

Program Evaluation Annual Report

Academic Year: 2025-2026

MSEd School Counseling
MSEd Student Affairs/College Counseling

Program Modifications

During the 2025-2026 academic year, the Educational Counseling Program continued to transition of reducing the availability of courses. Due to lower enrollment, courses that were previously offered multiple times per year have been shifted to being offered once per year. The newer course availability allows each course to run as a complete course. In the event students need a particular course not being offered, the Program Director will work with the individual student on a case by case basis. Independent Study courses will be offered in the event no alternative sequence structure will work.

Substantial Program Changes

During the 2025-2026 academic year, the Educational Counseling Program implemented all new syllabi created to include clearer details in the areas of content, knowledge and skills outcomes, methods of instruction, required reading, student performance evaluation criteria and procedures, and disability accommodations procedures. In the upcoming 2026-2027 academic year, the Educational Counseling Program faculty will transition all syllabi, KPI, program objectives, and assessment measure from the 2016 to the 2024 CACREP standards.

Summary of Program Evaluation Results

During the 2026 Spring retreat, all core faculty met and discussed the program objectives, MAKSS, Practicum/Internship, Exit, Alumni, and Employer survey results. Throughout the Academic Year 2025-2026, thirteen (13) program objectives were assessed. Below are the aggregated results. Complete data sets and details can be found in Appendix A.

Program Objective #1:

To ensure comprehensive implementation and sustenance of accreditation of CACREP, CAEP, and the New Jersey Department of Education.

- **Data Analysis:** There are 2 assessments associated with Learning Objective #1. During the 2025-2026 AY, both assessments were administered to enrolled students. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #2:

To develop counselor competencies and skill development in students to develop programming at the elementary, intermediate, secondary, and college level.

- **Data Analysis:** There are 6 assessments associated with Learning Objective #2. During the 2025-2026 AY, 3 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #3:

To teach students to demonstrate the ability to use ethical and legal decision- making models as professional counselors in educational settings.

- **Data Analysis:** There are 9 assessments associated with Learning Objective #3. During the 2025-2026 AY, 6 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #4:

To incorporate and develop counseling plans and goals that incorporate the life span development of individuals in a multicultural society.

- **Data Analysis:** There are 8 assessments associated with Learning Objective #4. During the 2025-2026 AY, 5 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #5:

To facilitate the knowledge of at-risk populations and application of resiliency utilizing a developmental perspective across the lifespan.

- **Data Analysis:** There are 5 assessments associated with Learning Objective #5. During the 2025-2026 AY, 3 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1)

assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #6:

To implement counseling theory into counseling interventions supported by the current research trends in professional counseling.

- **Data Analysis:** There are 10 assessments associated with Learning Objective #6. During the 2025-2026 AY, 7 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #7:

To implement group counseling facilitation skills, psycho-educational comprehension, group activities, and techniques of group facilitation.

- **Data Analysis:** There are 5 assessments associated with Learning Objective #7. During the 2025-2026 AY, 3 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #8:

To help students understand the influence of family systems, consultation, and prevention programs for parents and families.

- **Data Analysis:** There are 9 assessments associated with Learning Objective #8. During the 2025-2026 AY, 6 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #9:

To impart knowledge of self with exploration into culture, diversity, and converging identities.

- **Data Analysis:** There are 7 assessments associated with Learning Objective #9. During the 2025-2026 AY, 5 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #10:

To develop an understanding of test interpretation, assessment procedures, and standardized tests in schools.

- **Data Analysis:** There are 4 assessments associated with Learning Objective #2. During the 2025-2026 AY, 2 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.
- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #11:

To teach the implementation of core and advanced skills in practicum and internship courses, including the design of peer and supervisor feedback as well as individual/group supervision.

- **Data Analysis:** There are 2 assessments associated with Learning Objective #11. During the 2025-2026 AY, 1 assessment was administered to enrolled students. One (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Dispositions** – 100% of the students assessed met all standards associated with these measures.

Program Objective #12:

To develop a sense of openness and positive regard for students as a model for the therapeutic relationship.

- **Data Analysis:** There are 5 assessments associated with Learning Objective #12. During the 2025-2026 AY, 4 assessments were administered to enrolled students. One (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Knowledge** – 100% of the students assessed met all standards associated with these measures.

- **Skills** – 100% of the students assessed met all standards associated with these measures.

Program Objective #13:

To assist students with self-awareness, professional counseling disposition, and receptiveness to constructive criticism.

- **Data Analysis:** There are 7 assessments associated with Learning Objective #13. During the 2025-2026 AY, 6 assessments were administered to enrolled students. One (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective
- **Dispositions** – 98% of the students assessed met all standards associated with these measures, while 2% did not meet all standards associated with these measures.
*Remediation was provided.

Summary of Other Survey Results

During the 2025-2026 academic year, the program completed the following surveys. The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS), Practicum/Internship Survey, Alumni Survey, Employer Survey, and Exit Survey. Complete data sets and details can be found in Appendix B.

The Multicultural Awareness, Knowledge, and Skills Survey (MAKSS) was completed by 12 students enrolled in EDC 500 – Introduction to Professional Counseling and by 6 students enrolled in EDC 602 – Internship 2.

The Practicum/Internship Survey was completed by 19 site supervisors. There were many areas in which the site supervisors reported that students were acceptable, above expectations, or far exceeding expectations. There were some areas in which the site supervisors reported students were below expectations. This survey will be revamped in the 2025-2026 academic year to ensure data is being collected properly.

The Alumni Survey was completed by 56 alumni. All of the responders indicated that they either agree or strongly agree being trained in professional orientation, counseling, and professionalism. While in the preparation of consultation, majority of the respondents indicated agree or strongly agree, there were a small number who indicated they did not feel they received enough training in consultation.

The Employer Survey was completed by 13 employers. Majority of the responders indicated that they felt their employees were being trained in professional orientation, counseling, and professionalism. While in the preparation of professional orientation, one responder was not satisfied with the employee status.

The Exit Survey was completed by 5 students completing the program in the Fall of 2025. All of the responders indicated that they felt prepared to leave the university and begin working as a professional counselor.

Appendix A

Program Objectives Assessment Outcomes AY 2025-2026

Program Objective #1:

To ensure comprehensive implementation and sustenance of accreditation of CACREP, CAEP, and the New Jersey Department of Education.

Standard Group – 2.F – The Eight Common Core

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 675	Capstone in Counseling	Capstone Project Paper	Skills & Knowledge
EDC 675	Capstone in Counseling	Capstone Paper Presentation	Skills & Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 675	Capstone Project Paper	Skills & Knowledge	N=6	N=10 100%	N=0
EDC 675	Capstone Paper Presentation	Skills & Knowledge	N=6	N=11 100%	N=0

Data Analysis:

There are 2 assessments associated with Learning Objective #1. During the 2025-2026 AY, both assessments were administered to enrolled students. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=6	100%	0%
Skills	N=6	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #2:

To develop counselor competencies and skill development in students to develop programming at the elementary, intermediate, secondary, and college level.

Standard Group - 5.E – College Counseling and Student Affairs; 5.G – School Counseling

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge
EDC 501	Introduction to College Student Development and Student Affairs	Assessment #2 (SACC): Midterm Exam	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 555	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge	N=11	N=11 100%	N=0

EDC 501	Assessment #2 (SACC): Midterm Exam	Knowledge	N=0	N=0	N=0
EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0

Data Analysis:

There are 6 assessments associated with Learning Objective #2. During the 2025-2026 AY, 3 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=22	100%	0%
Skills	N=33	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #3:

To teach students to demonstrate the ability to use ethical and legal decision-making models as professional counselors in educational settings.

Standard Group - 2.F.1 – Professional Counselor Identity

Summative Assessments:

Course #	Assessment	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge
EDC 501	Introduction to College Student Development and Student Affairs	Assessment #2 (SACC): Midterm Exam	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 540	Group Counseling	Assessment #4: Group Leadership	Knowledge
EDC 545	Career Counseling & Development	Assessment #5: Autobiographical Career Paper	Knowledge
EDC 530	Counseling Theory and Practice	Assessment #6: Theory Portfolio Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 555	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 501	Assessment #2 (SACC): Midterm Exam	Knowledge	N=0	N=0	N=0
EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0
EDC 540	Assessment #4: Group Leadership	Knowledge	N=7	N=7 100%	N=0
EDC 545	Assessment #5: Autobiographical Career Paper	Knowledge	N=9	N=9 100%	N=0
EDC 530	Assessment #6: Theory Portfolio Paper	Knowledge	N=1	N=1 100%	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0

Data Analysis:

There are 9 assessments associated with Learning Objective #3. During the 2025-2026 AY, 6 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=39	100%	0%
Skills	N=33	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #4:

To incorporate and develop counseling plans and goals that incorporate the life span development of individuals in a multicultural society.

Standard Group - 2.F.2 – Social & Cultural Diversity; 2.F.4 – Career Development

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 540	Group Counseling	Assessment #4: Group Leadership	Knowledge
EDC 545	Career Counseling & Development	Assessment #5: Autobiographical Career Paper	Knowledge
EDC 530	Counseling Theory and Practice	Assessment #6: Theory Portfolio Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge
EDC 606	Research Methods & Application I	Assessment #8: Research Paper	Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0

EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0
EDC 540	Assessment #4: Group Leadership	Knowledge	N=7	N=7 100%	N=0
EDC 545	Assessment #5: Autobiographical Career Paper	Knowledge	N=9	N=9 100%	N=0
EDC 530	Assessment #6: Theory Portfolio Paper	Knowledge	N=1	N=1 100%	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0
EDC 606	Assessment #8: Research Paper	Knowledge	N=12	N=12 100%	N=0

Data Analysis:

There are 8 assessments associated with Learning Objective #4. During the 2025-2026 AY, 5 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=40	100%	0%
Skills	N=22	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #5:

To facilitate the knowledge of at-risk populations and application of resiliency utilizing a developmental perspective across the lifespan.

Standard Group - 2.F.3 – Human Growth & Development

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge
EDC 501	Introduction to College Student Development and Student Affairs	Assessment #2 (SACC): Midterm Exam	Knowledge
EDC 540	Group Counseling	Assessment #4: Group Leadership	Knowledge
EDC 545	Career Counseling & Development	Assessment #5: Autobiographical Career Paper	Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 555	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 501	Assessment #2 (SACC): Midterm Exam	Knowledge	N=0	N=0	N=0
EDC 540	Assessment #4: Group Leadership	Knowledge	N=7	N=7 100%	N=0
EDC 545	Assessment #5: Autobiographical Career Paper	Knowledge	N=9	N=9 100%	N=0

Data Analysis:

There are 5 assessments associated with Learning Objective #5. During the 2025-2026 AY, 3 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=27	100%	0%
Skills	N=11	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #6:

To implement counseling theory into counseling interventions supported by the current research trends in professional counseling.

Standard Group - 2.F.5 – Counseling & Helping Relationships; 2.F.8 – Research & Program Evaluation

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge
EDC 501	Introduction to College Student Development and Student Affairs	Assessment #2 (SACC): Midterm Exam	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 540	Group Counseling	Assessment #4: Group Leadership	Knowledge
EDC 545	Career Counseling & Development	Assessment #5: Autobiographical Career Paper	Knowledge
EDC 530	Counseling Theory and Practice	Assessment #6: Theory Portfolio Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge
EDC 606	Research Methods & Application I	Assessment #8: Research Paper	Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 555	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 501	Assessment #2 (SACC): Midterm Exam	Knowledge	N=0	N=0	N=0
EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0
EDC 540	Assessment #4: Group Leadership	Knowledge	N=7	N=7 100%	N=0
EDC 545	Assessment #5: Autobiographical Career Paper	Knowledge	N=9	N=9 100%	N=0
EDC 530	Assessment #6: Theory Portfolio Paper	Knowledge	N=1	N=1 100%	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0
EDC 606	Assessment #8: Research Paper	Knowledge	N=12	N=12 100%	N=0

Data Analysis:

There are 10 assessments associated with Learning Objective #6. During the 2025-2026 AY, 7 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=51	100%	0%
Skills	N=33	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #7:

To implement group counseling facilitation skills, psycho-educational comprehension, group activities, and techniques of group facilitation.

Standard Group - 2.F.6 – Group Counseling & Group Work

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 540	Group Counseling	Assessment #4: Group Leadership	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0
EDC 540	Assessment #4: Group Leadership	Knowledge	N=7	N=7 100%	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0

EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0
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Data Analysis:

There are 5 assessments associated with Learning Objective #7. During the 2025-2026 AY, 3 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=18	100%	0%
Skills	N=22	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #8:

To help students understand the influence of family systems, consultation, and prevention programs for parents and families.

Standard Group - 2.F.5 – Counseling & Helping Relationships; 5.E – College Counseling and Student Affairs; 5.G – School Counseling

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge
EDC 501	Introduction to College Student Development and Student Affairs	Assessment #2 (SACC): Midterm Exam	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 540	Group Counseling	Assessment #4: Group Leadership	Knowledge
EDC 545	Career Counseling & Development	Assessment #5: Autobiographical Career Paper	Knowledge
EDC 530	Counseling Theory and Practice	Assessment #6: Theory Portfolio Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 555	Assessment #2 (SC): ASCA Model Project	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 501	Assessment #2 (SACC): Midterm Exam	Knowledge	N=0	N=0	N=0
EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0
EDC 540	Assessment #4: Group Leadership	Knowledge	N=7	N=7 100%	N=0
EDC 545	Assessment #5: Autobiographical Career Paper	Knowledge	N=9	N=9 100%	N=0
EDC 530	Assessment #6: Theory Portfolio Paper	Knowledge	N=1	N=1 100%	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0

Data Analysis:

There are 9 assessments associated with Learning Objective #8. During the 2025-2026 AY, 6 assessments were administered to enrolled students. Two (2) assessments did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=39	100%	0%
Skills	N=33	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #9:

To impart knowledge of self with exploration into culture, diversity, and converging identities.

Standard Group - 2.F.2 – Social & Cultural Diversity

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 545	Career Counseling & Development	Assessment #5: Autobiographical Career Paper	Knowledge
EDC 530	Counseling Theory and Practice	Assessment #6: Theory Portfolio Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge
EDC 606	Research Methods & Application I	Assessment #8: Research Paper	Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0

EDC 545	Assessment #5: Autobiographical Career Paper	Knowledge	N=9	N=9 100%	N=0
EDC 530	Assessment #6: Theory Portfolio Paper	Knowledge	N=1	N=1 100%	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0
EDC 606	Assessment #8: Research Paper	Knowledge	N=12	N=12 100%	N=0

Data Analysis:

There are 7 assessments associated with Learning Objective #9. During the 2025-2026 AY, 5 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=33	100%	0%
Skills	N=22	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #10:

To develop an understanding of test interpretation, assessment procedures, and standardized tests in schools.

Standard Group - 2.F.7 – Assessment & Testing

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 555	School Counseling Program Planning & Consultation	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge
EDC 541	Leadership & Administration of Campus Environments	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge
EDC 606	Research Methods & Application I	Assessment #8: Research Paper	Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 555	Assessment #7 (SC): Anti-Bias Social Emotional Learning Unit	Skills & Knowledge	N=11	N=11 100%	N=0
EDC 541	Assessment #7 (SACC): Program Review & Presentation	Skills & Knowledge	N=0	N=0	N=0
EDC 606	Assessment #8: Research Paper	Knowledge	N=12	N=12 100%	N=0

Data Analysis:

There are 4 assessments associated with Learning Objective #2. During the 2025-2026 AY, 2 assessments were administered to enrolled students. One (1) assessment did not have associated courses run this academic year and one (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=23	100%	0%
Skills	N=12	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #11:

To teach the implementation of core and advanced skills in practicum and internship courses, including the design of peer and supervisor feedback as well as individual/group supervision.

Standard Group – 3.F; 3.H; 3.I; 3.J; 3.L; 3.M – Practicum & Internship Standards

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 600	Practicum	Disposition Check #6	Disposition
EDC 601	Internship 1	Disposition Check #7	Disposition

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 600	Disposition Check #4	Disposition	N=5	N=5 100%	N=0
EDC 601	Disposition Check #5	Disposition	N=0	N=0	N=0

Data Analysis:

There are 2 assessments associated with Learning Objective #11. During the 2025-2026 AY, 1 assessments were administered to enrolled students. One (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Dispositions	N=5	100%	0%

Dispositions – 100% of the students assessed met all standards associated with these measures.

Program Objective #12:

To develop a sense of openness and positive regard for students as a model for the therapeutic relationship.

Standard Group –2.F.5 – Counseling & Helping Relationships

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 505	Counseling and Ethical Practice	Assessment #1: Self-Reflection & Research Paper	Knowledge
EDC 535	Diversity and Social Justice	Assessment #3: Bias Disruptions Presentation	Skills
EDC 540	Group Counseling	Assessment #4: Group Leadership	Knowledge
EDC 545	Career Counseling & Development	Assessment #5: Autobiographical Career Paper	Knowledge
EDC 530	Counseling Theory and Practice	Assessment #6: Theory Portfolio Paper	Knowledge

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 505	Assessment #1: Self-Reflection & Research Paper	Knowledge	N=0	N=0	N=0
EDC 535	Assessment #3: Bias Disruptions Presentation	Skills	N=11	N=11 100%	N=0
EDC 540	Assessment #4: Group Leadership	Knowledge	N=7	N=7 100%	N=0
EDC 545	Assessment #5: Autobiographical Career Paper	Knowledge	N=9	N=9 100%	N=0
EDC 530	Assessment #6: Theory Portfolio Paper	Knowledge	N=1	N=1 100%	N=0

Data Analysis:

There are 5 assessments associated with Learning Objective #12. During the 2025-2026 AY, 4 assessments were administered to enrolled students. One (1) assessment data set was not collected. Following are the percentage results measuring skills and knowledge of the objective

Measured	Number Assessed	Met	Not Met
Knowledge	N=17	100%	0%
Skills	N=11	100%	0%

Knowledge – 100% of the students assessed met all standards associated with these measures.

