1. Counseling	Students demonstrate the ability to critically evaluate and apply counseling theories across practices.	COUN 810: Theory Research Paper	2.25/Not Reported*	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	2.86/2.9	COUN 818: Supervision of Group Counseling	Not Reported*/2.33		
3. Teaching	Students demonstrate the ability to apply pedagogical and teaching methods relevant to counselor education course preparation and delivery.	COUN 816: Teaching Demonstration	Not Reported*/Not Reported*	COUN 824: Statement of Teaching Philosophy	Not Reported*/3.00	COUN 824: Final Teaching Evaluation	Not Reported*/3.00
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	Not Reported*/Not Reported*	Comprehensive Exam: Research Question			
Leadership and Advocacy	Students demonstrate understanding of theories and skills of leadership and the roles and responsibilities of counselors and counselor educators in leadership and advocacy.	COUN 816: Leadership Self-Assessment	Not Reported*/Not Reported*	COUN 826: Advocacy Assignment	Not Reported*/Not Reported*	Evaluation of Doctoral Student Performance and Progress	

Appendix E

Department of Counseling MA Program Student Dispositions

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, ability status, 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)

Appendix F
CPCE Results Data – Key Performance Indicators Scoring
Fall 2020 - Spring 2021

For all of the CPCE and CECE 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 2021 Results (N=45) – CECE

Core Area Standard	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	
	Count	Percentage	Count	Percentage	Count	Percentage
Professional Counseling Orientation and Ethical Practice (C8)	0	0.0%	10	22.2%	35	77.8%
Social and Cultural Diversity (C2)	7	15.6%	8	17.8%	30	66.7%
Human Growth and Development (C1)	1	2.2%	6	13.3%	38	84.4%
Career Development (C5)	0	0.0%	4	8.9%	41	91.1%
Counseling and Helping Relationships (C3)	1	2.2%	2	4.4%	42	93.3%
Group Counseling and Group Work (C4)	2	4.4%	15	33.3%	28	62.2%
Assessment and Testing (C6)	3	6.7%	10	22.2%	32	71.1%
Research and Program Evaluation (C7)	10	22.2%	16	35.6%	19	42.2%

Fall 2020 Results (N=44) – CECE

Core Area Standard	Does Not Meet Expectations		Meets Expectations		Exceeds Expectations	
	Count	Percentage	Count	Percentage	Count	Percentage
Professional Counseling Orientation and Ethical Practice (C8)	2	4.5%	11	25.0%	31	70.5%
Social and Cultural Diversity (C2)	6	13.6%	6	13.6%	32	72.7%
Human Growth and Development (C1)	3	6.8%	5	11.4%	36	81.8%
Career Development (C5)	1	2.3%	1	2.3%	42	95.5%
Counseling and Helping Relationships (C3)	1	2.3%	3	6.8%	40	90.9%
Group Counseling and Group Work (C4)	5	11.4%	12	27.3%	27	61.4%
Assessment and Testing (C6)	2	4.5%	7	15.9%	35	79.5%
Research and Program Evaluation (C7)	1	2.3%	6	13.6%	37	84.1%

