

# Program Evaluation Annual Report

Academic Year: 2023-2024

MSEd School Counseling  
MSEd Student Affairs/College Counseling

## Summary of Program Evaluation Results

### Assessment Data:

Assessment Name	Met	Not Met	Total
Assessment 1 (SC & SACC) - Self Reflection & Research Paper	15	0	15
Assessment 2 (SC) - ASCA Model Project	24	0	24
Assessment 2 (SACC) - Midterm Exam	2	0	2
Assessment 3 (SC & SACC) - Bias Disruption Presentation	14	0	14
Assessment 4 (SC & SACC) - Group Leadership	19	0	19
Assessment 5 (SC & SACC) - Autobiographical Career Paper	15	0	15
Assessment 6 (SC & SACC) - Theory Portfolio Paper	0	0	0
Assessment 7 (SC) - Anti-Bias Social Emotional Learning Unit	24	0	24
Assessment 7 (SACC) - Program Review & Presentation	0	0	0
Assessment 8 (SC & SACC) - Research Proposal	19	0	19

### Disposition Data:

Disposition Survey	Met	Not Met	Total
Disposition Check 1	10	5	15
Disposition Check 2	13	1	14
Disposition Check 3	12	4	16
Disposition Check 4	13	0	13
Disposition Check 5 (SC)	17	0	17
Disposition Check 5 (SACC)	0	0	0
Disposition Check 6	16	0	16
Disposition Check 7	5	0	5

## Key Performance Indicators Data:

Key Performance Indicators	Assessments									
	1	2 (SC)	2 (SACC)	3	4	5	6	7 (SC)	7 (SACC)	8
KPI #1 - Students will gain the knowledge and skills associated with professional counseling and ethics. (2.F.1.a & 2.F.1.e)	Met = 15 Not Met = 0	Met = 24 Not Met = 0	Met = 2 Not Met = 0	Met = 14 Not Met = 0	Met = 10 Not Met = 0	Met = 15 Not Met = 0	Met = 0 Not Met = 0	Met = 24 Not Met = 0	Met = 0 Not Met = 0	
KPI #2 - Students will gain the knowledge and skills associated with social and cultural diversity. (2.F.2.c & 2.F.2.h)	Met = 15 Not Met = 0			Met = 14 Not Met = 0		Met = 15 Not Met = 0	Met = 0 Not Met = 0	Met = 24 Not Met = 0	Met = 0 Not Met = 0	Met = 19 Not Met = 0
KPI #3 - Students will gain the knowledge and skills associated with growth and development across the lifespan. (2.F.3.f & 2.F.3.i)	Met = 15 Not Met = 0	Met = 24 Not Met = 0	Met = 2 Not Met = 0		Met = 10 Not Met = 0	Met = 15 Not Met = 0				
KPI #4 - Students will gain the knowledge and skills associated with career development. (2.F.4.b & 2.F.4.h)	Met = 15 Not Met = 0				Met = 10 Not Met = 0	Met = 15 Not Met = 0		Met = 24 Not Met = 0	Met = 0 Not Met = 0	
KPI #5 - Students will gain the knowledge and skills associated with counseling and helping relationships. (2.F.5.f & 2.F.5.n)	Met = 15 Not Met = 0			Met = 14 Not Met = 0	Met = 10 Not Met = 0	Met = 15 Not Met = 0	Met = 0 Not Met = 0			
KPI #6 - Students will gain the knowledge and skills associated with group counseling. (2.F.6.d & 2.F.6.g)	Met = 15 Not Met = 0			Met = 14 Not Met = 0	Met = 10 Not Met = 0			Met = 24 Not Met = 0	Met = 0 Not Met = 0	
KPI #7 - Students will gain the knowledge and skills associated with assessment and testing. (2.F.7.f & 2.F.7.m)	Met = 15 Not Met = 0							Met = 24 Not Met = 0	Met = 0 Not Met = 0	Met = 19 Not Met = 0
KPI #8 - Students will gain the knowledge and skills associated with research and program evaluation. (2.F.8.b & 2.F.8.j)	Met = 15 Not Met = 0	Met = 24 Not Met = 0	Met = 2 Not Met = 0				Met = 0 Not Met = 0	Met = 24 Not Met = 0	Met = 0 Not Met = 0	Met = 19 Not Met = 0
KPI #9 - Students will gain the knowledge and skills associated with school counseling (School Counseling only - 5.G.3.f & 5.G.3.h)	Met = 15 Not Met = 0	Met = 24 Not Met = 0		Met = 14 Not Met = 0				Met = 24 Not Met = 0		
KPI #10 - Students will gain the knowledge and skills associated with college counseling and student affairs (Student Affairs/College Counseling only -- 5.E.2.i & 5.E.2.j)	Met = 15 Not Met = 0		Met = 2 Not Met = 0	Met = 14 Not Met = 0					Met = 0 Not Met = 0	