Skills – 100% of the students assessed met all standards associated with these measures.

Program Objective #13:

To assist students with self-awareness, professional counseling disposition, and receptiveness to constructive criticism.

Standard Group – 2.F.1 – Professional Counselor Identity and 1.M – Professional Obligations & Self Reflection

Summative Assessments:

Course #	Assessment Course	Assessment Name	Skills or Knowledge
EDC 500	Introduction to Professional Counseling	Disposition Check #1	Disposition
EDC 535	Diversity & Social Justice	Disposition Check #2	Disposition
EDC 520	Advanced Topics in Race & Racism	Disposition Check #3	Disposition
EDC 512	Equity & Access in Education	Disposition Check #4	Disposition
EDC 502	Counseling Skills	Disposition Check #5	Disposition
EDC 600	Practicum	Disposition Check #6	Disposition
EDC 601	Internship 1	Disposition Check #7	Disposition

Aggregated Data:

Course #	Assessment Name	Skills or Knowledge	How Many Assessed	Met	Not Met
EDC 500	Disposition Check #1	Disposition	N=12	N=10 84%	N=2 16%
EDC 535	Disposition Check #2	Disposition	N=11	N=11 100%	N=0
EDC 520	Disposition Check #3	Disposition	N=12	N=12 100%	N=0
EDC 512	Disposition Check #6	Disposition	N=0	N=0	N=0
EDC 502	Disposition Check #7	Disposition	N=12	N=12 100%	N=0
EDC 600	Disposition Check #4	Disposition	N=5	N=5 100%	N=0
EDC 601	Disposition Check #5	Disposition	N=0	N=0	N=0

Data Analysis:

There are 7 assessments associated with Learning Objective #13. During the 2025-2026 AY, 6 assessments were administered to enrolled students. One (1) assessment data set

was not collected. Following are the percentage results measuring skills and knowledge of the objective

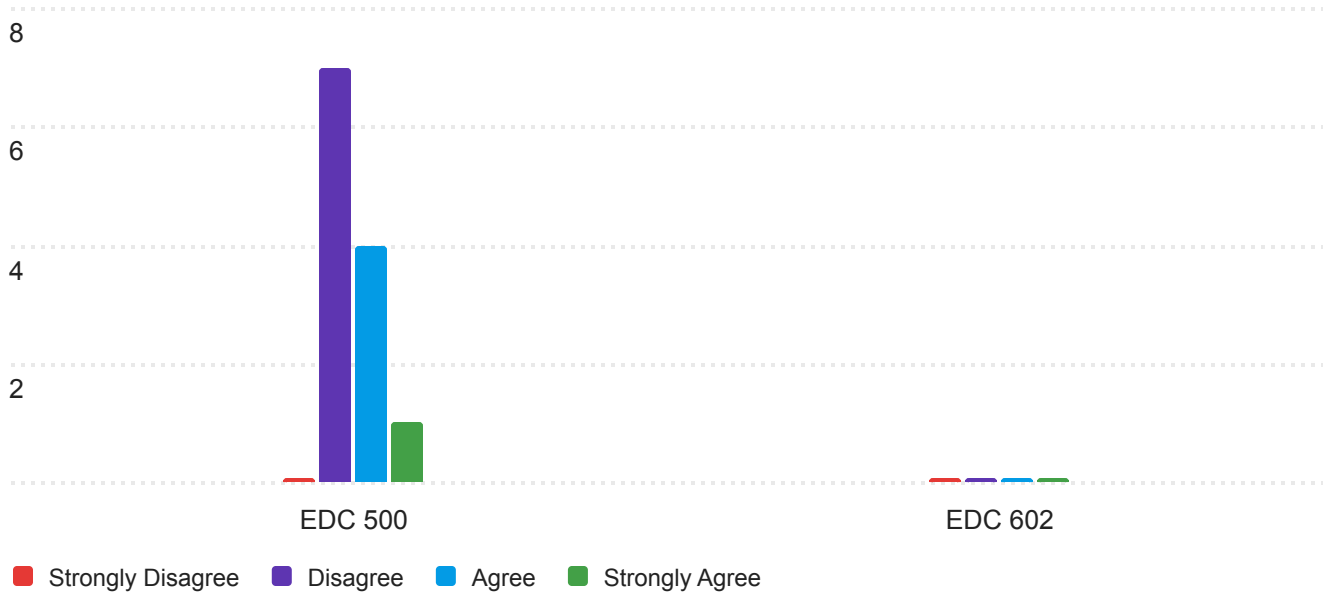
Measured	Number Assessed	Met	Not Met
Dispositions	N=52	98%	*2%

Dispositions – 98% of the students assessed met all standards associated with these measures, while 2% did not meet all standards associated with these measures.

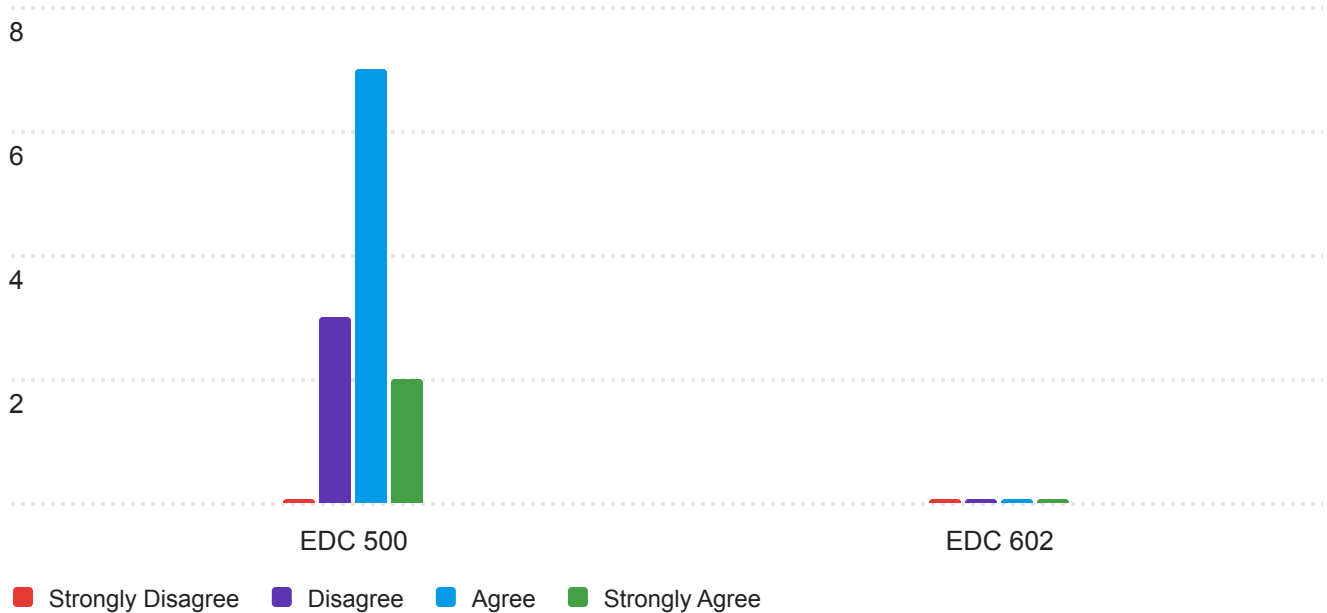
*Remediation was provided.

Appendix B

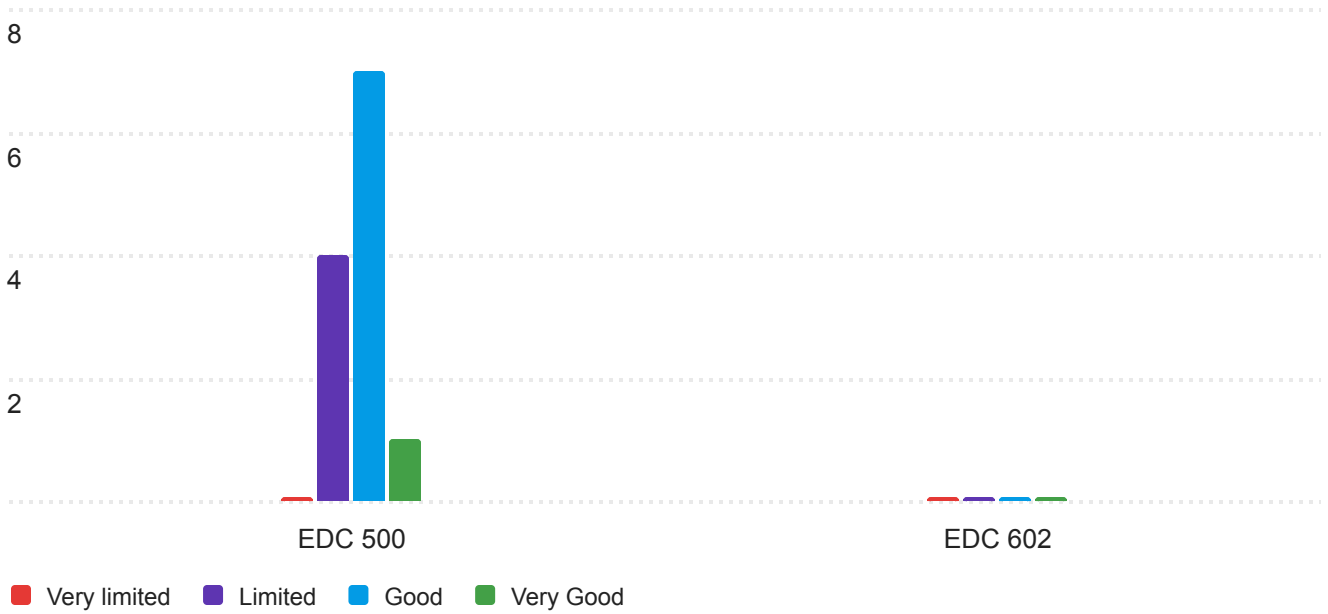
Q1 Culture is not external but is within the person.



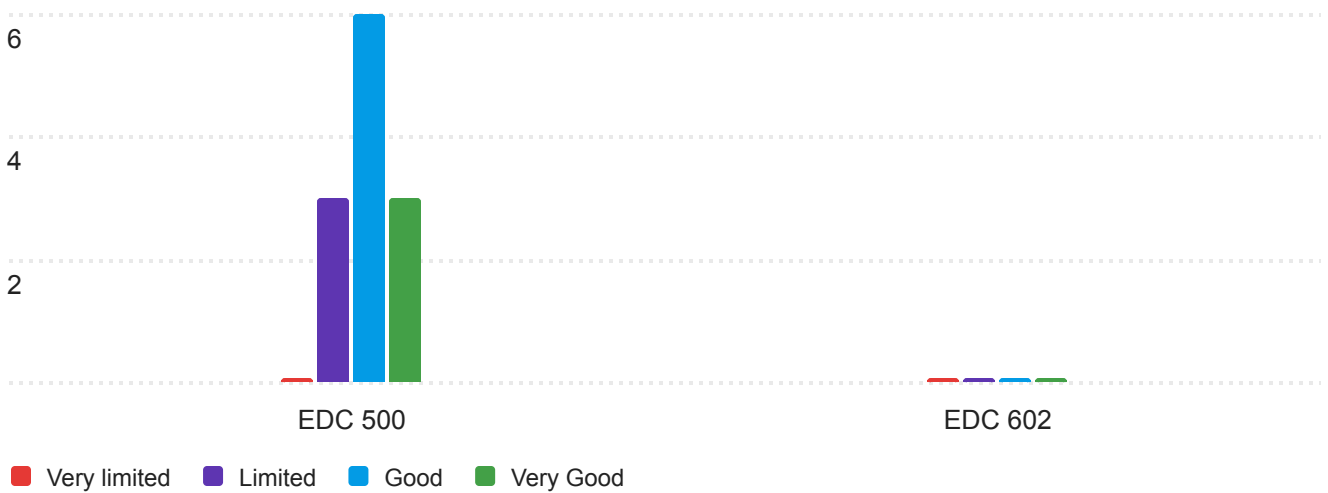
Q2 One of the potential negative consequences about gaining information concerning specific cultures is that students might stereotype members of those cultural groups according to the information they have gained.



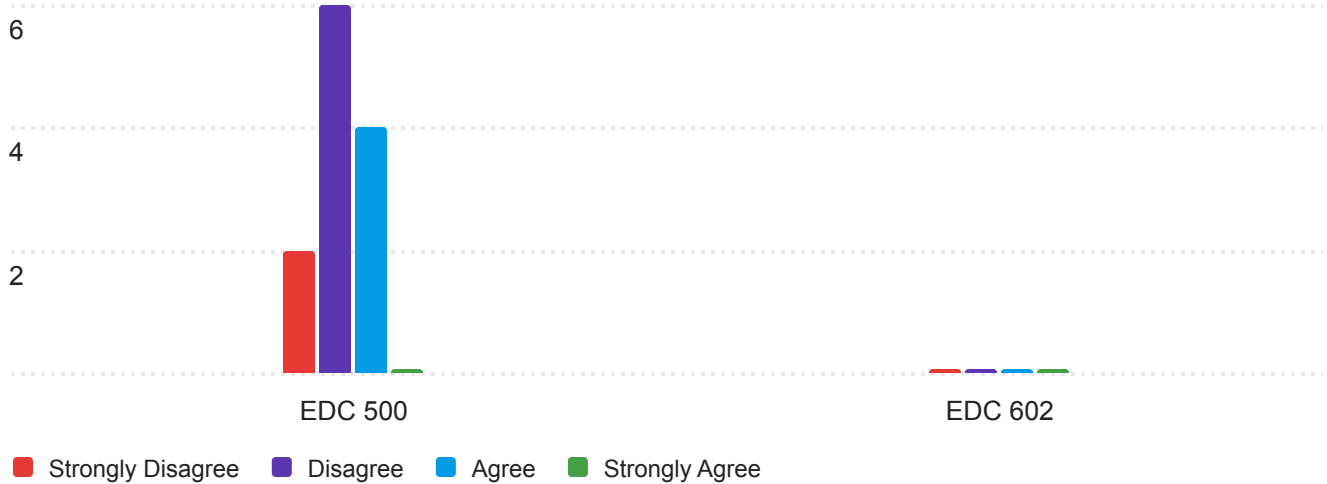
Q3 At this point in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way you think and act?



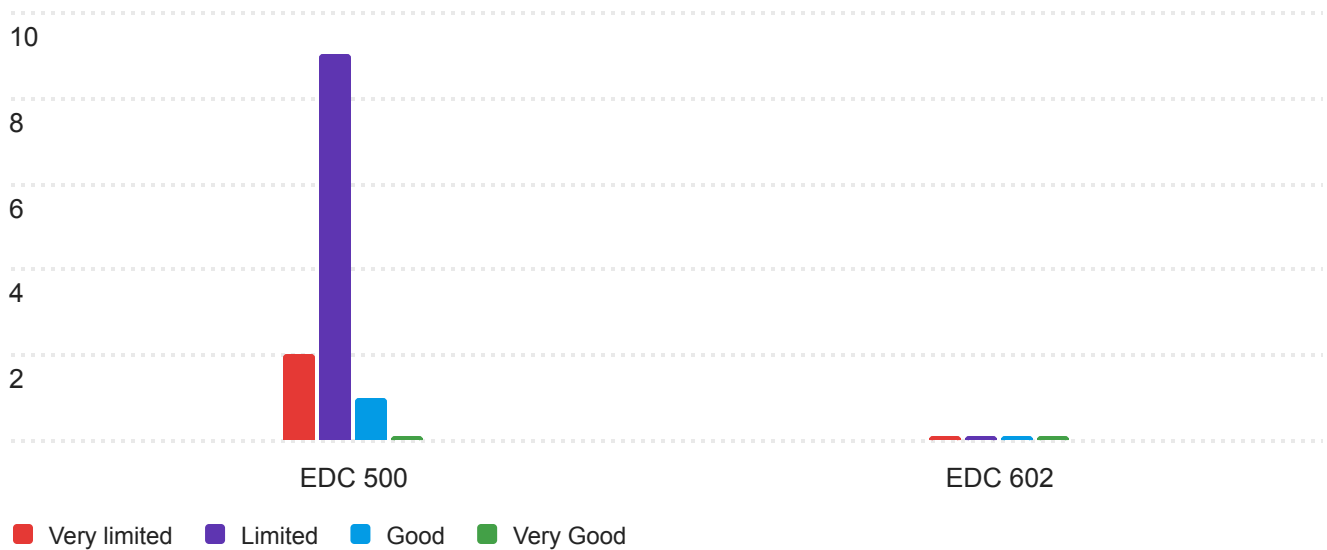
Q4 At this point in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?