Appendix G

Demographic Data for Applicants

	Addictions Counseling	Clinical Mental Health Counseling	School Counseling	Student Affairs/Higher Education	Total
Non-Resident Alien	Fall 0 Spring 0	Fall 0 Spring 3 Male: 2 Female: 1	Fall 2 Male: 1 Female: 1 Spring 0	Fall 0 Spring 0	Fall 2 Male: 1 Female: 1 Spring 3 Male: 2 Female: 1
Hispanic/Latino	Fall 1 Male: 0 Female: 1 Spring 1 Male: 0 Female: 1	Fall 10 Male: 2 Female: 8 Spring 13 Male: 0 Female: 13	Fall 17 Male: 2 Female: 15 Spring 10 Male: 1 Female: 9	Fall 5 Male: 0 Female: 5 Spring 0 Male: 0 Female: 0	Fall 33 Male: 5 Female: 29 Spring 24 Male: 1 Female: 23
Asian	Fall 1 Male: 0 Female: 1 Spring 0 Male: 0 Female: 0	Fall 0 Male: 0 Female: 0 Spring 2 Male: 0 Female: 2	Fall 2 Male: 0 Female: 2 Spring 7 Male: 1 Female: 6	Fall 0 Male: 0 Female: 0 Spring 2 Male: 0 Female: 2	Fall 3 Male: 0 Female: 3 Spring 11 Male: 1 Female: 10
Black/African American	Fall 1 Male: 0 Female: 1 Spring 0 Male: 0 Female: 0	Fall 3 Male: 0 Female: 3 Spring 7 Male: 1 Female: 6	Fall 3 Male: 0 Female: 3 Spring 3 Male: 1 Female: 5	Fall 2 Male: 0 Female: 2 Spring 1 Male: 0 Female: 1	Fall 9 Male: 0 Female: 9 Spring 14 Male: 2 Female: 12
Native Hawaiian/Other Pacific Islander	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 1 Male: 1 Female: 0 Spring 0 Male: 0 Female: 0
White	Fall 4 Male: 3 Female: 1 Spring 3 Male: 2 Female: 1	Fall 30 Male: 28 Female: 2 Spring 18 Male: 4 Female: 14	Fall 27 Male: 5 Female: 22 Spring 15 Male: 2 Female: 13	Fall 3 Male: 1 Female: 2 Spring 0 Male: 0 Female: 0	Fall 64 Male: 53 Female: 11 Spring 36 Male: 8 Female: 28
Two or More Races	Fall 0	Fall 2 Male: 0 Female: 2	Fall 0	Fall 0	Fall 2 Male: 0 Female: 2

	Spring 1 Male: 0 Female: 1	Spring 0 Male: 0 Female: 0	Spring 1 Male: 0 Female: 1	Spring 0	Spring 2 Male: 0 Female: 2
Unknown	Fall 0 Spring 1 Male: 0 Female: 1	Fall 2 Male: -- Female: -- Spring 0 Male: 0 Female: 0	Fall 2 Male: -- Female: -- Spring 0 Male: 0 Female: 0	Fall 0 Spring 0 Male: 0 Female: 0	Fall 10 Male: 2 Female: 8 Spring 1 Male: 0 Female: 1

Appendix H

Demographic Data for Current Students

	Addictions Counseling	Clinical Mental Health Counseling	School Counseling	Student Affairs/Higher Education	Total
Non-Resident Alien	Fall 0 Spring 0	Fall 3 Male: 0 Female: 3 Spring 4 Male: 1 Female: 3	Fall 1 Male: 0 Female: 1 Spring 1 Male: 0 Female: 1	Fall 0 Spring 0	Fall 4 Male: 0 Female: 4 Spring 5 Male: 1 Female: 4
Hispanic/Latino	Fall 9 Male: 2 Female: 7 Spring 10 Male: 2 Female: 8	Fall 34 Male: 5 Female: 29 Spring 44 Male: 5 Female: 39	Fall 43 Male: 4 Female: 39 Spring 44 Male: 3 Female: 41	Fall 8 Male: 1 Female: 7 Spring 7 Male: 1 Female: 6	Fall 94 Male: 12 Female: 82 Spring 105 Male: 11 Female: 94
Asian	Fall 1 Male: 0 Female: 1 Spring 1 Male: 0 Female: 1	Fall 4 Male: 0 Female: 4 Spring 2 Male: 0 Female: 2	Fall 7 Male: 1 Female: 6 Spring 7 Male: 1 Female: 6	Fall 1 Male: 1 Female: 0 Spring 2 Male: 0 Female: 2	Fall 13 Male: 2 Female: 11 Spring 12 Male: 3 Female: 9
Black/African American	Fall 3 Male: 2 Female: 1 Spring 4 Male: 2 Female: 2	Fall 17 Male: 2 Female: 15 Spring 21 Male: 3 Female: 18	Fall 13 Male: 4 Female: 9 Spring 15 Male: 4 Female: 11	Fall 7 Male: 2 Female: 5 Spring 6 Male: 2 Female: 4	Fall 40 Male: 10 Female: 30 Spring 46 Male: 11 Female: 35
Native Hawaiian/Other Pacific Islander	Fall 1 Male: 1 Female: 0 Spring 1 Male: 1 Female: 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 1 Male: 1 Female: 0 Spring 1 Male: 1 Female: 0
White	Fall 16 Male: 3 Female: 13 Spring 14 Male: 4 Female: 10	Fall 79 Male: 12 Female: 67 Spring 93 Male: 14 Female: 79	Fall 127 Male: 13 Female: 114 Spring 125 Male: 15 Female: 110	Fall 10 Male: 0 Female: 10 Spring 7 Male: 0 Female: 7	Fall 232 Male: 29 Female: 203 Spring 239 Male: 33 Female: 206
Two or More Races	Fall 0	Fall 10 Male: 2 Female: 8	Fall 0	Fall 0	Fall 10 Male: 2 Female: 8