## Intercultural Development Inventory (IDI) Data:

Intercultural Development Inventory (IDI)	PO	PO Name	DO	DO Name	OG	Total
Intercultural Development Inventory (IDI) 1	120.75	Acceptance	91.95	Minimization	28.8	N=16
Intercultural Development Inventory (IDI) 2	126.19	Acceptance	105.81	Minimization	20.37	N=23

### IDI 1:

The group's Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions, and behaviors.

The group's Developmental Orientation (DO) Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 28.80 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of

how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

**IDI 2:**

The group’s Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one’s own and other cultures in values, perceptions, and behaviors.

The group’s Developmental Orientation (DO)Score indicates that the group’s primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 20.37 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

**Exit Survey Data:**

1 Professional Orientation - Graduates of MU's Counselor Preparation Programs rate their knowledge and skills on the following: Please choose the appropriate response for each item. 14 ⓘ

1 Professional Orientation - Graduates of MU's Counselor Preparation Progra...	Average	Minimum	Maximum	Count
Knowledge of the counseling profession	3.79	3.00	4.00	14
Knowledge of professional roles and functions as a counselor	3.71	3.00	4.00	14
Knowledge of counselor roles and responsibilities	3.79	3.00	4.00	14
Skills in advocacy of all students	3.93	3.00	4.00	14
An understanding of skills in the social arena (ASCA Model)	3.71	2.00	4.00	14
An understanding of skills in the personal arena (ASCA Model)	3.71	3.00	4.00	14
An understanding of the New Jersey HIB law as it pertains to schools (K12)...	3.64	2.00	4.00	14

2 Consultation - As you approach the completion of MU's Counselor Preparation Program, rate your preparedness in the following: Please choose the appropriate response for each item: 14 ⓘ

2 Consultation - As you approach the completion of MU's Counselor Preparati...	Average	Minimum	Maximum	Count
Create classroom guidance lessons or workshops	3.79	3.00	4.00	14
Consult teachers/professors and administration to improve student success	3.86	3.00	4.00	14
Consult parents and families in regards to student success as needed	3.79	3.00	4.00	14

3 Counseling - As you approach the completion of MU's Counselor Preparation Programs, rate your preparedness in the following: Please choose the appropriate response for each item: 14 ⓘ

3 Counseling - As you approach the completion of MU's Counselor Preparation...	Average	Minimum	Maximum	Count
Effectively use active listening skills to work with students	4.00	4.00	4.00	14
Incorporate a theoretical orientation displayed in a counseling sessions	3.79	2.00	4.00	14
Use effective clarification and questioning techniques	3.86	3.00	4.00	14
Effectively respond to crisis and trauma	3.71	2.00	4.00	14

4 Professionalism - As you approach completion of MU's Counselor Preparation Programs, rate your level of preparedness to : Please choose the appropriate response for each item. 14 ⓘ

4 Professionalism - As you approach completion of MU's Counselor Preparatio...	Average	Minimum	Maximum	Count
Self-Reflect	4.00	4.00	4.00	14
Interact with students in developmentally appropriate ways	3.93	3.00	4.00	14
Demonstrate flexibility and responsiveness	3.93	3.00	4.00	14
Maintain accurate records	3.79	3.00	4.00	14
Collaborate with colleagues to improve counseling/advising practices	3.86	3.00	4.00	14
Contribute professionally to the school/district and/or university	3.93	3.00	4.00	14
Respect privacy and confidentiality	4.00	4.00	4.00	14