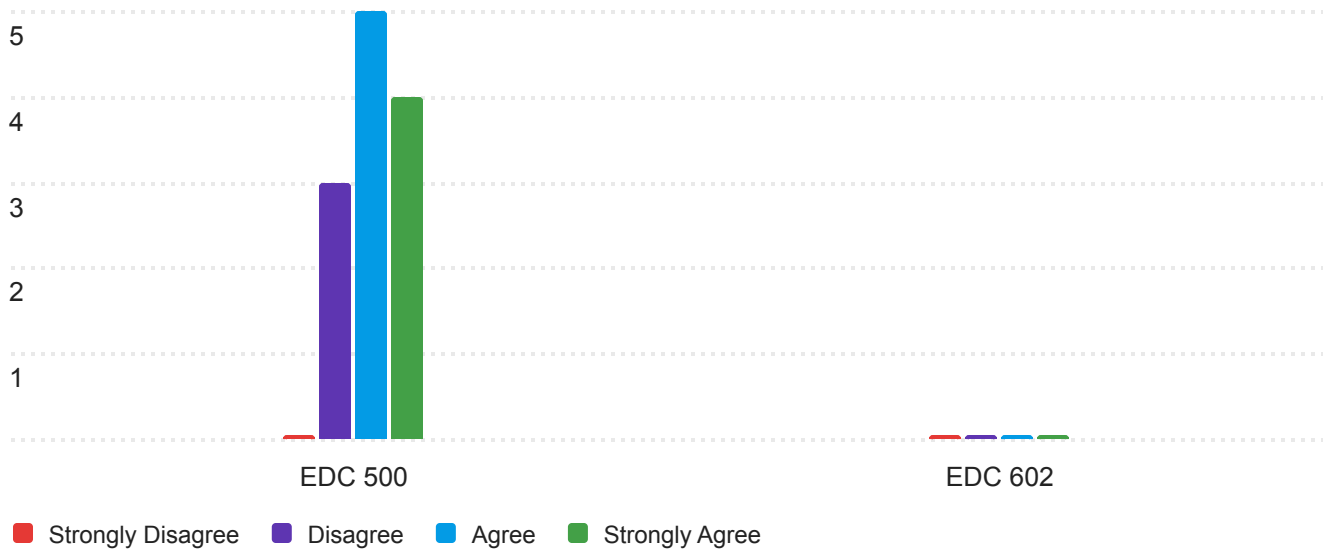
Q5 How would you react to the following statement? While counseling enshrines the concepts of freedom, rational thought, tolerance of new ideas, and equality, it has frequently become a form of oppression to subjugate large groups of people.



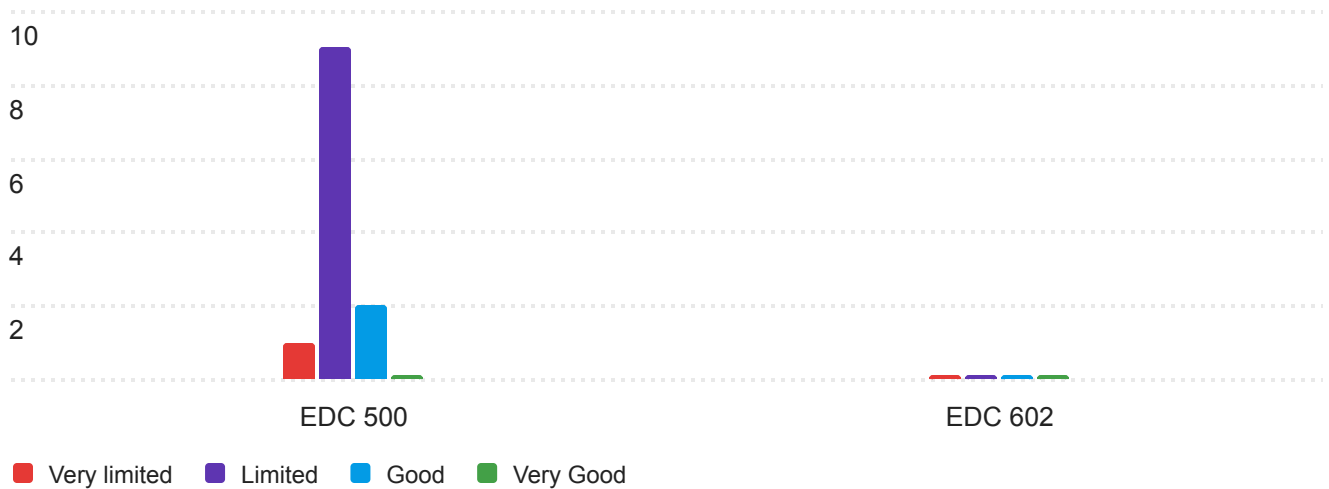
Q6 In general, how would you rate your level of awareness regarding different cultural institutions and systems?



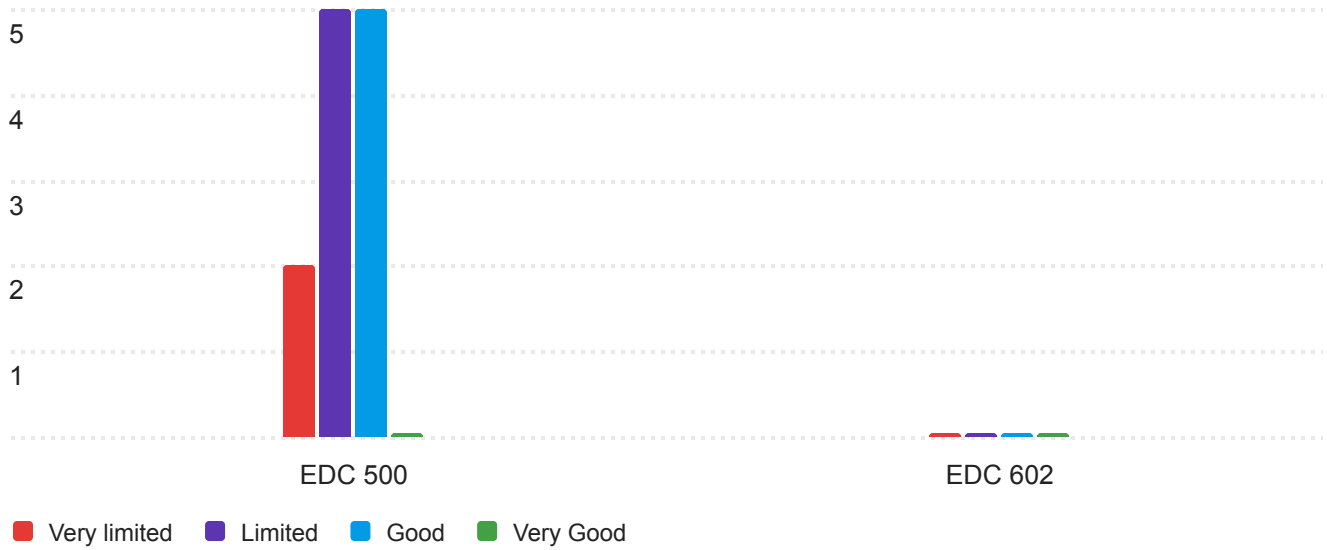
Q7 The human service professions, especially counseling and clinical psychology, have failed to meet the mental health needs of ethnic minorities.



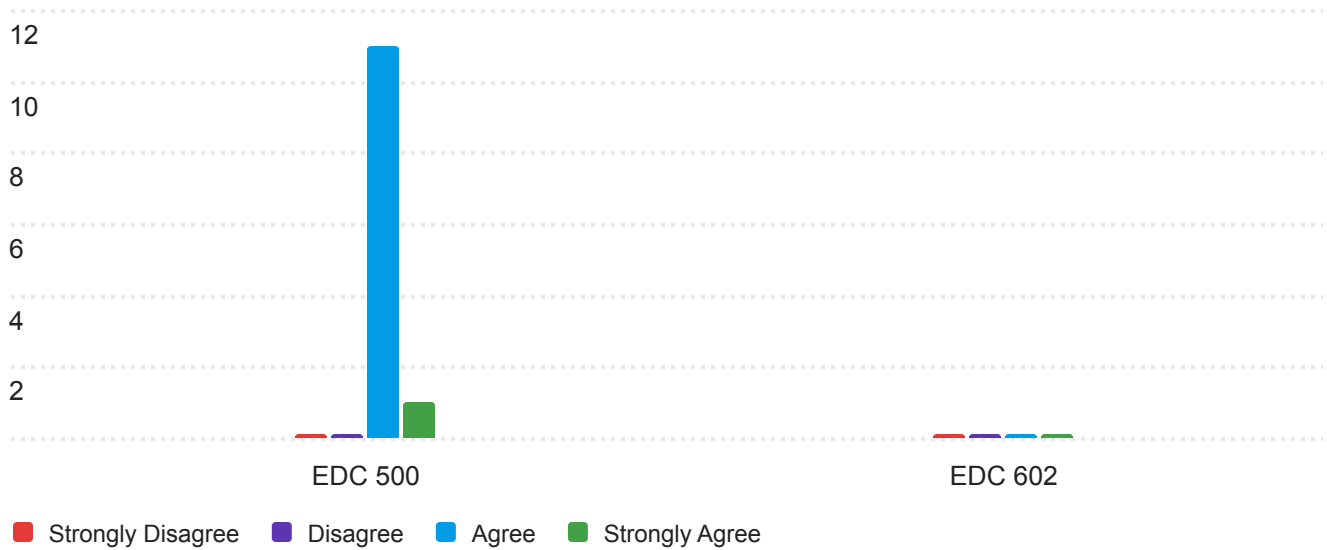
Q8 At the present time, how would you generally rate yourself in terms of being able to accurately compare your own cultural perspective with that of a person from another culture?



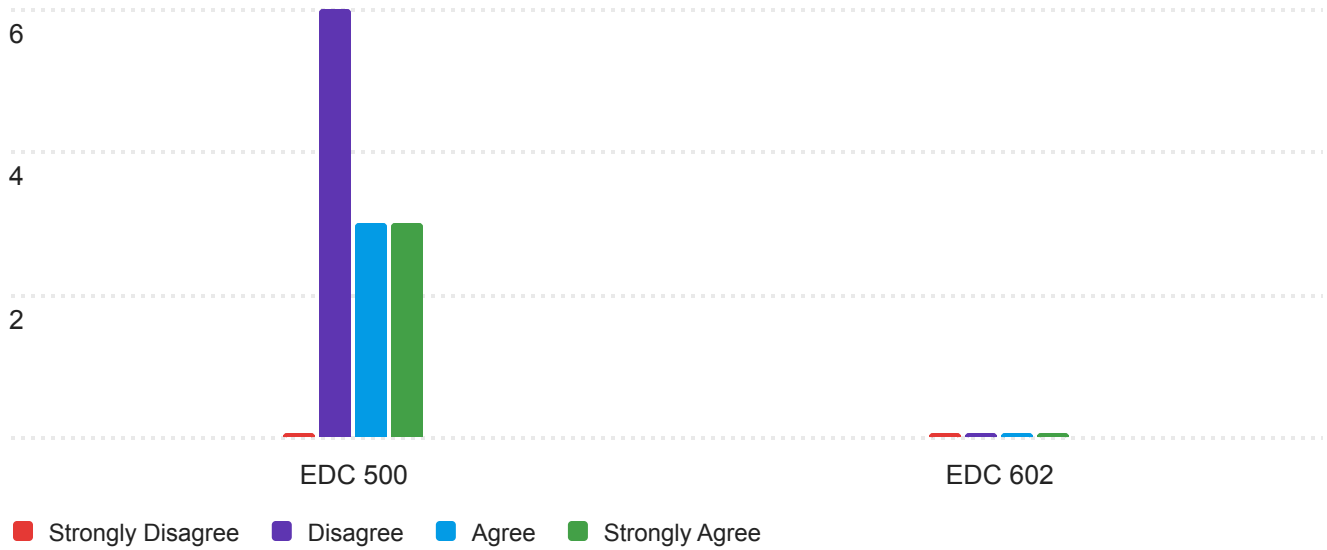
Q9 How well do you think you could distinguish “intentional” from “accidental” communication signals in a multicultural counseling situation?



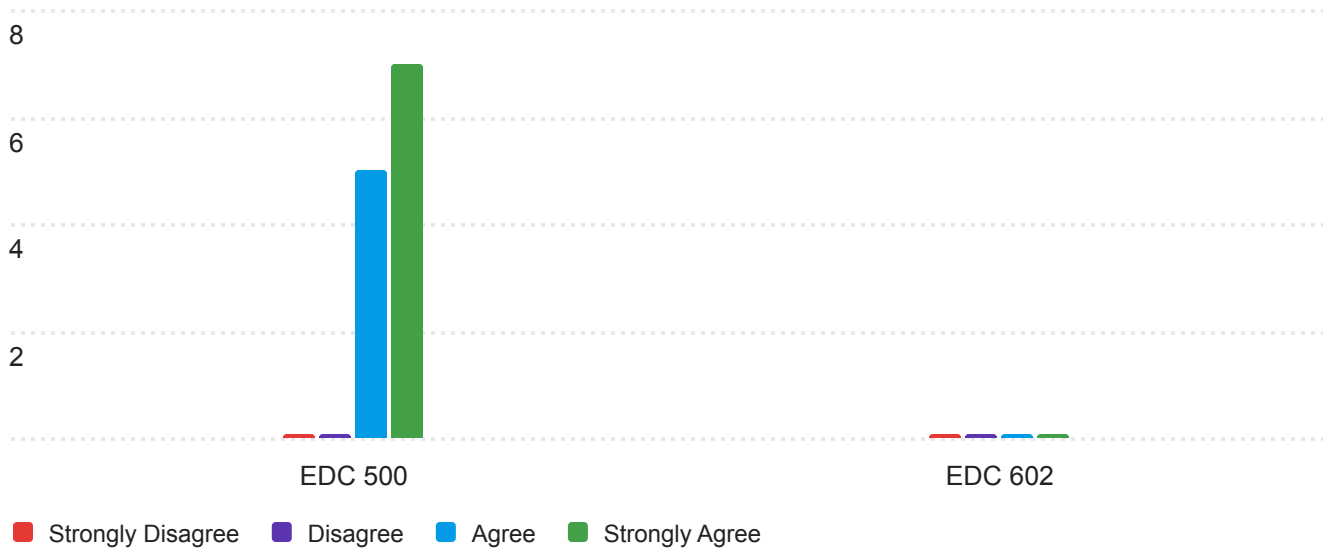
Q10 Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other.



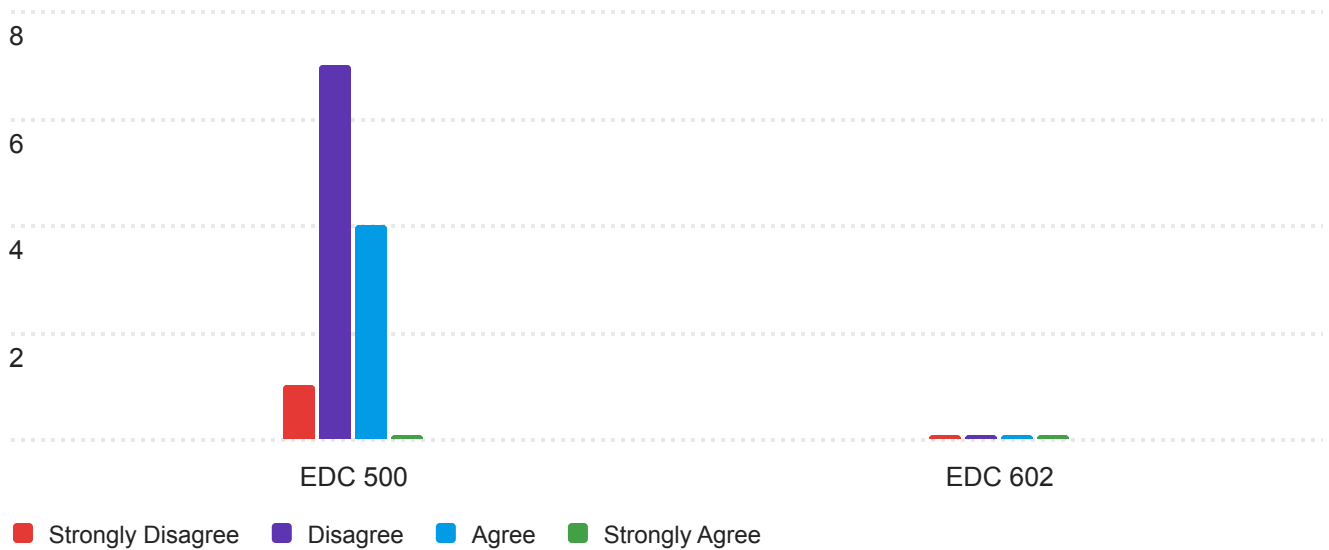
Q11 The effectiveness and legitimacy of the counseling profession would be enhanced if counselors consciously supported universal definitions of normality.



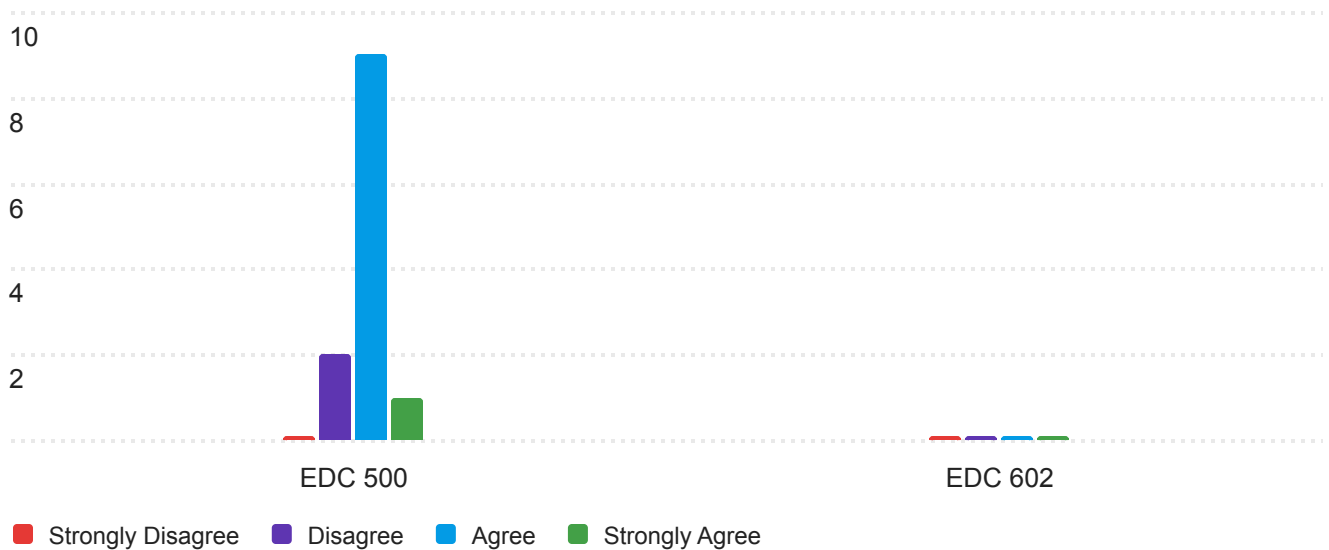
Q12 The criteria of self-awareness, self-fulfillment, and self-discovery are important measures in most counseling sessions.