	Spring 0	Spring 10 Male: 2 Female: 8	Spring 2 Male: 1 Female: 1	Spring 0	Spring 12 Male: 3 Female: 9
Unknown	Fall 0 Spring 1 Male: 0 Female: 1	Fall 4 Male: 1 Female: 3 Spring 5 Male: 1 Female: 4	Fall 5 Male: 1 Female: 4 Spring 5 Male: 1 Female: 4	Fall 1 Male: 0 Female: 1 Spring 1 Male: 0 Female: 1	Fall 10 Male: 2 Female: 8 Spring 12 Male: 2 Female: 10

Appendix I

Demographic Data for Graduates

	Addictions Counseling	Clinical Mental Health Counseling	School Counseling	Student Affairs/Higher Education	Total
Non-Resident Alien	Fall 0 Spring 0	Fall 0 Male: 0 Female: 0 Spring 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Male: 0 Female: 0 Spring 0 Male: 0 Female: 0
Hispanic/Latino	Fall 1 Male: 0 Female: 1 Spring 0	Fall 1 Male: 0 Female: 1 Spring 2 Male: 0 Female: 2	Fall 5 Male: 0 Female: 5 Spring 4 Male: 0 Female: 4	Fall 1 Male: 0 Female: 1 Spring 1 Male: 0 Female: 1	Fall 8 Male: 0 Female: 8 Spring 7 Male: 0 Female: 7
Asian	Fall 1 Male: 0 Female: 1 Spring 0	Fall 2 Male: 0 Female: 2 Spring 0	Fall 0 Male: 0 Female: 0 Spring 0	Fall 0 Male: 0 Female: 0 Spring 2 Male: 0 Female: 0 Missing: 1	Fall 3 Male: 0 Female: 3 Spring 1 Male: 0 Female: 0 Missing: 1
Black/African American	Fall 0 Spring 0	Fall 0 Spring 1 Male: 0 Female: 1	Fall 2 Male: 1 Female: 2 Spring 0	Fall 0 Spring 2 Male: 0 Female: 2	Fall 3 Male: 1 Female: 2 Spring 3 Male: 0 Female: 3
Native Hawaiian/Other Pacific Islander	Fall 1 Spring 1 Male: 1 Female: 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Male: 0 Female: 0 Spring 1 Male: 1 Female: 0
White	Fall 2 Male: 0 Female: 2 Spring 1 Male: 0 Female: 1	Fall 3 Male: 1 Female: 2 Spring 4 Male: 0 Female: 4	Fall 14 Male: 2 Female: 12 Spring 18 Male: 2 Female: 16	Fall 2 Male: 0 Female: 1 Missing: 1 Spring 1 Male: 0 Female: 1	Fall 22 Male: 3 Female: 17 Missing: 1 Spring 24 Male: 2 Female: 22

Two or More Races	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Spring 0	Fall 0 Male: 0 Female: 0 Spring 0 Male: 0 Female: 0
Unknown	Fall 0 Spring 0 Male: 0 Female: 0	Fall 0 Spring 1 Male: 0 Female: 1	Fall 0 Spring 1 Male: 0 Female: 1	Fall 0 Spring 1 Male: 0 Female: 1	Fall 0 Male: 0 Female: 0 Spring 3 Male: 0 Female: 3

