

**Montclair State University
College for Community Health
Department of Counseling
Annual Report
2022-2023**

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 2022-2023 academic year.

As a result of reviewing key performance indicator assessments and results over the last year, in Fall 2022 the department changed the key performance indicators and assessments. The new indicators better reflect programmatic mission and goals. The assessments were streamlined and are more consistent across the assignments used to assess key performance indicators. The challenge with this change midyear, however, means that some data was not reported for Fall 2022. Similarly, data may not be reported in some domains as a result of courses not offered on the schedule of assessment or instructors who did not report assessments in the system. The faculty note that a number of instructors new to assessments were assigned to courses during this academic year which may account, in part, for missing data.

Across the assessments, students are primarily meeting the key performance indicators. The program established a minimum threshold of students scoring 2.0 or higher on the key

performance indicator assessments. In aggregate, this was the case for all but one area (doctoral program, teaching assessment 1: teaching philosophy). This one deficient area is the result of a small course section. In reviewing individual assessments, one student scored below the threshold which brought the aggregate score down. The individual student was noted for a student review and retention discussion and remediation efforts were set in place. Across all assessments at the master's and doctoral level, the majority of students were meeting the threshold and similar strategies were enacted for students who did not.

As part of the faculty's continuing efforts to enhance our assessment process, the faculty will review the assessment methods in the next academic year to ensure they are meeting our intended key performance indicators. In addition, greater attention will be paid to encouraging submission of scores so that the faculty can get a fuller picture of student performance and needs for program modifications.

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. Similar to a review of key performance indicators, the program likewise reviewed and adjusted the disposition form and assessment ratings in Spring 2023. The scale for dispositions assessments in Spring 2023 moved to a 3-point scale, ranging from 1=*failed to meet* to 3=*exceeds expectations*. 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 2022, 111 students were assessed for dispositions across the three courses. Three students were rated below meeting expectations for Professionalism, one in Practicum and two in Multicultural Counseling. In Spring 2023, of the 134 students assessed, three received ratings that they did not meet expectations related to professionalism, two in Practicum and one in Multicultural Counseling. One student in Counseling Techniques was rated as not meeting expectations related to intrapersonal behavior. 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 disposition 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.

Fieldwork Counseling Performance

Each semester practicum and internship site supervisors are asked to provide feedback on their students' performance. The program compiles and reviews these results, individually and in aggregate, to determine student needs and suitability of fieldwork sites. We are able to access internship site supervisors annually through students who are completing their placements at the time of survey administration. The survey administration in fall 2022 yielded 5 responses and spring 2023 yielded 10 responses from site 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. We have added the additional comments (Appendix F) that these 15 site supervisors included in their 2022-2023 survey responses to also address identified training needs from site supervisors. The faculty and department administration are reviewing our dissemination of the site supervisors survey to increase connections with supervisors and responses to the surveys.

Graduate Outcomes

Pass Rates on Credentialing Exams

The National Board for Certified Counseling provides reports to the program regarding pass rates on the National Counselor Examination. In Fall 2022, 100% of graduates from the Addictions Counseling program passed the exam, 89% of graduates from the Clinical Mental Health Counseling program passed the exam, and 67% of graduates from the School Counseling program passed the exam. The program faculty will review preparedness of students across and within program areas to be successful with the National Counselor Examination.

Demographic Data for Graduates and Degree Completion Rates

Program Objectives: 9

The data below reflects retention and graduation rates from Fall 2016 through Spring 2023, as available from the Office of Institutional Research at the time of this report. Notably, our master's program, across concentrations, diverges from a cohort model, allowing students to enroll on either a part-time or full-time basis, with a maximum enrollment period of seven years. Additionally, our doctoral program follows a cohort model, allowing students to choose between part-time and full-time enrollment options, with a seven-year time limit. Consequently, due to our continuous and flexible enrollment model, our analysis of student retention is based on enrollment statistics, average time to graduation, and graduation rates over a seven-year period. Our assessment includes three master's concentrations—clinical mental health, school, and addictions—as well as a doctoral degree, spanning seven academic terms ranging from 2016 to 2023.