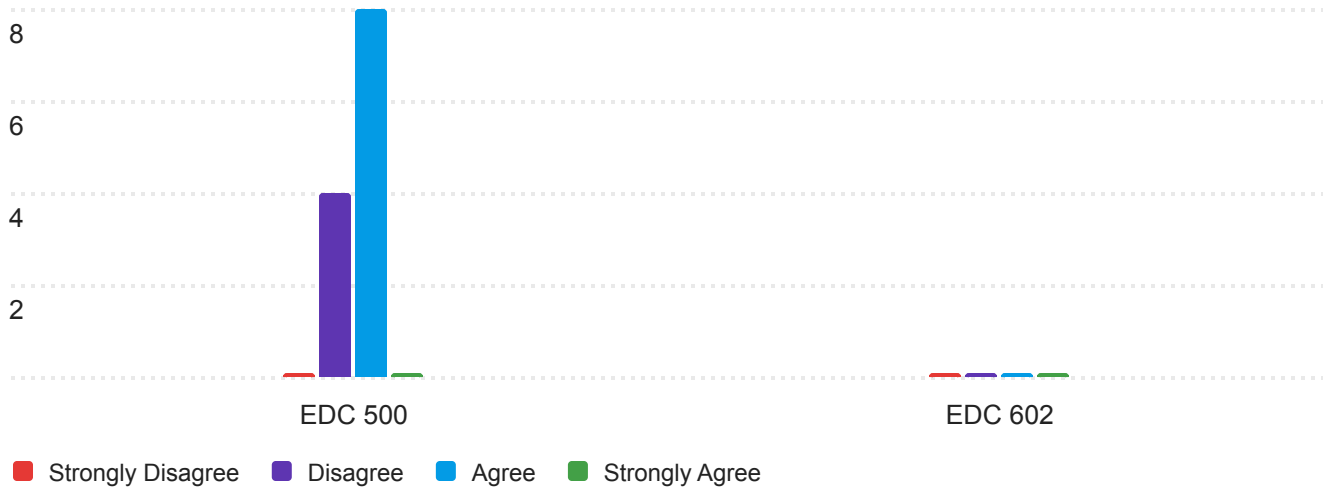
Q13 Even in multicultural counseling situations, basic implicit concepts, such as “fairness” and “health,” are not difficult to understand.



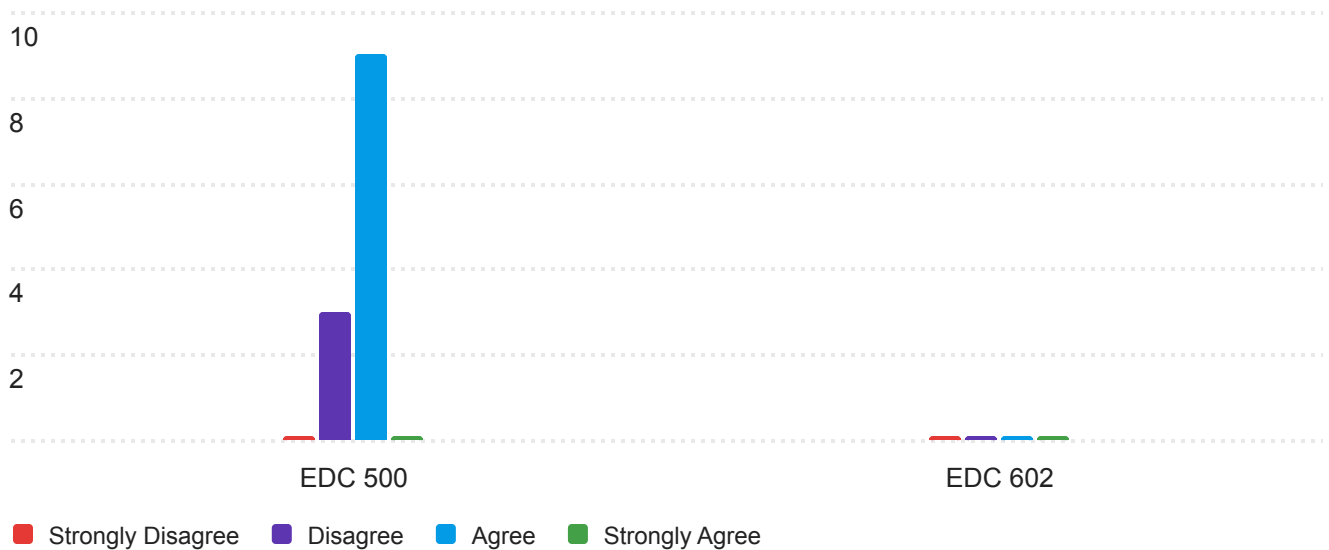
Q14 Promoting a client’s sense of psychological independence is usually a safe goal to strive for in most counseling situations.



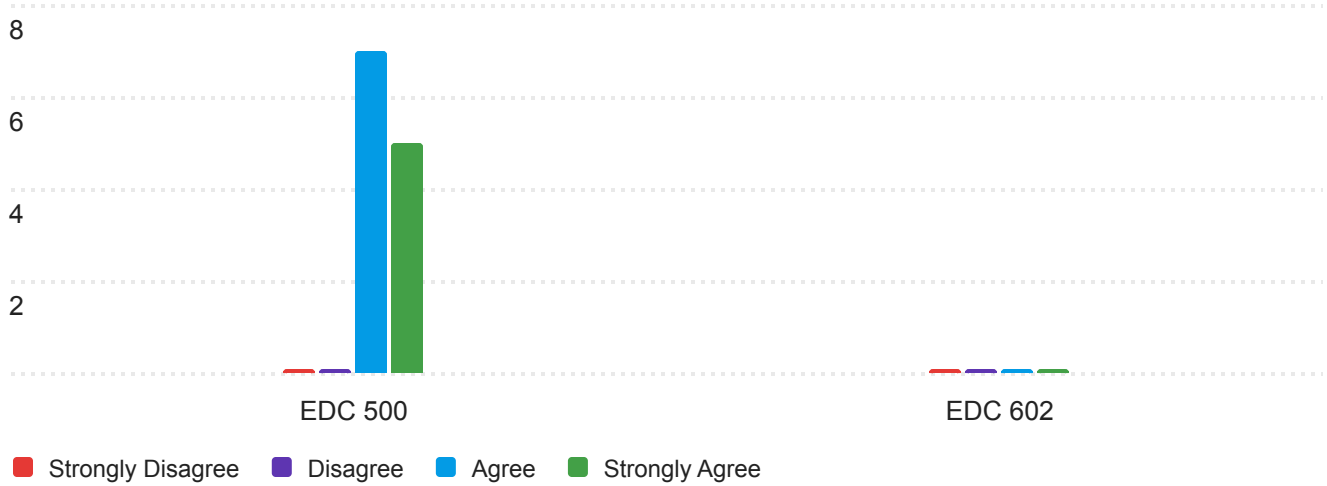
Q15 While a person's natural support system (i.e., family, friends, etc.) plays an important role during a period of personal crisis, formal counseling services tend to result in more constructive outcomes.



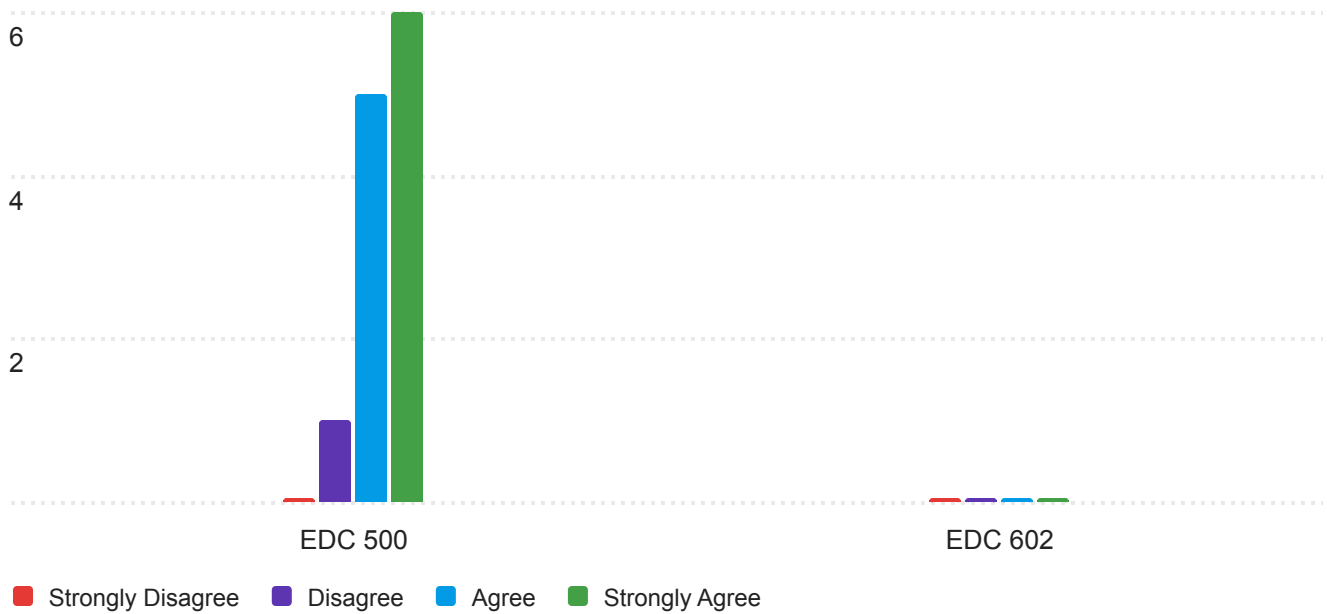
Q16 In general, counseling services should be directed toward assisting clients to adjust to stressful environmental situations.



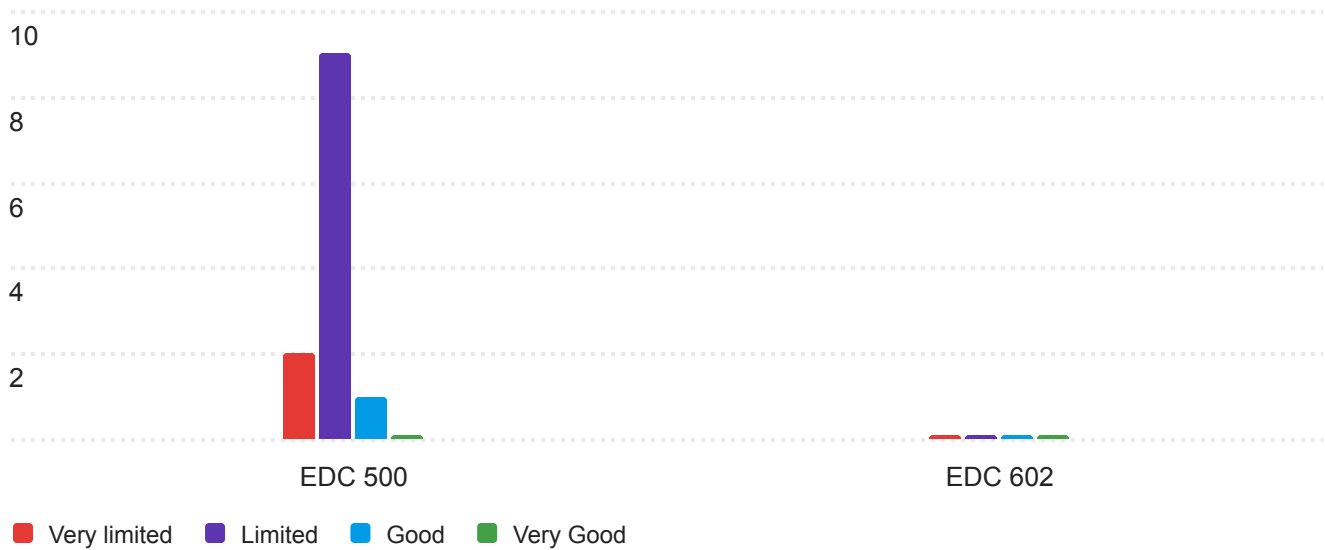
Q17 Counselors need to change not just the content of what they think, but also the way they handle this content if they are to accurately account for the complexity in human behavior.



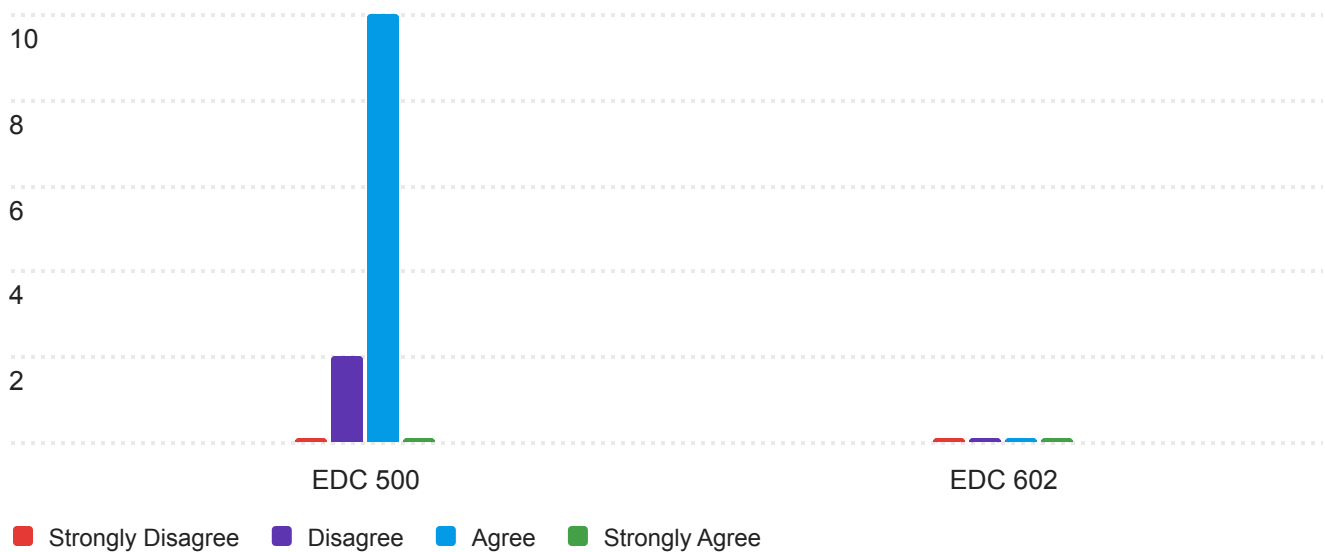
Q18 Psychological problems vary with the culture of the client.



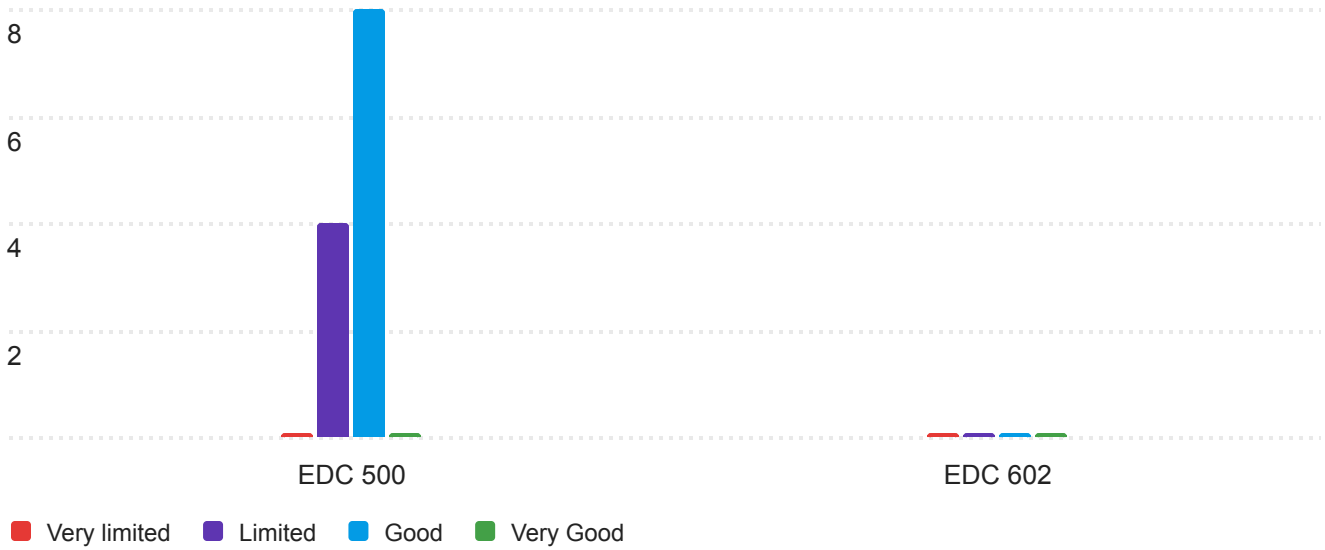
Q19 How would you rate your understanding of the concept of “relativity” in terms of the goals, objectives, and methods of counseling culturally different clients?