Graduation Term	Seeking Employment Status	Length of Job Search	Seeking Employment in Field of Study?	Other Outcome	Additional Details	Have you obtained certification in your field?	Have you obtained licensure in your counseling field?	How important was program accreditation by CACREP in your selection of a graduate program?	My program was appropriately rigorous and challenging.	My program instructors used instructional methods appropriate to the courses they taught.	Faculty/program instructors were sensitive to students needs.	In my program, I received information about advancing my career in this field.	In my program, I developed knowledge and skills that prepared me to be a successful professional in the field.	In my program, I developed knowledge and skills that prepared me to learning and/or development among students/clients.	The culminating activity, project, or experience (e.g., field experience, field work, internship, practicum, thesis, research seminar, or student teaching) was an effective capstone for the program.	CEHS: Rating Preparedness for Field
January 2021	Have received one or more job offers, but still deciding.	2 months or less	Yes			No	No	Extremely important	5	5	5	5	5	5	5	Well prepared
January 2021	Have interviewed, but have not received any job offers	2 months or less	Yes			Yes	No	Extremely important	4	3	3	5	4	4	5	Well prepared
January 2021	Have interviewed, but have not received any job offers	2 months or less	Yes			No	No	Extremely important	5	5	5	3	5	5	5	Well prepared
January 2021	Have not started my job search	I have not started my job search	Yes			Yes	Not applicable	Extremely important	4	4	4	4	4	4	4	Well prepared
January 2021	Have not received any interviews	2 months or less	Yes			No	No	Extremely important	5	5	5	4	5	4	5	Exceptionally well prepared
January 2021	Have not started my job search	I have not started my job search	Yes			Yes	No	Extremely important	4	4	3	3	5	5	5	Exceptionally well prepared
January 2021	Have applied, but have not received any interviews	2 months or less	Yes		Due to the nature of my degree, I need proper certification in order to be considered for job applications and be hired for my field. However, if a school district wants to provide an emergency certification to a student, they can do so.		I passed my comprehensive exam, but school counselors do not obtain licensure. Just certificates.	Extremely important	5	5	5	5	5	5	5	Exceptionally well prepared
January 2021	Have not started my job search	I have not started my job search	Yes			Not applicable	No	Extremely important	5	5	5	5	5	5	5	Exceptionally well prepared
January 2021	Have applied, but have not received any interviews	2 months or less	Yes		I have a volunteer opportunity to gain experience but have not felt confident in other applications due to not having my certification details yet.		I'm waiting for MSU to finally confer my degree so I may apply for certification.	Extremely important	5	4	5	5	4	4	5	Well prepared
January 2021	Have not started my job search	3-5 months	Yes		Currently searching for employment but have not applied.	Not applicable	No	Extremely important	5	5	5	4	5	5	5	Well prepared
January 2021	Have interviewed, but have not received any job offers	2 months or less	Yes			Pending graduation	Pending graduation	Extremely important	5	5	5	5	5	5	5	Well prepared
January 2021	Have interviewed, but have not received any job offers	2 months or less	Yes			Other	Other	Extremely important	5	5	5	5	5	5	5	Well prepared
January 2021	Have interviewed, but have not received any job offers	3-5 months	Yes			Yes	Not applicable	Unimportant	5	5	5	5	5	5	5	Exceptionally well prepared

Expected Field of Study	Degree that you are pursuing.	Continuing Education Full-Time?	Continuing Education Modality	Have you obtained certification in your field?	Have you obtained licensure in your counseling field?	How important was program accreditation by CACREP in your selection of a graduate program?	My program was appropriately rigorous and challenging.	My program instructors used instructional methods appropriate to the courses they taught.	Faculty/program instructors were sensitive to students needs.	In my program, I received information about advancing my career in this field.	In my program, I developed knowledge and skills that prepared me to be a successful professional in the field.	In my program, I developed knowledge and skills that prepared me to promote learning and/or development among students/clients.	The culminating activity, project, or experience (e.g., field experience, field work, internship, practicum, thesis, research seminar, or student teaching) was an effective capstone for the program.	CDS: Rating Preparedness for Field Exceptionally well prepared
Clinical Counseling	Certificate	No	Both in-person and online courses (Hybrid)	Yes	Yes	Extremely important	5	5	5	5	5	5	5	5
Autism and Applied Behavioral Analysis	Certificate	Yes	Online courses only	No	No	Somewhat important	4	4	4	2	3	3	3	Adequately prepared