## Alumni Survey Data:

View data: 1 Professional Orientation - Graduates of MU's Counselor Preparation Programs rate their knowledge and skills on the following: Please choose the appropriate response for each item. X

1 Professional Orientation - Graduates of MU's Counselor Preparation Progra...	Average	Minimum	Maximum	Count
Knowledge of the counseling profession	3.49	2.00	4.00	35
Knowledge of professional roles and functions as a counselor	3.49	2.00	4.00	35
Knowledge of counselor roles and responsibilities	3.46	2.00	4.00	35
Skills in advocacy of all students	3.54	3.00	4.00	35
An understanding of skills in the social arena (ASCA Model)	3.29	2.00	4.00	35
An understanding of skills in the personal arena (ASCA Model)	3.31	2.00	4.00	35
An understanding of the New Jersey HIB law as it pertains to schools (K12)...	2.69	1.00	4.00	35

View data: 2 Consultation - As a Graduate of MU's Counselor Preparation Program, rate your preparedness in the following: Please choose the appropriate response for each item: X

2 Consultation - As a Graduate of MU's Counselor Preparation Program, rate...	Average	Minimum	Maximum	Count
Create classroom guidance lessons or workshops	2.97	1.00	4.00	34
Consult teachers/professors and administration to improve student success	3.09	1.00	4.00	34
Consult parents and families in regards to student success as needed	3.03	1.00	4.00	34

View data: 3 Counseling - As a Graduate of MU's Counselor Preparation Programs, rate your preparedness in the following: Please choose the appropriate response for each item. X

3 Counseling - As a Graduate of MU's Counselor Preparation Programs, rate y...	Average	Minimum	Maximum	Count
Effectively use active listening skills to work with students	3.79	3.00	4.00	34
Incorporate a theoretical orientation displayed in a counseling sessions	3.32	2.00	4.00	34
Use effective clarification and questioning techniques	3.47	1.00	4.00	34
Effectively respond to crisis and trauma	3.15	1.00	4.00	34

View data: 4 Professionalism - As a graduate of MU's Counselor Preparation Programs, rate your level of preparedness to : Please choose the appropriate response for each item. X

4 Professionalism - As a graduate of MU's Counselor Preparation Programs, r...	Average	Minimum	Maximum	Count
Self-Reflect	3.58	2.00	4.00	33
Interact with students in developmentally appropriate ways	3.52	2.00	4.00	33
Demonstrate flexibility and responsiveness	3.55	3.00	4.00	33
Maintain accurate records	3.33	2.00	4.00	33
Collaborate with colleagues to improve counseling/advising practices	3.45	2.00	4.00	33
Contribute professionally to the school/district and/or university	3.52	2.00	4.00	33
Respect privacy and confidentiality	3.73	3.00	4.00	33
Demonstrate commitment to continuous lifelong learning	3.55	2.00	4.00	33
Demonstrate honesty, enthusiasm, sensitivity, and dedication	3.70	3.00	4.00	33
Demonstrate leadership abilities	3.52	3.00	4.00	33
Demonstrate cultural sensitivity	3.70	2.00	4.00	33

## Employer Survey Data:

1 Professional Orientation - Graduates of MU's Counselor Preparation Programs demonstrate: Please choose the appropriate response for each item. 4 ①

1 Professional Orientation - Graduates of MU's Counselor Preparation Progra...	Average	Minimum	Maximum	Count
Knowledge of the counseling profession	3.75	3.00	4.00	4
Knowledge of professional roles and functions as a counselor	3.75	3.00	4.00	4
Knowledge of counselor roles and responsibilities	3.75	3.00	4.00	4
Skills in advocacy of all students	3.75	3.00	4.00	4
An understanding of skills in the social arena (ASCA Model)	3.50	3.00	4.00	4
An understanding of skills in the personal arena (ASCA Model)	3.25	3.00	4.00	4
An understanding of the New Jersey HIB law as it pertains to schools (K12)...	3.00	2.00	4.00	4