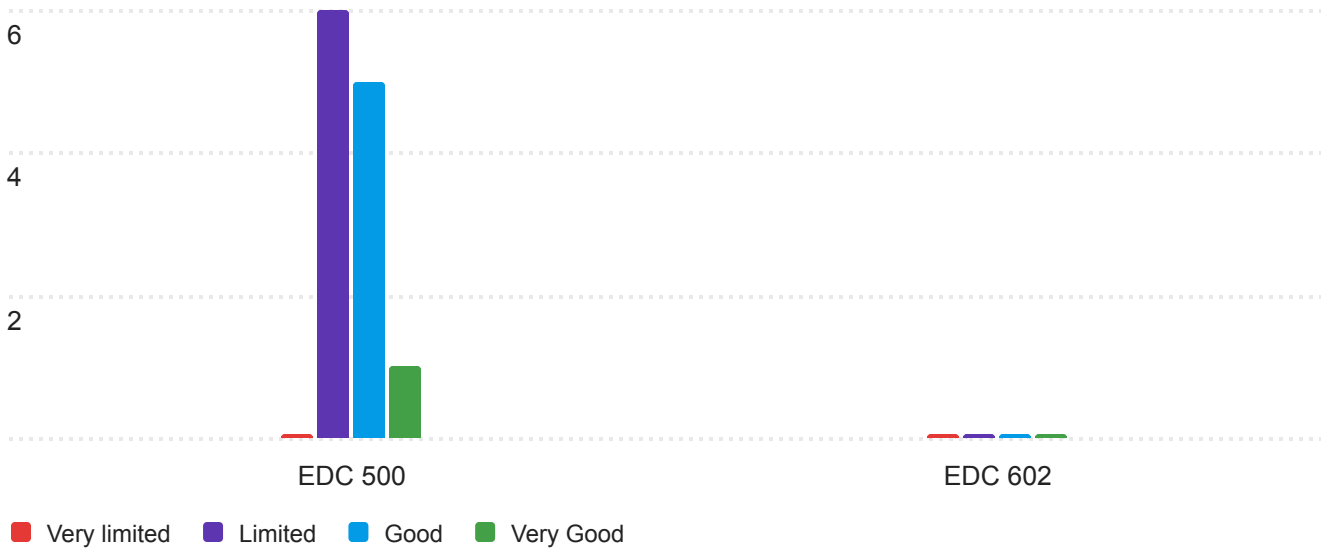
Q20 There are some basic counseling skills that are applicable to create successful outcomes regardless of the client’s cultural background.



Q21 At the present time, how would you rate your own understanding of the following terms: Culture



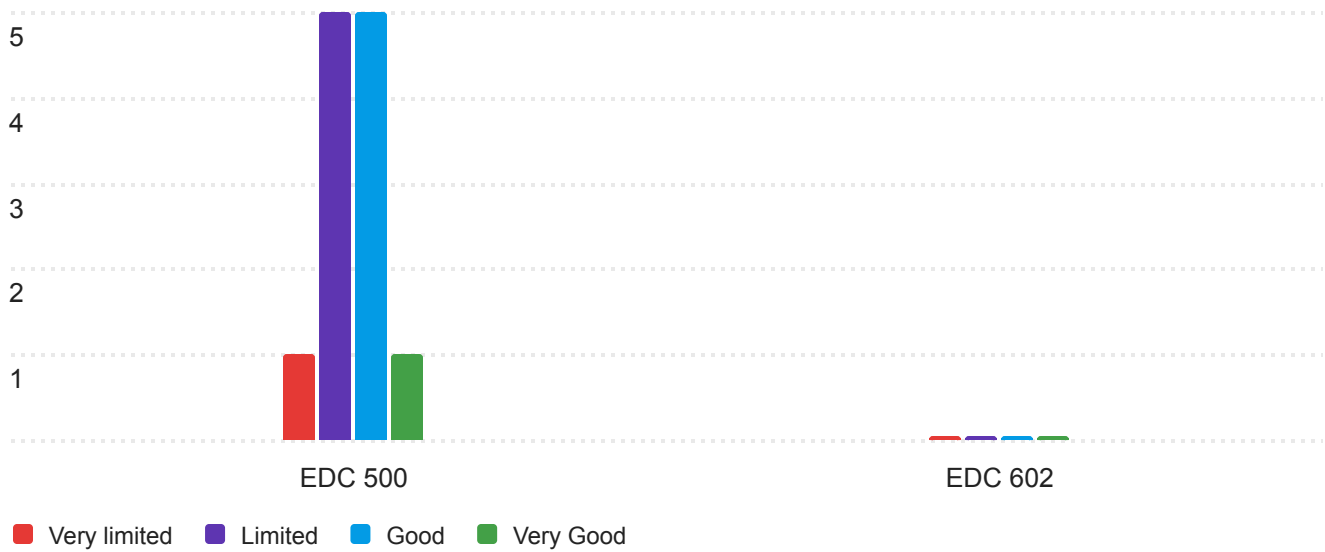
Q22 At the present time, how would you rate your own understanding of the following terms: Ethnicity



Q23 At the present time, how would you rate your own understanding of the following terms: Racism



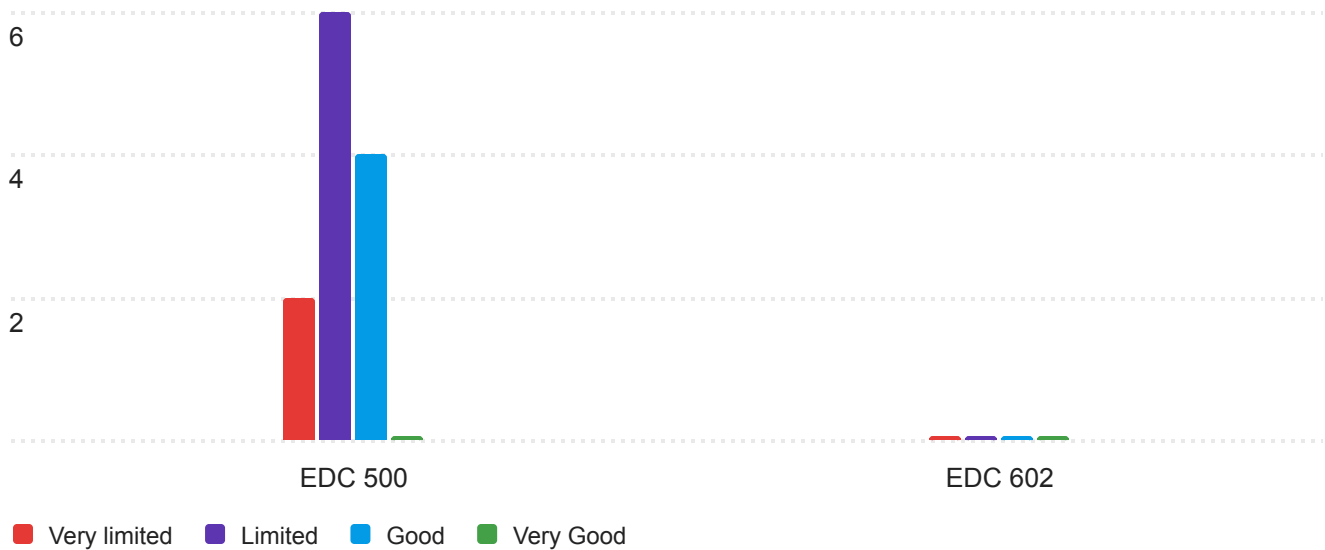
Q24 At the present time, how would you rate your own understanding of the following terms: Mainstreaming



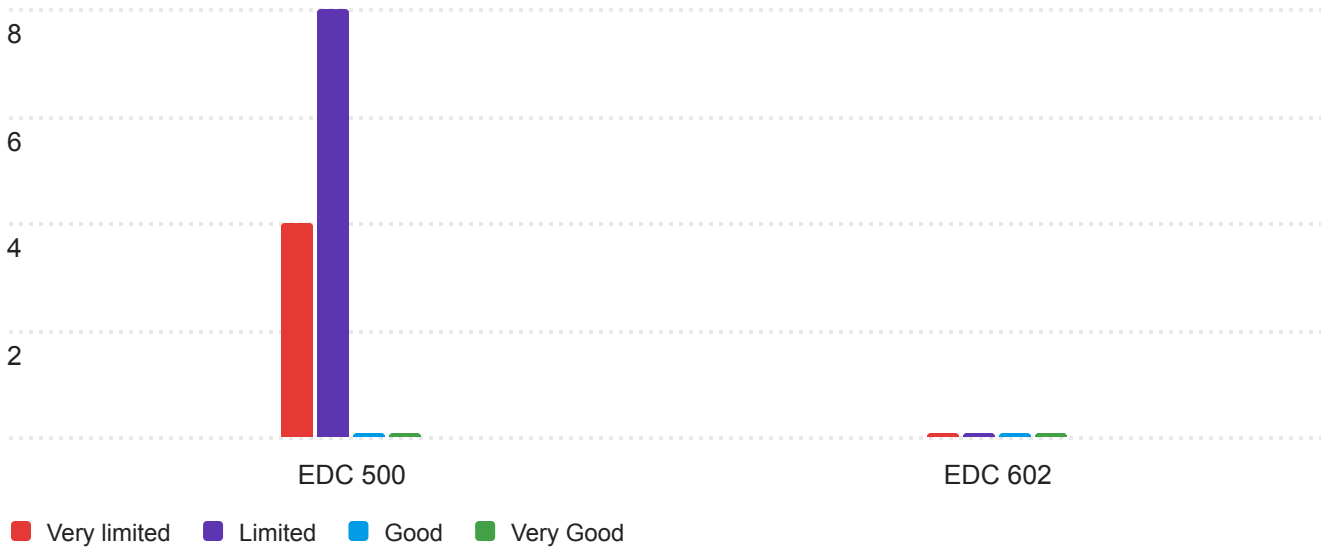
Q25 At the present time, how would you rate your own understanding of the following terms: Prejudice



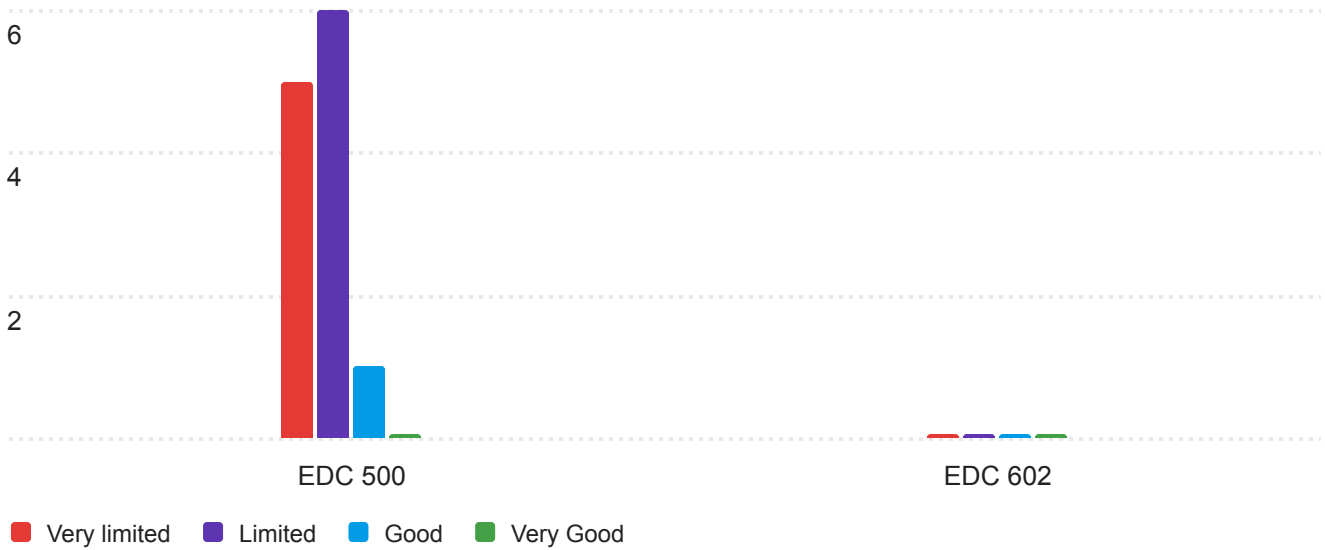
Q26 At the present time, how would you rate your own understanding of the following terms: Multicultural Counseling



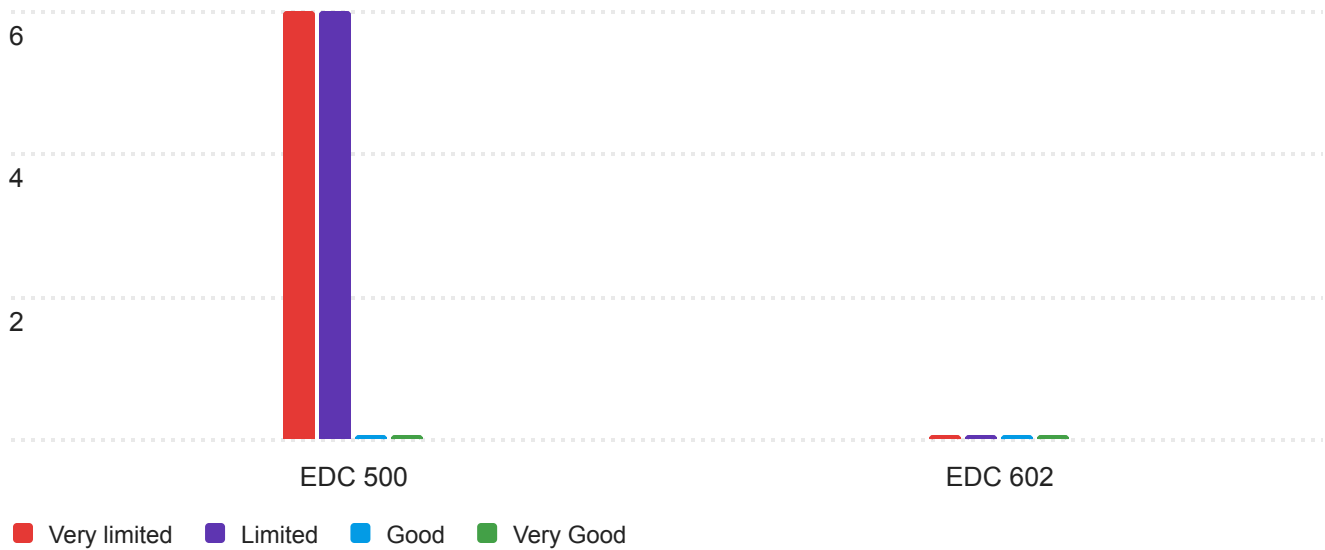
Q27 At the present time, how would you rate your own understanding of the following terms: Ethnocentrism



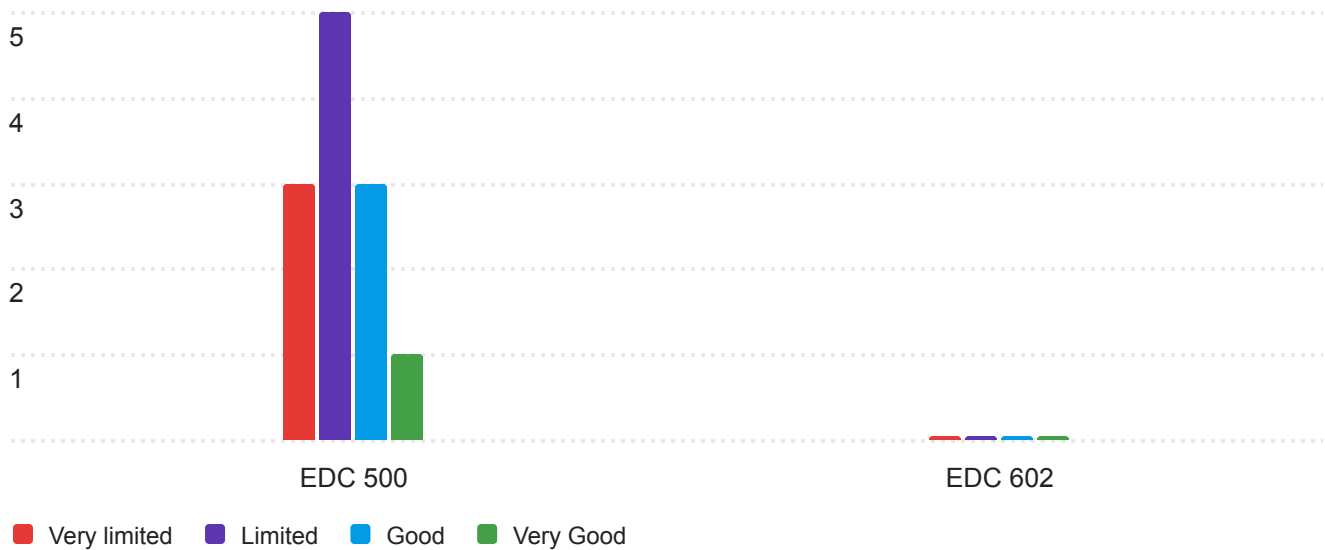
Q28 At the present time, how would you rate your own understanding of the following terms: Pluralism