Graduation Term	Other Outcome Additional Details	Have you obtained certification in your field?	Have you obtained licensure in your counseling field? Waiting on NCE results to begin 4,500 hrs	How important was program accreditation by CACREP in your selection of a graduate program? Extremely important	My program was appropriately rigorous and challenging.	4	My program instructors used instructional methods appropriate to the courses they taught.	4	Faculty/program instructors were sensitive to students needs.	5	In my program, I received information about advancing my career in this field.	3	In my program, I developed knowledge and skills that prepared me to be a successful professional in the field.	4	In my program, I developed knowledge and skills that prepared me to promote learning and/or development among students/clients.	4	The culminating activity, project, or experience (e.g., field experience, field work, internship, practicum, thesis, research seminar, or student teaching) was an effective capstone for the program.	3	CEHS: Rating Preparedness for Field
January 2021	Applying to PsyD programs	Waiting on NCE results	4,500 hrs	Extremely important		4		4		5		3		4		4		3	Adequately prepared

Appendix K
Site Supervisor Survey 2020

Using the traditional "A, B, C, D, F" often used to grade work, please rate the following "Objective of the Program" for the Master of Arts in Counseling in terms of how well it was met in assisting your intern's work at your site. You may assign a N/E if you think you have "No Evidence" on which to rate.

Objective 1: Demonstrating the meaning and significance of fundamental guidance/counseling concepts.

A	<u>7</u> (54%)	
B	<u>5</u> (38%)	
C	0 (0%)	
D	0 (0%)	
F	0 (0%)	
N/E	<u>1</u> (8%)	
<i>no answer</i>	0 (0%)	

Objective 2: Interacting effectively with others (colleagues, parents, clients, students, and administrators).

A	<u>8</u> (62%)	
B	<u>3</u> (23%)	
C	0 (0%)	
D	<u>2</u> (15%)	
F	0 (0%)	
N/E	0 (0%)	
<i>no answer</i>	0 (0%)	

Objective 3: Analyzing individual behavior within group structures.

A	<u>6</u> (46%)	
B	<u>3</u> (23%)	
C	<u>1</u> (8%)	
D	<u>1</u> (8%)	
F	<u>1</u> (8%)	
N/E	<u>1</u> (8%)	
<i>no answer</i>	0 (0%)	

Objective 4: Interpreting research and measurement results in light of social and psychological factors.

A 1 (8%) ■
B 2 (15%) ■
C 1 (8%) ■
D 0 (0%)
F 0 (0%)
N/E 9 (69%) ■■■■■
no answer 0 (0%)

Objective 5: Interviewing and counseling on a one-to-one basis.

A 9 (69%) ■■■■■
B 3 (23%) ■■■
C 1 (8%) ■
D 0 (0%)
F 0 (0%)
N/E 0 (0%)
no answer 0 (0%)

Objective 6: Relating theories and principles of group dynamics, group practices, and facilitative skills to professional practice.

A 6 (46%) ■■■■■
B 2 (15%) ■■
C 2 (15%) ■■
D 1 (8%) ■
F 0 (0%)
N/E 2 (15%) ■■
no answer 0 (0%)

Objective 7: Assessing professional abilities and limitations, professionally and personally

A 6 (46%) ■■■■■
B 6 (46%) ■■■■■
C 0 (0%)
D 1 (8%) ■
F 0 (0%)
N/E 0 (0%)
no answer 0 (0%)

Objective 8: Professional writing (e.g., research proposals/reports, case studies).