Student Retention from 2016-2023

Academic Year	Term	Concentration	Total Master's Entering Class	Term Specific Entering Class by Concentration	Total Master's Average Year-to-Degree	Average Year-to-Degree by Concentration (7 years tracking)
2016-2017	Fall 2016		71		3.24	
		Addictions		4		3.27
		CMHC		24		3.38
		School		43		3.06
		PhD CES		6		6.5
	Spring 2017		29		2.57	
		Addictions		0		0
		CMHC		9		2.6
		School		20		2.54
2017-2018	Fall 2017		61		3.06	
		Addictions		4		3.25
		CMHC		23		3.07
		School		34		2.88
		PhD CES		10		5.17
	Spring 2018		46		3.33	
		Addictions		5		3.4
		CMHC		18		3.33
		School		23		3.28
2018-2019	Fall 2018		89		3.1	
		Addictions		8		3.25
		CMHC		32		3.18
		School		49		2.89
		PhD CES		6		N/A
	Spring 2019		53		3.41	
		Addictions		2		3.5
		CMHC		24		3.46
		School		27		3.28
2019-2020	Fall 2019		106		3.06	
		Addictions		7		3
		CMHC		50		3.28

		School	57		2.91
		PhD CES	8		N/A
	Spring 2020		51	2.7	
		Addictions	5		2.5
		CMHC	20		2.83
		School	26		2.78
2020-2021	Fall 2020		65	2.72	
		Addictions	3		0%
		CMHC	37		2.75
		School	33		2.69
		PhD CES	8		N/A
	Spring 2021		63	2.46	
		Addictions	4		2.5
		CMHC	30		2.5
		School	29		2.4
2021-2022	Fall 2021		62	N/A	
		Addictions	2		N/A
		CMHC	47		N/A
		School	23		N/A
		PhD CES	10		N/A
	Spring 2022		37	N/A	
		Addictions	1		N/A
		CMHC	28		N/A
		School	8		N/A
2022-2023	Fall 2022		59	N/A	
		Addictions	5		N/A
		CMHC	31		N/A
		School	27		N/A
		PhD CES	4		
	Spring 2023		38	N/A	
		CMHC	22		N/A
		School	16		N/A

Note: Total Master's Average Year-to-Degree is ongoing, as students are given seven years to graduate, and this column does not reflect those students still enrolled.

Job Placement Rates

The Alumni Relations Office surveys graduates in 3, 6, and 9 month increments. The response rate to the survey remains low, with 68 students who graduated in 2023 responding. Of those

who reported this information, 62% successfully obtained employment in the field. We note that the data reporting is misleading, as students who may have just completed their degrees would not have been able to report employment. In addition, students graduating from the school counseling program are less likely to obtain positions mid-year. The faculty are going to work with Alumni Affairs to collect more accurate and timely data, including one year post-graduation reports.

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. See Appendix G for exam results for Fall 2022 and Spring 2023, as well as historical performance on the comprehensive exam.

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 the exam meet with their advisors and develop plans for remediation so that they can pass the comprehensive exam on their second attempt.

Consistently more than 75% of students passed each section of the exam in both Fall 2022 and Spring 2023, and the overall pass rate for the exam remains high. However, the faculty would like to achieve a higher passing rate overall and in each category and will reflect upon curricular experiences to continue to strengthen student performance on the CPCE.

Diverse Learning Community

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 2022 and Spring 2023 is provided in Appendix H. 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 sexual/affectional orientation, disability status, and transgender gender identity. This is an area of advocacy that the program faculty will undertake with the Graduate School Admissions Office, and, if successfully enacted, all applicants will have the option not to disclose specific social locations. Upon review of the racial/ethnic data provided for the master's applicants, over a third (39.7%) of our applicants are White. Nearly 26% identify as Hispanic/Latinx, and smaller percentages represent other racially/ethnically diverse identities as noted in the table below. 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. Furthermore, after reviewing our PhD applicant data, we observed 9 (21.4%) of our applicants are White and 33 (78.5%) are of other racially/ethnically diverse identities, reinforcing our efforts to recruit racially/ethnically diverse students. As a result, 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.