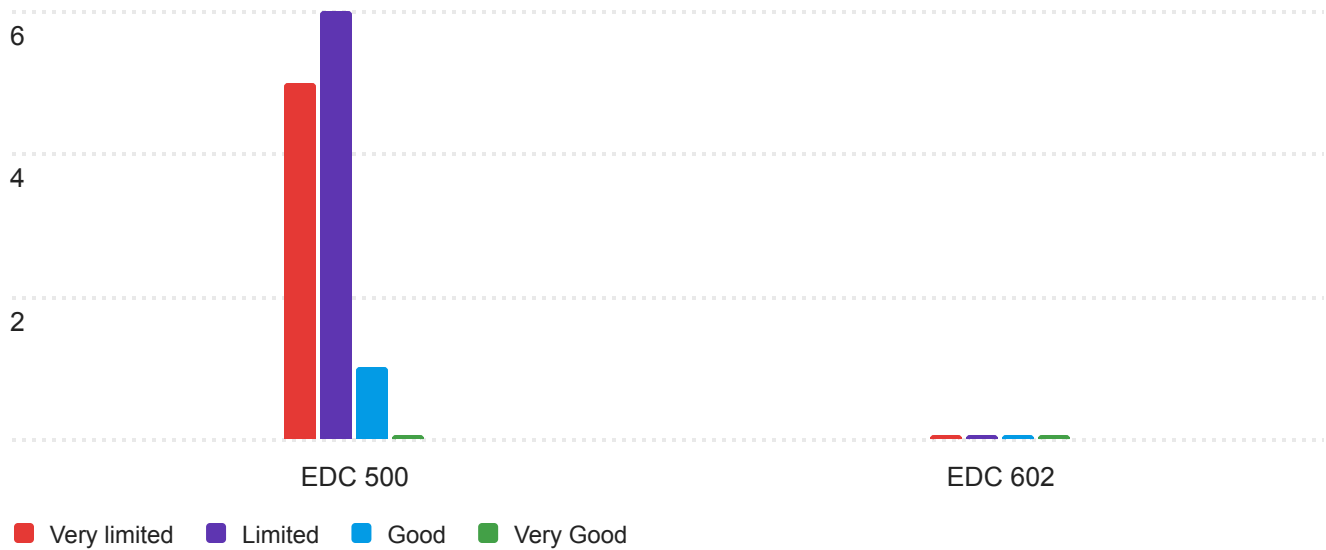
Q29 At the present time, how would you rate your own understanding of the following terms: **Contact Hypothesis**



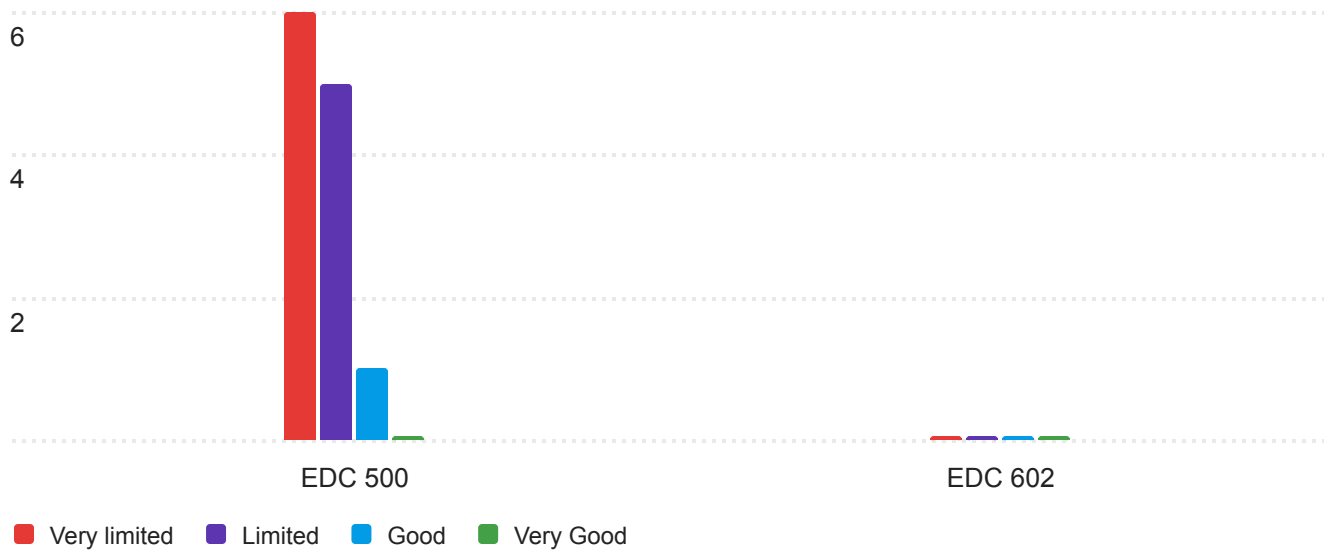
Q30 At the present time, how would you rate your own understanding of the following terms: **Attribution**



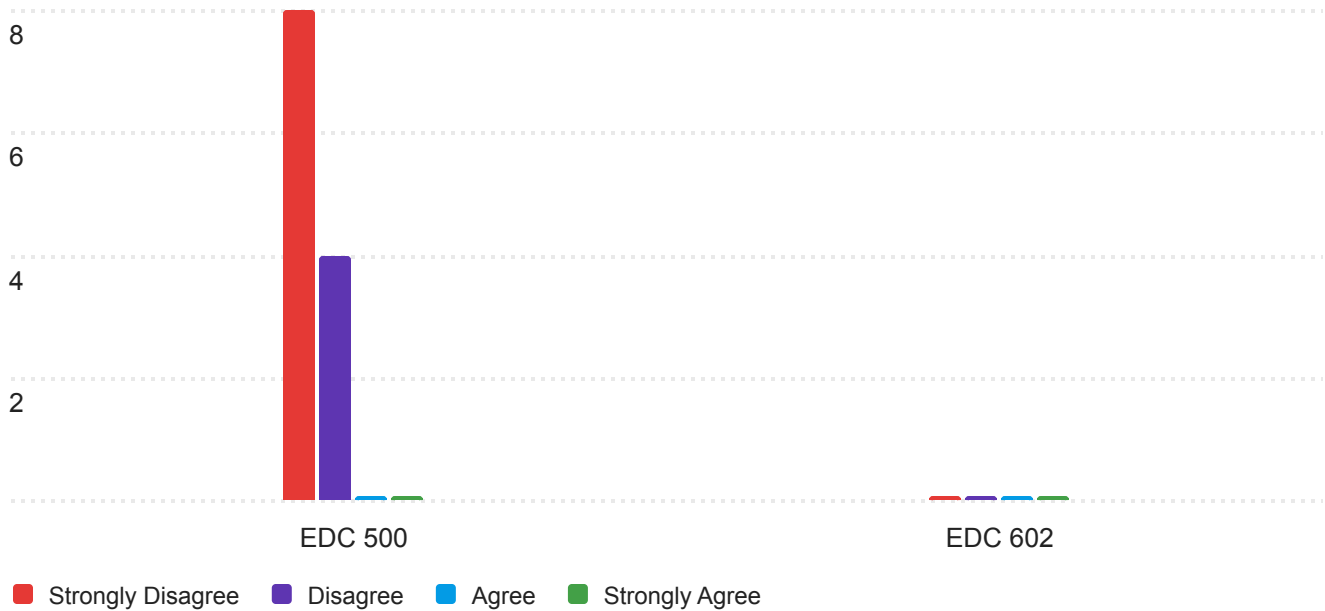
Q31 At the present time, how would you rate your own understanding of the following terms: **Transcultural**



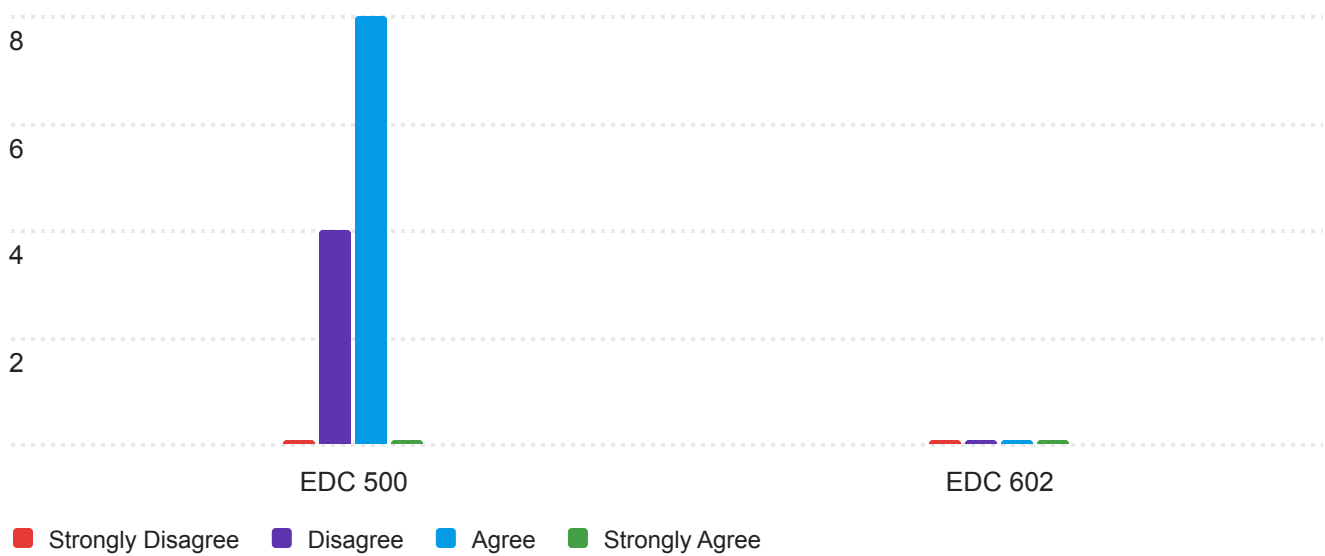
Q32 At the present time, how would you rate your own understanding of the following terms: **Cultural Encapsulation**



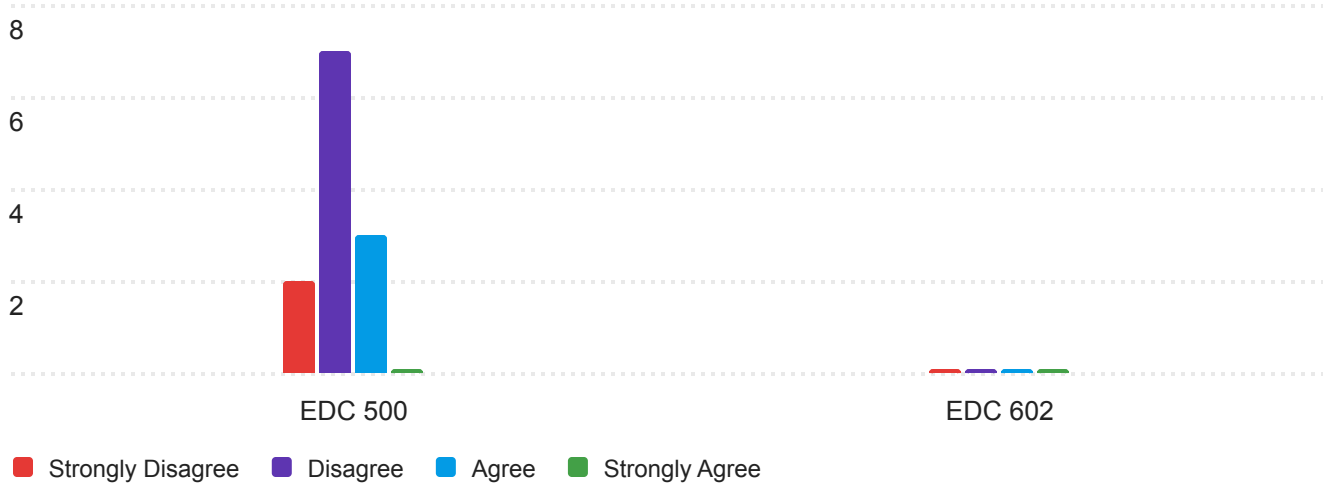
Q33 Witch doctors and psychiatrists use similar techniques.



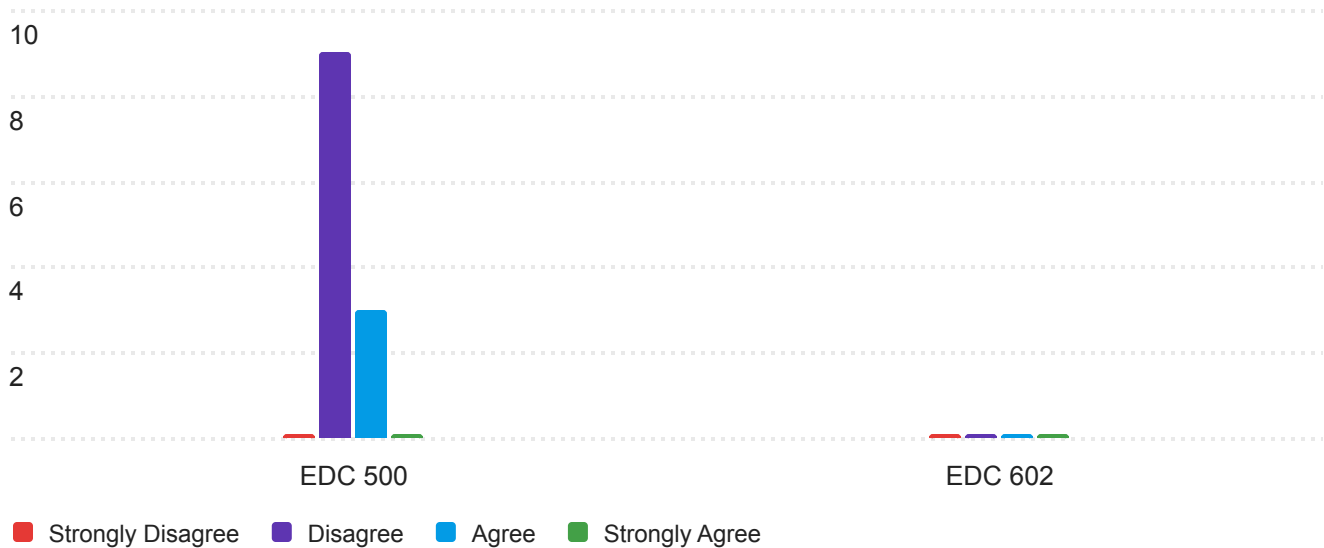
Q34 Differential treatment in the provision of mental health services is not necessarily thought to be discriminatory.



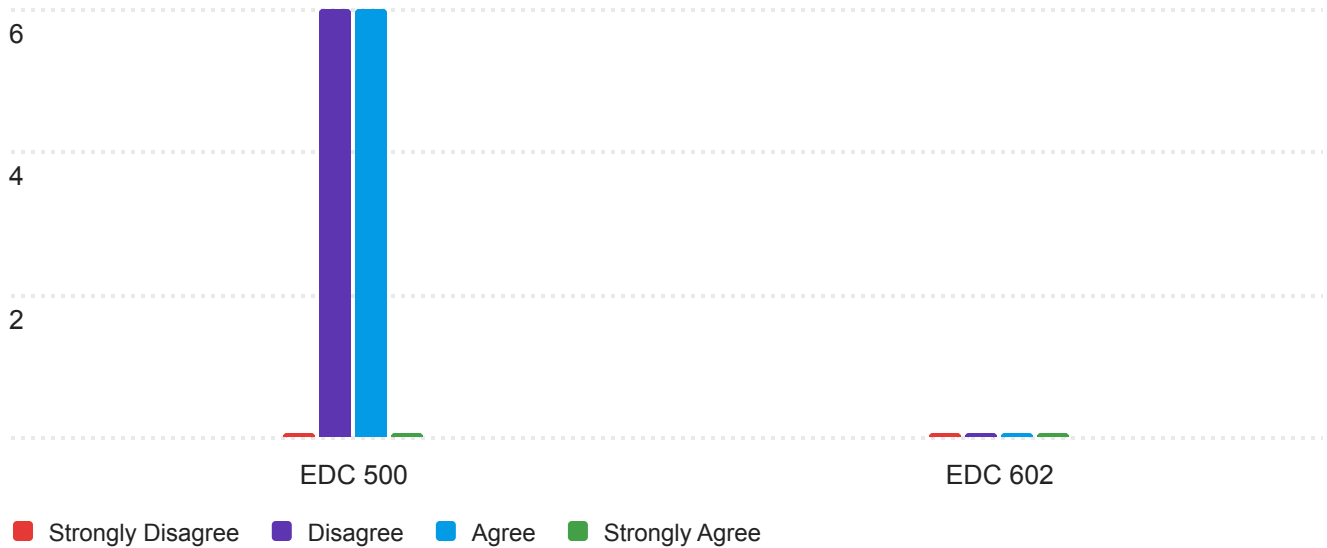
Q35 In the early grades of formal schooling in the United States, the academic achievement of such ethnic minorities as African Americans, Hispanics, and Native Americans is close to parity with the achievement of White mainstream students.