A	<u>4</u> (31%)	
B	<u>4</u> (31%)	
C	0 (0%)	
D	0 (0%)	
F	<u>1</u> (8%)	
N/E	<u>4</u> (31%)	
<i>no answer</i>	0 (0%)	

Objective 9: Infusing and integrating diversity principles into professional practice.

A	<u>5</u> (38%)	
B	<u>7</u> (54%)	
C	0 (0%)	
D	0 (0%)	
F	0 (0%)	
N/E	<u>1</u> (8%)	
<i>no answer</i>	0 (0%)	

Of the courses below, check the ones that you think were most useful to your intern for working at your site.

Introduction to counseling and ethical issues in counseling	<u>10</u> (77%)	
Counseling theories	<u>7</u> (54%)	
Methods of research	<u>1</u> (8%)	
Appraisal of the individual (testing)	<u>2</u> (15%)	
Career counseling	<u>5</u> (38%)	
Group counseling	<u>11</u> (85%)	
Counseling techniques	<u>10</u> (77%)	
Multicultural counseling	<u>8</u> (62%)	
Family counseling	<u>5</u> (38%)	
Human growth & development course	<u>6</u> (46%)	
Practicum in counseling	<u>7</u> (54%)	
Specialty courses (Schools, Higher Ed., Addictions, DSM)	<u>3</u> (23%)	

What type of additional training would you like an intern to have before starting her/his internship?

Working with teachers. Understanding the mind of a teacher. When I received my school counseling Masters, we had to be teachers for a few years before counseling. I really felt that understanding the mind of the teacher or the way the classroom works is very useful.

A general understanding of school dynamics (roles, responsibilities)

A general understanding of teaching/classroom management

Crisis intervention training, building relationships with students

I think Montclair does a good job of preparing students overall. However, I think that students should complete Schools 1 BEFORE starting or concurrently with Practicum.

Ideally:

Spring Semester: Practicum & Schools 1 & 1 other class

Summer Semester: Schools 2 & 1 other class

Following Fall: Semester: Internship 1 & Elective

Final Semester: Internship 2 & Elective

Learn to write correctly.

There should be familiarity with all the different counseling technique and theories of counseling. Some familiarity with family dynamics also very useful. Not much more should be expected... I feel your students are generally well prepared and we would be pleased to have another one if you have someone who would like to interview with us.

I think more background information regarding IDEA, Section 504, Intervention & Referral Services, RTI and New Jersey's new Tiered System of Supports would be extremely useful. It's important for interns to be exposed to all of these.

Was your intern adequately prepared to complete an internship at your site? Explain why or why not.

Yes. I felt that my intern was very well prepared. She knew what to do, she took initiative, she wasn't afraid to ask questions to ensure she was going in the right direction.

I have had intern's from the Montclair program that were not prepared. However, my intern was extremely prepared. She was motivated, challenged herself, used her knowledge she learned in class and was a true go getter. Whatever district she ends up in will be honored to have her.

Yes, but he had a prior internship and that experienced helped.

ABSOLUTELY!!! She is amazing. She melds well with building staff, and her skills with the kids are top notch. She is comfortable in individual, small group, and whole class settings.

My intern struggled with social skills, reading social cues and building relationships with staff and students.

Yes, but she was interrupted by Covid-19, even so, we were able to get all her hours completed.

Did well in internship partially due to she started her practicum with us.

Yes - combined factors include:

Prior completion and current enrollment of academic coursework - prior and/or current practical experience (field related) - personality and general interpersonal approach of the intern. Overall receptiveness to consulting with/from a team dept. model. Intern(s) enjoy learning of diversity especially from clients they directly counseling and treat.

Poor writing skills interfered with experience.

My intern was fabulous. She was knowledgeable and very prepared.

Yes, very knowledgeable and open to learning more

The previously mentioned elements were the only areas I felt my intern could have used more preparation.

How could the program better prepare interns for a site such as yours?

I'm not sure of any areas of improvement in your program.

It is important for the intern to understand the urban district they are coming to. We have had interns in the past that lived or grew up in a more affluent town and then came to us and did not understand the family dynamics or the multicultural differences. Also, we have had extremely outspoken interns in the past who need to learn to read the audience first and not just interject their opinions. However, again that was not our current intern. She rocked!!