2 Consultation - Graduates of MU's Counselor Preparation Program are able to: Please choose the appropriate response for each item: 4 ⓘ

2 Consultation - Graduates of MU's Counselor Preparation Program are able to...	Average	Minimum	Maximum	Count
Create classroom guidance lessons or workshops	3.50	3.00	4.00	4
Consult teachers/professors and administration to improve student success	3.50	3.00	4.00	4
Consult parents and families in regards to student success as needed	3.25	3.00	4.00	4

3 Counseling - Graduates of MU's Counselor Preparation Programs: Please choose the appropriate response for each item: 4 ⓘ

3 Counseling - Graduates of MU's Counselor Preparation Programs: Please...	Average	Minimum	Maximum	Count
Effectively use active listening skills to work with students	3.50	3.00	4.00	4
Incorporate a theoretical orientation displayed in a counseling sessions	3.25	3.00	4.00	4
Use effective clarification and questioning techniques	3.75	3.00	4.00	4
Effectively respond to crisis and trauma	3.25	3.00	4.00	4

View data: 4 Professionalism - Graduates of MU's Counselor Preparation Programs: Please choose the appropriate response for each item. ✕

4 Professionalism - Graduates of MU's Counselor Preparation Programs: PL...	Average	Minimum	Maximum	Count
Self-Reflect	4.00	4.00	4.00	4
Interact with students in developmentally appropriate ways	3.75	3.00	4.00	4
Demonstrate flexibility and responsiveness	3.50	3.00	4.00	4
Maintain accurate records	3.50	3.00	4.00	4
Collaborate with colleagues to improve counseling/advising practices	3.75	3.00	4.00	4
Contribute professionally to the school/district and/or university	3.50	3.00	4.00	4
Respect privacy and confidentiality	3.75	3.00	4.00	4
Demonstrate commitment to continuous lifelong learning	3.75	3.00	4.00	4
Demonstrate honesty, enthusiasm, sensitivity, and dedication	4.00	4.00	4.00	4
Demonstrate leadership abilities	3.25	3.00	4.00	4
Demonstrate cultural sensitivity	3.75	3.00	4.00	4

## **Site Supervisor Survey Data:**

Site supervisors' surveys (N= 54) were completed this year. Qualitative responses were reviewed for themes and trends in the data. Additionally, they were reviewed thoroughly by the Field placement coordinator.

## **Program Modifications**

Disposition Surveys were added to EDC 502 – Counseling Skills and EDC 512 - Access & Equity in Education for the first time during the academic year. The addition of these two disposition survey points will bring the total of disposition checks to seven times throughout a student's program. The addition of these two checkpoints were a direct result of shifting the program from 48 to 60 credits.

Annual Program Reports were previously posted on the university website, however there was no specific notification of these reports to constituents. Moving forward, at the time the annual program report is added to the university website, an email informing all constituents of the release of the report will occur.

Exit Survey – The exit survey will be moved within the next academic year from the Qualtrek system into the eCampus Desire2Learn platform within EDC 602 – Internship 2 courses so they are automatically available to each student exiting the program.

Site Supervisor Survey – The site supervisor survey (feedback on students in field placement) will be revised during the summer to implement in the fall. The current survey includes qualitative data that is student specific.

Student Evaluation of Site Supervisor – The evaluation of site supervisors by their student interns has occurred for many years informally. The evaluation will be formalized during the summer for implementation this coming fall.

## **Substantial Program Changes**

During the 2023-2024 academic year, the Educational Counseling Program made the transition from 48 to 60 credits for both the School Counseling and the Student Affairs/College Counseling Programs. All new students entering the program beginning in the Fall of 2023, entered into a 60-credit program. Any students enrolled in the 48-credit program were given the option to upgrade to the 60-credit program. Four new courses (12 credits) were ran for the first time during this past academic year.

- EDC 502 – Counseling Skills
- EDC 508 – Trauma & Crisis in Counseling
- EDC 512 – Access & Equity in Education
- EDC 675 – Educational Counseling Capstone in Counseling