Master’s Students Demographics Applicants

	Male	Female	Gender Non-Binary
American Indian or Alaska Native	0	0	0
Asian	0	7	0
Black or African American	1	10	0
Hispanic or Latinx	4	30	3
Native Hawaiian or Other Pacific Islander	0	0	0
Two or More	1	4	0
Unknown/Other	2	15	1
White	9	46	1
International Student	1	5	0
Active-Duty Military	missing	missing	missing
Veteran	1	2	0
Students with Disabilities	missing	missing	missing

Note: The presented data delineates prospective candidates for the Spring 2023 enrollment period, as documented during the Fall 2022 application cycle.

Doctoral Students Demographics Applicants

	Male	Female	Gender Non-Binary
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	3	0
Hispanic or Latino	1	2	0
Native Hawaiian or Other Pacific Islander	0	0	0
Two or More	0	0	0
Unknown/Other	2	12	0
White	2	7	0
International Student	0	3	1
Active Duty Military	0	0	0
Veteran	0	0	0
Students with Disabilities	0	0	0

Demographic Data for Enrolled Students

Program Objectives: 9

The demographic data for students currently enrolled in the Counseling master’s programs is provided below. The classifications are provided by the Office of Institutional Research. This year, we gathered data for the three accredited master's programs: Addictions Counseling, Clinical Mental Health Counseling, and School Counseling. The diversity of our enrolled students remains a priority for continued exploration and recruitment and retention efforts. The faculty are not satisfied that the largest percentage of students in each concentration is primarily White. At a Hispanic Serving Institution and a program that prides itself on diversity, an approximately 29% Hispanic/Latinx student enrollment is below that of the University as a whole. Students who do not identify as White comprise approximately 21% of enrollment. The percentages of enrolled students are consistent with the applicant demographic data. 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.

Total Enrollment of Master’s Students During 2022-2023

	Fall 2022	Spring 2023
Asian	18	19
Black/African American	46	46
Hispanic/Latinx	120	113
Native Hawaiian/Other	2	1
Non-Resident Alien	9	9
Multi-Racial	12	11
Not Disclosed	17	24
White	188	168
Total	412	391
Students with Disabilities	24	24

Note: This table summarizes the self-reported racial/ethnic distribution among students enrolled in the three concentrations (clinical mental health, school, and addictions) for the academic year 2022-2023, broken down by semester.

Demographic Data: Full-Time Faculty

Open Faculty Positions

As part of a self-study, we examined the demographics of the faculty hiring pool from Fall 2021 to Fall 2023, representing four open lines. The total size of the hiring pool represents 111 applicants, denoting all possible responses, including missing responses.

Gender distribution:

Male	30
Female	75
Did not identify as female, male, or transgender	2
Did not disclose gender	2

Race/ethnicity distribution:

Asian descent	13
Black or African American	25
White Non-Hispanic or Latinx	51
White and Hispanic or Latinx	1
Hispanic or Latinx	4
Multiracial	12
Did not disclose racial/ethnic identity	3

Disability Status:

Having a disability	11
Not having a disability	91
Did not disclose ability status	9

Veteran status revealed that the vast majority of candidates (108) did not identify as veterans, while only 2 candidates identified themselves as veterans. Below, we present a demographic breakdown of each of the four faculty lines.

For the 2022-2023 academic year, there were 37 applicants for the role of Assistant Professor of Counseling/Counselor Education.