Again, a working knowledge of public schools.

Introducing the college process, introduction to I&RS and 504 Reviews, crisis intervention training

I look for interns who are independent and driven.

Continue to reinforce the importance of ethical and issues that may arise in clinical settings.

Make sure they can write.

Be open to family therapy principles.

Stated previously, you did a good job preparing the student

Introduction to Section 504, IDEA, etc. as mentioned above would be helpful to interns entering schools, especially those not coming from teaching or other educational positions.

It would be a good idea to have your own institution's undergraduate admissions office offer some insight into the college admissions process. This is a huge part of school counseling at the high school level, and is generally not addressed outside of the internship experience.

Please give at least one suggestion for a new course or a topic you think should be included in the program.

More Multicultural counseling, possibly.

Understanding the mind of a classroom teacher.

Interns need to learn (like the rest of us) how to deal more effectively and be more sensitive to the LGBTQ community. We have a few students who are transitioning and I think we need to be prepared as to how to support them.

Good

Crisis Interventions

College Counseling - on all aspects of the College process - Financial Aid, Standardized testing, College search, etc. (I would totally teach a class like this). I could see this being an elective option (not a requirement for all.)

An Ed Law class would be REALLY helpful for Counseling students. Covering subjects such as 504 and IEP and HIB laws!!! If you were to add a course to the curriculum this should be one that is required for all School Counseling students.

Some sort of DATA class would also be really helpful to school counseling students. How to gather data, interpret it, and create data-driven initiatives. I know there us a Research class but that is not necessarily data-based and I know there is an appraisal class that discusses testing, but that is not the data I mean.

The importance of writing skills.

For interns looking to work in a high school, they should be familiar with the college application process. Students are generally unaware of financial issues, billing etc and how it impacts on counseling opportunities for people in need .

It would be useful to offer courses specific to the grade levels with which graduate students intend to work. There are many areas specific to elementary, middle, and high school levels that are not addressed in the traditional school counseling program.

Please give a brief OVERALL evaluation of the MSU counseling program.

I felt that my intern was very well prepared for walking into a school and intern as a school counselor. That is credit to the MSU counseling program. She was very knowledgeable of the counseling theories, techniques, and ethics. She was able to jump right in and begin counseling!

I feel the MSU program definitely prepares their students, but more understanding of a multicultural setting and the mind of a teacher. That being said. It has always been a successful program. I think it would be beneficial for the interns in schools to be partnered with a professor in school counseling and not a clinical setting.

I don't see any issues or concerns. I have had TWO AMAZING interns!!!!

My intern had 3 different practicum and internship supervisors, with no continuity

I could not reach one of the 3 supervisors at Montclair

Overall I think that the MSU Counseling program does a decent job of preparing students to be school counselors (in fact I will no longer take interns from any other program because I have been disappointed by their work ethic.)

Thorough - Professional - Compliant with national standards of competency (CACREP) - Wonderful guidance and support from professional staff and faculty members. Challenging for interns but also encouraging.

Seems adequate.

Very effective program

I do not have knowledge of the overall requirements of the MSU counseling program. However, I found the intern with whom I worked to be well-prepared, poised, and open to any challenge.

Of the courses below, check the ones that you think were most useful to your intern for working at your site.

Introduction to counseling and ethical issues in counseling	<u>10</u> (77%)	
Counseling theories	<u>7</u> (54%)	
Methods of research	<u>1</u> (8%)	
Appraisal of the individual (testing)	<u>2</u> (15%)	
Career counseling	<u>5</u> (38%)	
Group counseling	<u>11</u> (85%)	
Counseling techniques	<u>10</u> (77%)	
Multicultural counseling	<u>8</u> (62%)	
Family counseling	<u>5</u> (38%)	
Human growth & development course	<u>6</u> (46%)	
Practicum in counseling	<u>7</u> (54%)	
Specialty courses (Schools, Higher Ed., Addictions, DSM)	<u>3</u> (23%)	