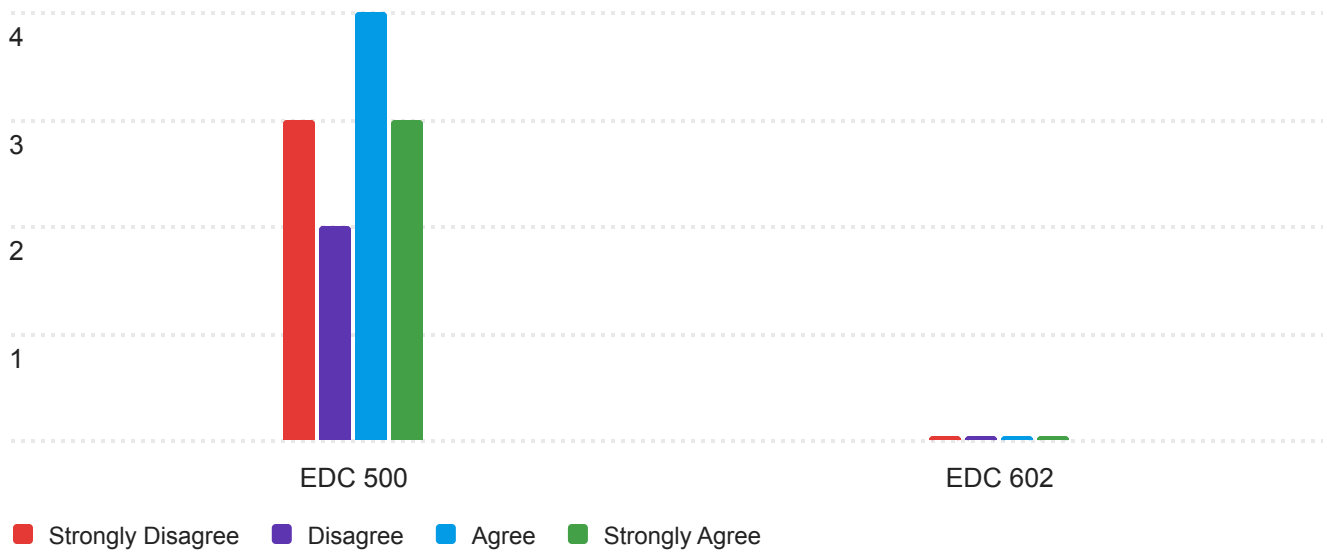
Q36 Research indicates that in the early elementary school grades girls and boys achieve about equally in mathematics and science.



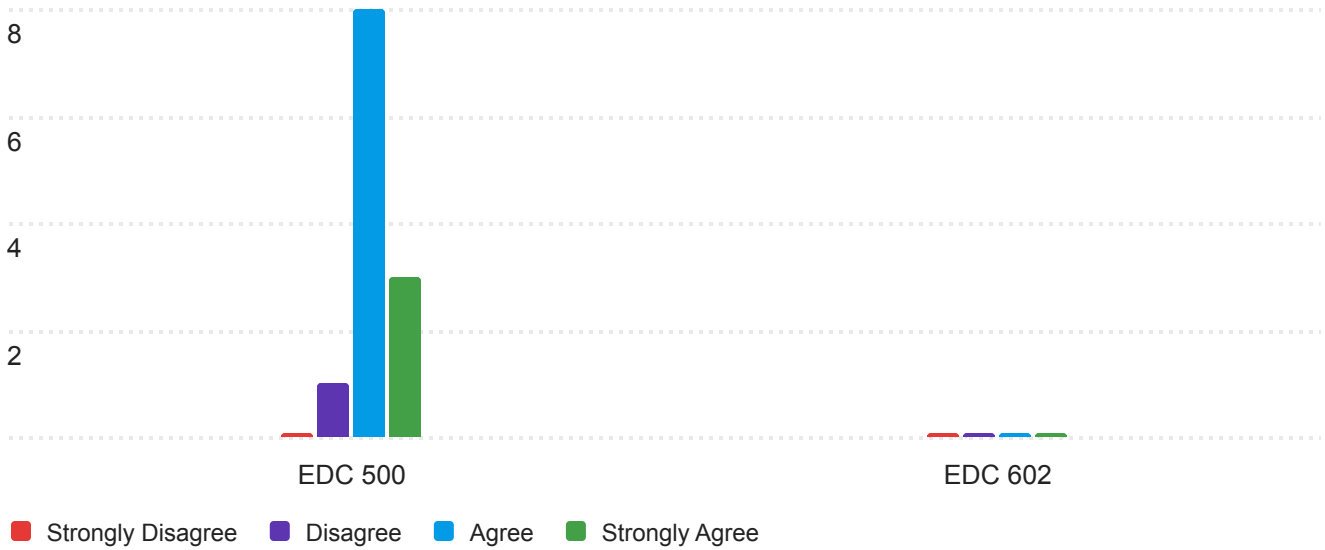
Q37 Most of the immigrant and ethnic groups in Europe, Australia, and Canada face problems similar to those experienced by ethnic groups in the United States.



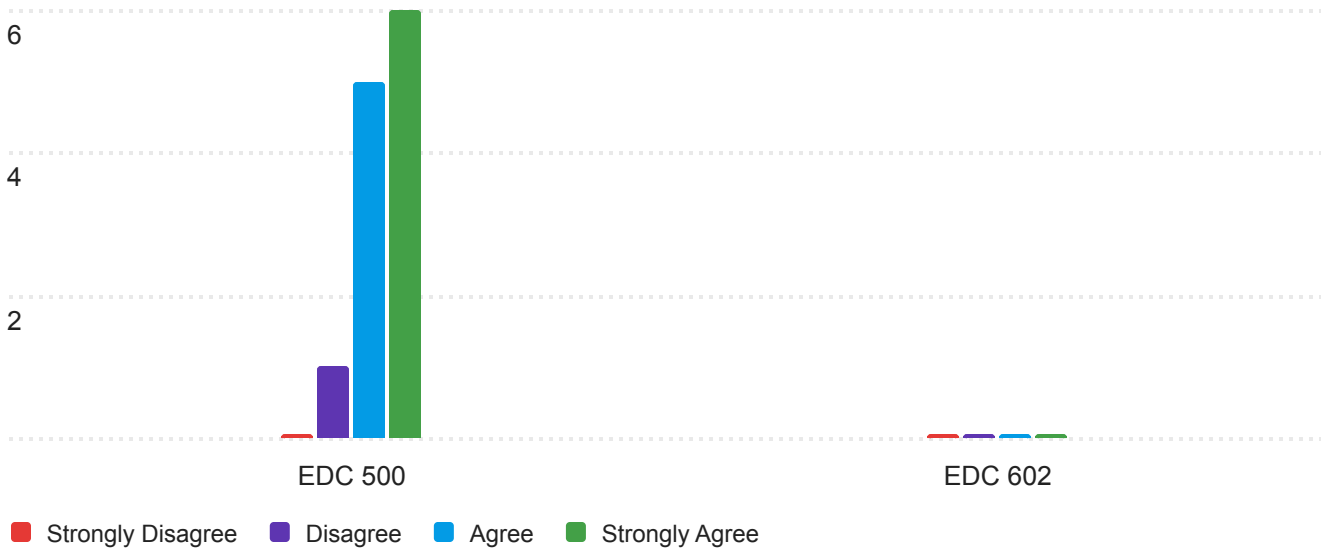
Q38 In counseling, clients from different ethnic/cultural backgrounds should be given the same treatment that White mainstream clients receive.



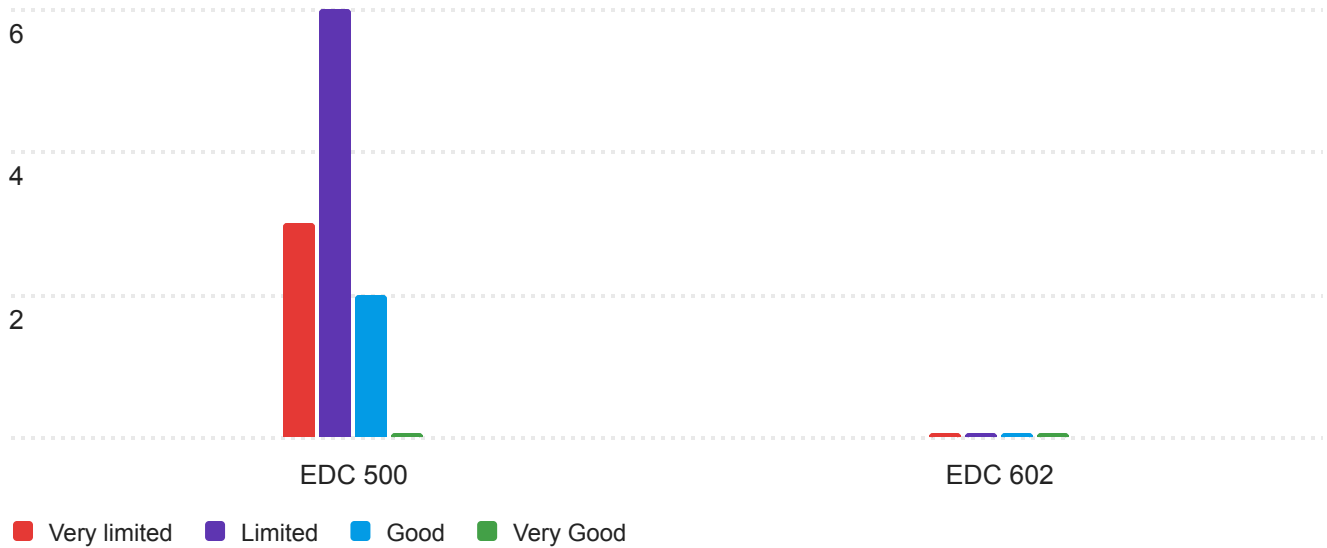
Q39 The difficulty with the concept of “integration” is its implicit bias in favor of the dominant culture.



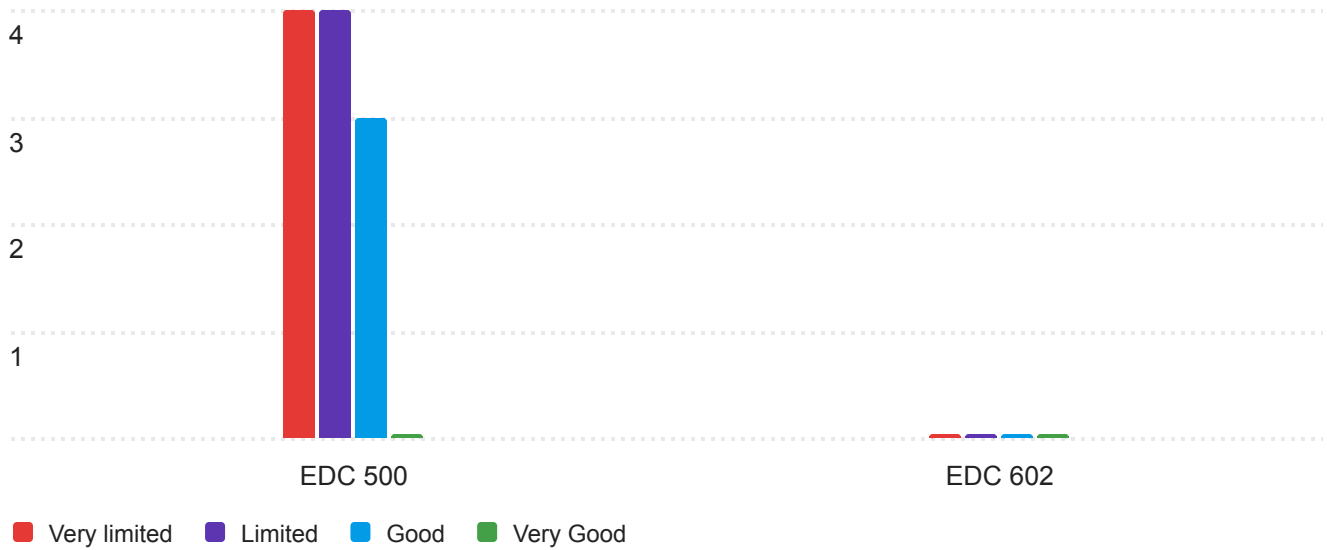
Q40 Racial and ethnic persons are underrepresented in clinical and counseling psychology.



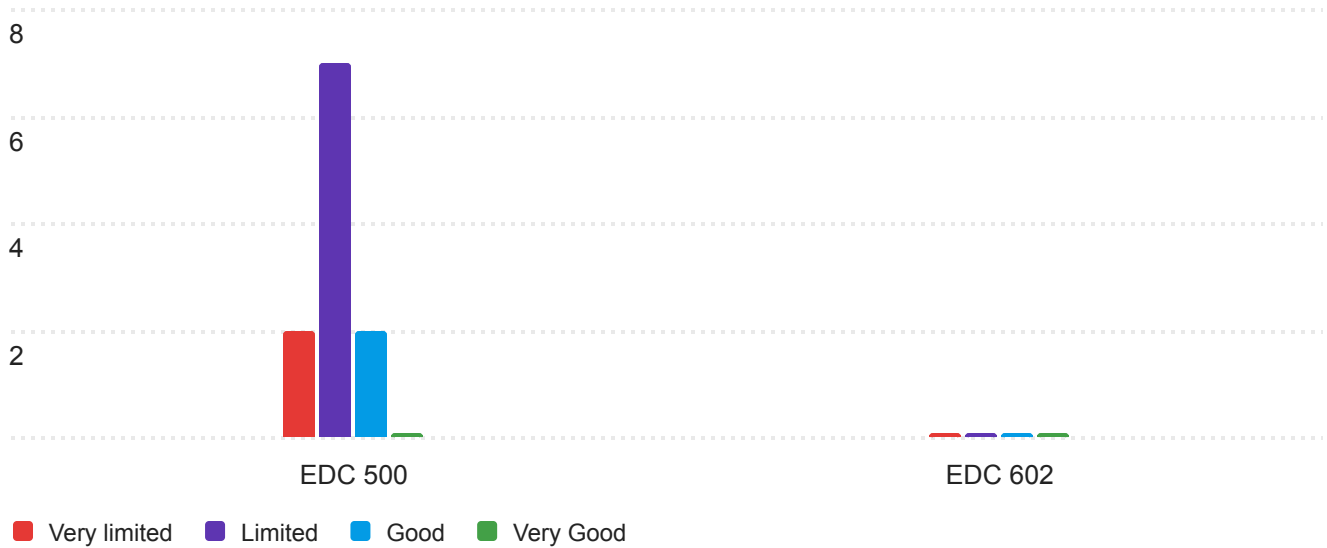
Q41 How would you rate your ability to conduct an effective counseling interview with a person from a cultural background significantly different from your own?



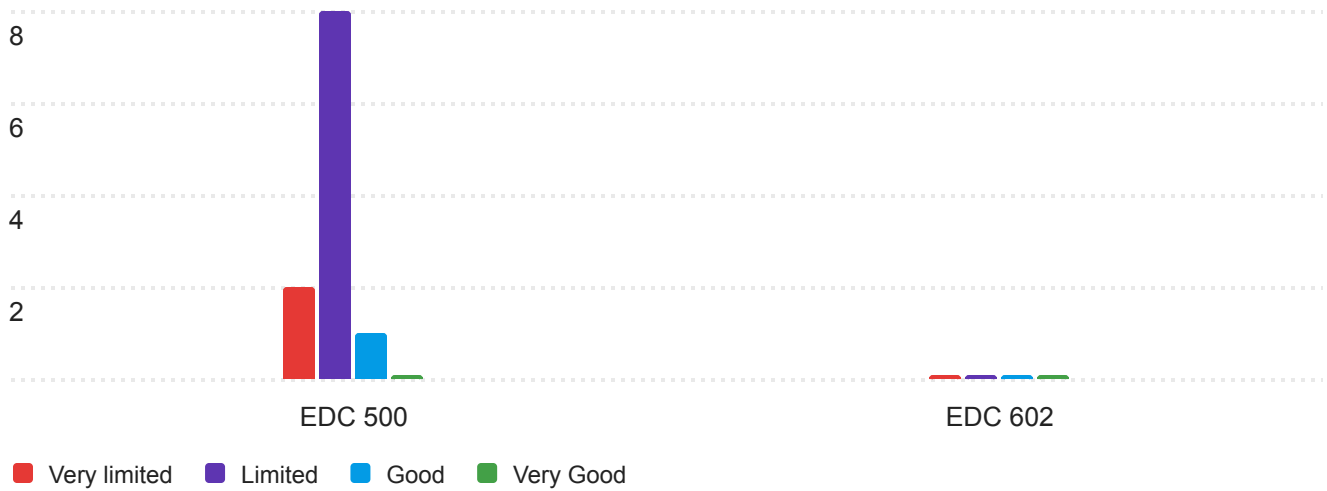
Q42 How would you rate your ability to effectively assess the mental health needs of a person from a cultural background significantly different from your own?



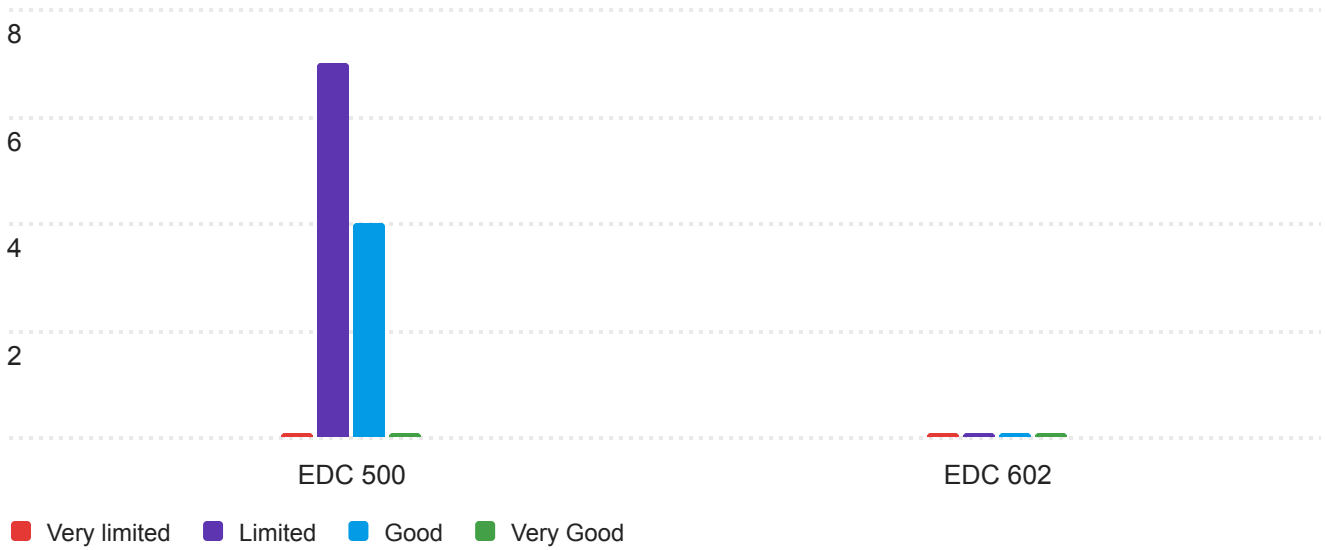
Q43 How well would you rate your ability to distinguish “formal” and “informal” counseling strategies?