Gender distribution:

Male	10
Female	24
Did not identify as female, male, or transgender	1

Race/ethnicity distribution:

Asian descent	4
Black or African American	10
White Non-Hispanic or Latinx	12
Hispanic or Latinx	1
Multiracial	7
Did not disclose racial/ethnic identity	1

Disability Status:

Having a disability	4
Not having a disability	30
Did not disclose ability status	3

Out of the total subgroup, 34 applicants did not identify as veterans.

For the 2023-2024 academic year, there are 40 applicants for the role of Assistant Professor of Counseling/Counselor Education (i.e., generalist).

Gender distribution:

Male	9
Female	26
Did not identify as female, male, or transgender	1
Did not disclose gender	2

Race/ethnicity distribution:

Asian descent	6
Black or African American	5
White Non-Hispanic or Latinx	23
Hispanic or Latinx	2
Multiracial	3
Did not disclose racial/ethnic identity	1

Disability Status:

Having a disability	6
Not having a disability	31
Did not disclose ability status	3

Among this subgroup, 1 applicant identified as a veteran, while 39 applicants did not identify as veterans.

For the 2023-2024 academic year, there are 23 applicants for the role of Assistant Professor of Counseling/School Counseling.

Gender distribution:

Male	8
Female	15

Race/ethnicity distribution:

Asian descent	2
Black or African American	6
White Non-Hispanic or Latinx	11
Hispanic or Latinx	1
Multiracial	1
Did not disclose racial/ethnic identity	1

Disability Status:

Not having a disability	20
Did not disclose ability status	3

Among them, 1 applicant identified as a veteran.

For the 2023-2024 academic year, there are 12 applicants for the role of Post-Doctoral Teaching and Learning Fellow.

Gender distribution:

Male	3
Female	9

Race/ethnicity distribution:

Asian descent	1
Black or African American	4
White Non-Hispanic or Latinx	5
White and Hispanic or Latinx	1
Multiracial	

Disability Status:

Having a disability	1
Not having a disability	10

None of the applicants identified as veterans.

Employed Faculty

For the academic year 2022-2023, there were 11 faculty members, including 1 assistant professor, 7 associate professors, and 3 full professors. The department additionally includes 2 clinical specialists, one instructional specialist and the Director of the Community Counseling Clinic. Gender identity within the faculty cohort comprised of 4 males and 7 females. Regarding race and ethnicity, the faculty body exhibited the following distribution: 5 individuals identified as White, 3 identified as Black or African American, 2 identified as Asian American, and 1 identified as Multiracial. In terms of veteran status, 4 faculty members reported that they were not veterans, while 7 faculty members did not provide any response regarding their veteran status. As for disability status, 1 faculty member reported having a disability, 4 faculty members reported having no reported disabilities, and 6 faculty members did not disclose their disability status. The age range of the faculty members varied as follows: 2 individuals fell between the age range of 31-40, 3 individuals between 41-50, 3 individuals between 51-60, 1 individual between 61-64, and 4 individuals were aged 65 and over. Regarding the highest degree earned by the faculty members, all 11 individuals possess a PhD in counselor education and related discipline. For the current 2023-2024 academic year, we witness changes to the faculty makeup, which included the addition of two assistant professors and a Post-Doctoral Teaching and Learning Fellow to replace the instructional specialist, whose term concluded at the end of the 2022-2023 academic year. Consequently, the demographic profile is anticipated to evolve in the upcoming year 2024-2025.

Faculty Retention Rates

At the conclusion of the 2021-2022 academic year, an assistant professor left, and the position was promptly filled for the subsequent academic term. Moreover, changes in faculty composition were anticipated for the current academic year (2023-2024), which were characterized by the addition of two assistant professors and a Post-Doctoral Teaching and Learning Fellow. These appointments were intended to succeed the instructional specialist whose position duration concludes at the end of the current 2022-2023 academic year. Sadly, during the fall of 2023, we acknowledge the unexpected passing of a distinguished faculty member whose contributions

significantly enriched our program. The loss of our valued colleague prompted the initiation of a search for a suitable candidate to assume the vacant position for the forthcoming academic year of 2023-2024. As a result, an evolution in the demographic profile of faculty is expected in the approaching year.

Fieldwork Placement Rates

A challenge to a large program is that we have many students seeking field placements simultaneously. The Clinical Coordinator tracks application for fieldwork alongside actual placements, with the goal of better assisting students with finding and securing sites. The 2023 placement rates can be found in Appendix I. Our goal is to ensure 100% placement each semester. The placement rate by semester was lowest for Practicum, the first semester of fieldwork for students, ranging from 79% to 85%. Moving forward, the Clinical Coordinator will collect information about students' placement and non-placement, determining the reasons for not beginning their fieldwork. In addition, the program faculty continue to work with the Clinical Coordinator to streamline and support students in their placement process.

Stakeholder Engagement

Surveys: Graduating Students (Internship II), Alumni/ Graduates, Employers, and Site Supervisors

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.

Graduating Students Survey

Students rate their experiences with the program using an A-F scale similar to grading in their Internship II course. Students have consistently rated their experiences with the program in the A-B range, suggesting that overall they are highly satisfied with the program. The graduating student surveys data (Fall 2022 and Spring 2023 Internship II surveys) are available in Appendix J. Items where students have rated C or lower, although few, are worthy of exploration by the faculty for improved efforts. Of particular note are advising, variety of course offerings, access to program information, and convenience of course scheduling. This academic year, 2023-2024, we were able to secure one newly hired post-doctoral fellow and two full-time faculty positions. Faculty on average were responsible for advising nearly 50 master's students. The addition of the two new tenure-track faculty members will alleviate some of the advising load for faculty, thus providing more opportunities for students and faculty to engage in advising and mentoring relationships. In addition, with the introduction of Zoom meetings access to faculty and staff will most likely increase as well, creating greater interaction with students. The program has been approved to search for one additional tenure-track faculty member for a start in the 2024-2025

school year and we hope that this will further enable faculty and students to more readily and meaningfully engage and provide an opportunity for greater variety of elective offerings. We are also considering how students can better access program information. We are hoping to improve our website through the university services to be more student-friendly and accessible. We update students via email consistently to ensure equitable access to pertinent information about the program.

Counseling is a stand-alone department in a newly developed College for Community Health with a new Dean. We anticipate with additional faculty and new leadership there will be exploration of flexibility in course scheduling to best meet the needs of Counseling students.

Students also rate the program objectives relative to preparation for their fieldwork. As with the program experiences, students primarily graded the objectives in the A-B range. The faculty continue to explore students' perceptions alongside those of site supervisors and employers to ensure that students are prepared to enter the field and eventually the profession.

Alumni/Graduates' Survey

Montclair State University's Alumni Relations Office manages an annual survey of graduates. Appendix K provides the results of this survey in 2023 (please note: Appendix K contains a large amount of data; readers will need to increase the size of the document to view the results). The Alumni survey is sent out every three months. Data from this report represents January 2023, May 2023, and August 2023.

A total of 68 graduate students responded to the 2023 survey (5 doctoral students and 63 masters level students). Graduates indicate elements that were most important to them in earning their degrees, graded (on a traditional scale of A-F) aspects of the program, and shared 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 graduates also highly rated the importance of our CACREP accreditation in their choice of our program. The program specific evaluation components were rated on a scale of 1-5 (1=*poor* to 5=*excellent*) on a number of factors including rigor, instructional methods, responsiveness to student needs, career preparedness, development of counseling knowledge and skills, etc. The vast majority of these evaluation components were rated quite high (4 or 5) by the students.

The faculty continue to work with Alumni Relations to adjust survey items to gather meaningful data to assist with program development efforts. 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.

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 and

greater engagement with social media will hopefully assist with the tracking of graduates and their employers.

Advisory Committee Feedback

In addition to the aforementioned surveys we also gain meaningful information from our MA Counseling Program Advisory Board for the masters counseling program. Attached are a copy of the minutes from 6/2023 reflecting the sharing of information and student input in our program planning (Appendix L).

Program Modifications

Based on a review of the 2022-2023 data, the faculty created a plan for the 2023-2024 academic year to make program modifications. The table below summarizes the program or curricular modification planned for 2023-2024 and their connection to specific assessment areas.

Program or Curricular Modification	Linked Assessment Outcome or Discussion	Proposed Action
Modify demographic language	Demographic data of applicants, students, graduates; faculty demographic data	Review new APA standards on reporting demographics
Modify data collection processes with the university	Missing and misleading data	Coordinate with Institutional Research, Graduate Admissions, and other offices regarding our data collection and reporting needs to create a streamlined process and accurate reporting.
Collect skills assessments	Missing data collection for Skills Assessments	Explore and adopt software for data collection, fieldwork experiences
Modify Doctoral Program Curriculum	Key Performance Indicator Assessments Admissions and Retention	Modify the doctoral program curriculum to more accurately reflect students' development and entry into faculty and advanced practitioner or administrative roles. Curricular modifications will be submitted during the 2023-2024 academic year.
Modify Doctoral Comprehensive Exam	Comprehensive Exam Results	Revise program structure, administration and evaluation of comprehensive exam.
Increase use of social media	Low diversity in demographic data, low response to alumni surveys	Use program, college social media for recruitment, marketing, and engagement with current students and alumni.
Partner with Alumni Relations Office	Low response on alumni, supervisor, and employer surveys	Partner with new Alumni Relations staff regarding administration of surveys, establishment of online social media interface with graduates.
Change dissemination strategy for site supervisor surveys	No responses on supervisor surveys	Establish ongoing communication between the Clinical Coordinator and field site supervisors throughout the academic year to strengthen relationships. The Clinical Coordinator will now send surveys directly to site supervisors rather than through students and instructors.

		Explore use of software system to administer site supervisor surveys and evaluations.
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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 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 revised the program to 60 credit hours in summer 2023, in accordance with CACREP standards. The curriculum has a value-added component for students, including opportunities to receive Student Assistance Counselor certification and flexibility in program electives. We believe the movement to 60 credits will also allow room for students to learn more about school counseling-specific issues as we did for our 60 credit hour programs in Addictions Counseling and Clinical Mental Health Counseling.

Modification of Doctoral Program

The doctoral program entered its 14th year in Fall 2022. The faculty engaged in several conversations about modifying the curriculum to more accurately reflect students' entry into faculty, advanced practitioner, and administrative roles. Review of data indicated that students were not performing successfully in some courses and perhaps the offerings and sequencing of courses was not consistent with the program's mission and goals. In addition, admissions and retention numbers declined over the last two years. Beginning Fall 2023, all incoming students take a Professional Seminar course in their first term to orient them to doctoral level study and research skills. Additional modifications are anticipated as the program prepares the CACREP self-study for accreditation during the 2023-2024 academic year.

Modification of Doctoral Comprehensive Exam

Along with review of the doctoral curriculum, faculty reviewed the comprehensive exam format and process. The faculty determined that the current format did not accurately reflect students' comprehensive knowledge nor did it prepare students for dissertation work. The faculty will formally prepare a revision to the comprehensive exam during the 2023-2024 academic year and phase in the new format upon approval.

List Appendices

Appendix A: 2023 Evaluation Plan

Appendix B: MA and PhD Program Objectives

Appendix C: Key Performance Indicators

Appendix D: 2022-23 Key Performance Indicators Assessments

Appendix E: Student Dispositions

Appendix F: Internship Site Supervisor Comments (Fall 2022, Spring 2023)

Appendix G: CPCE Results (2022-2023)

Appendix H: Demographic Data of Applicants

Appendix I: Fieldwork Placement Rates

Appendix J: Internship II Student Survey - Spring 2023

Appendix K: Alumni Survey

Appendix L: June 2023 Advisory Board Minutes