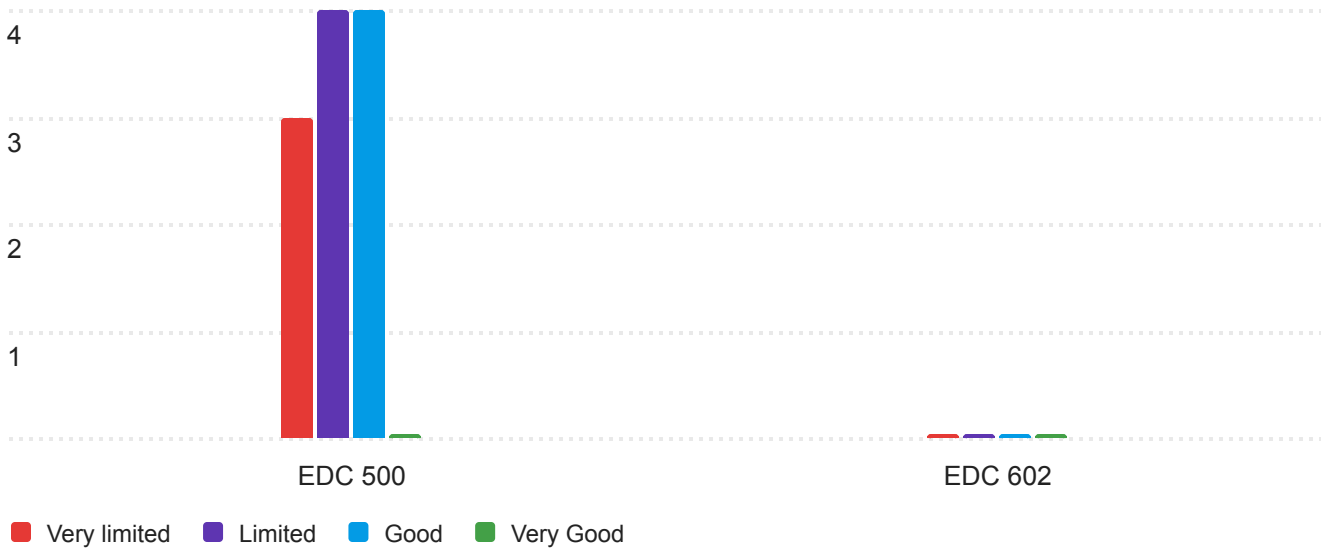
Q44 In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by a client in a counseling setting?



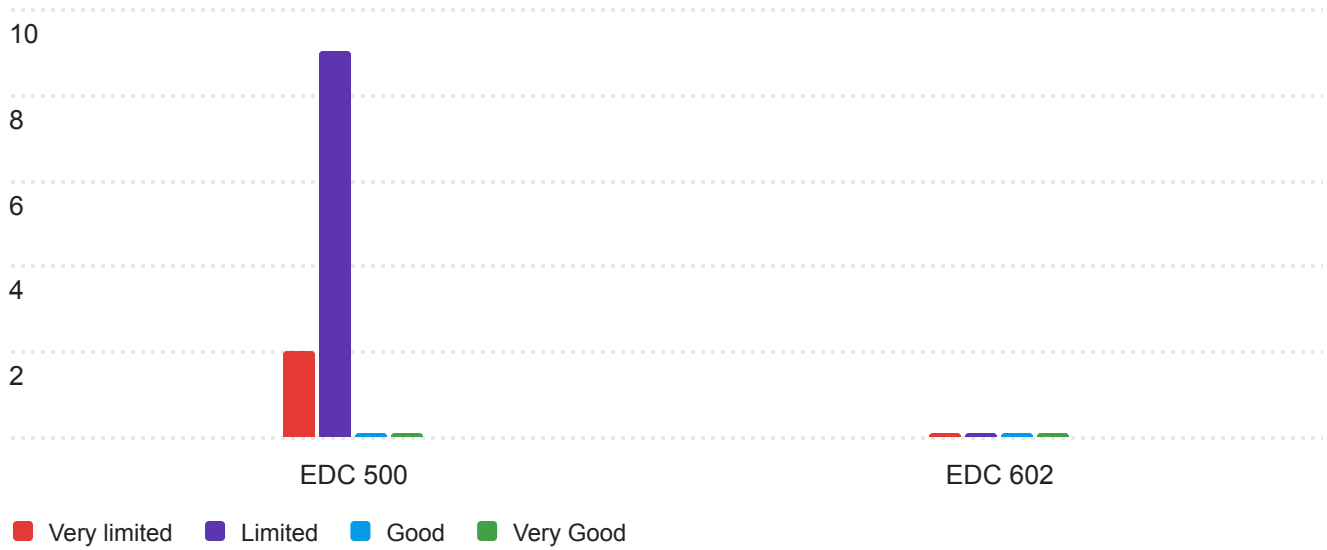
Q45 How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?



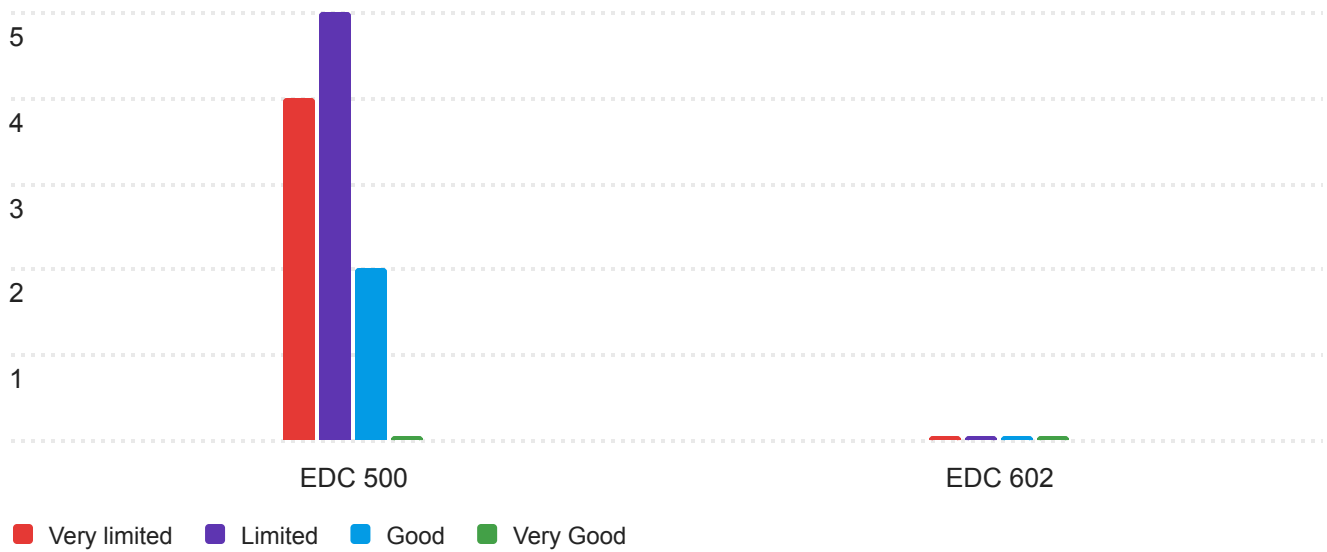
Q46 How well would you rate your ability to discuss the role of “method” and “context” as they relate to the process of counseling?



Q47 In general, how would you rate your ability to accurately articulate a client's problem who comes from a cultural group significantly different from your own?



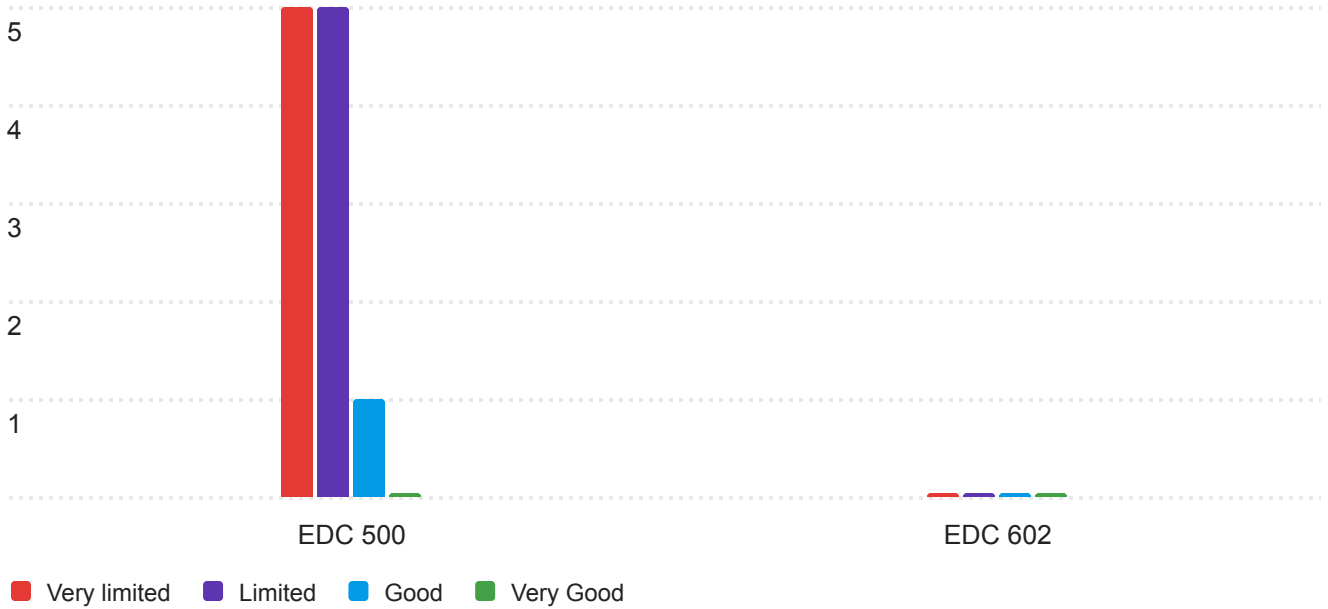
Q48 How well would you rate your ability to analyze a culture into its component parts?



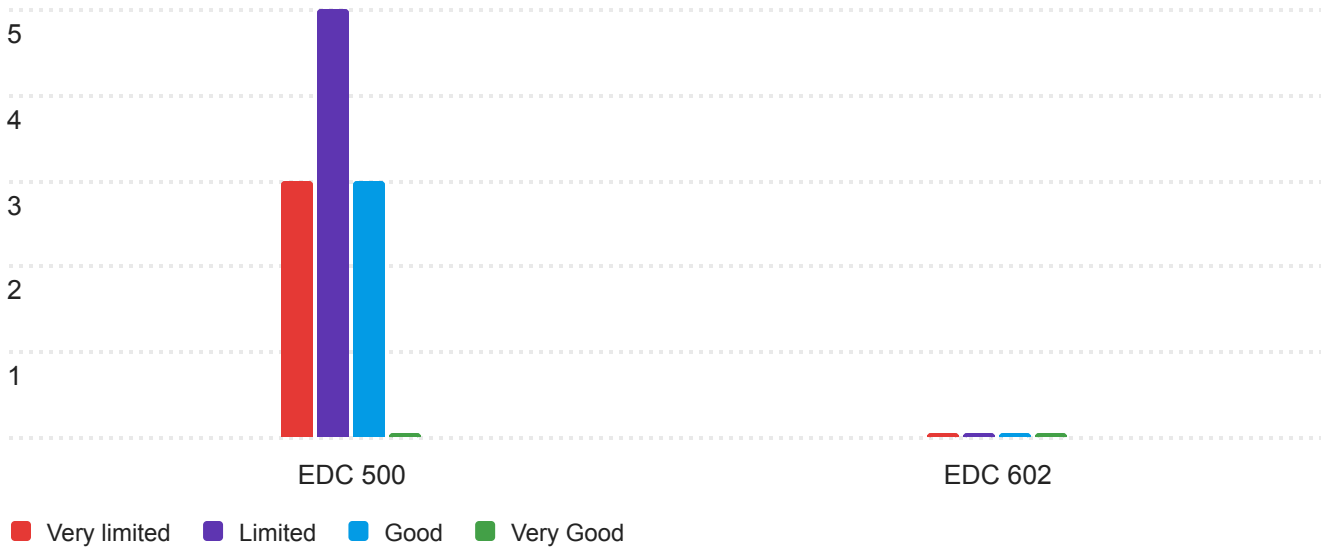
Q49 How would you rate your ability to identify the strengths and weaknesses of psychological tests in terms of their use with persons from different cultural/racial/ethnic backgrounds?



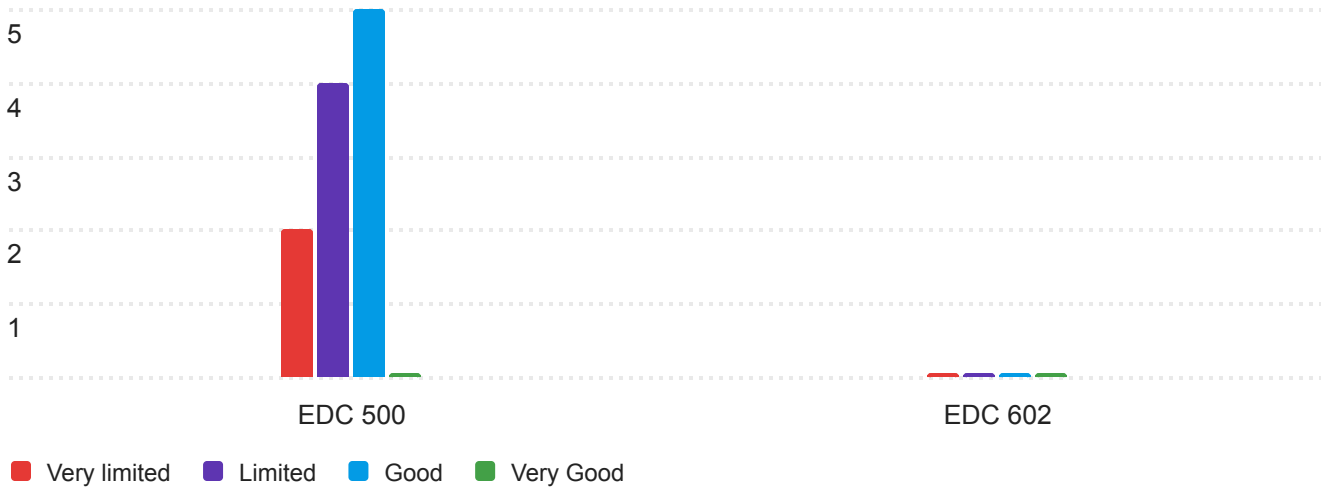
Q50 How would you rate your ability to critique multicultural research?



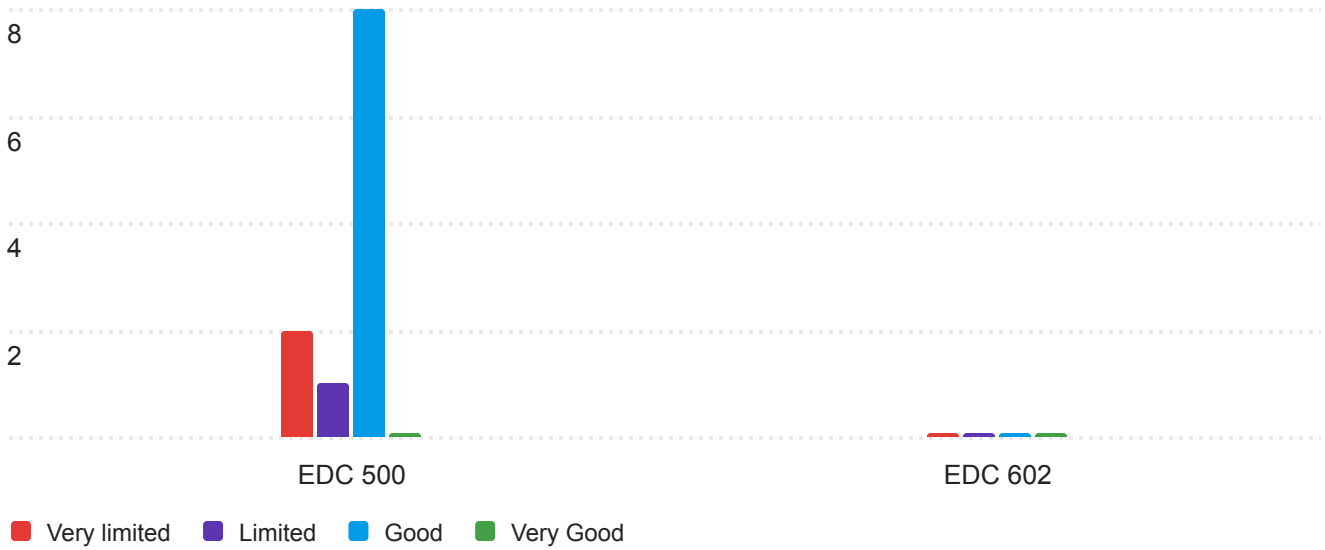
Q51 In general, how would you rate your skill level in terms of being able to provide appropriate counseling services to culturally different clients?



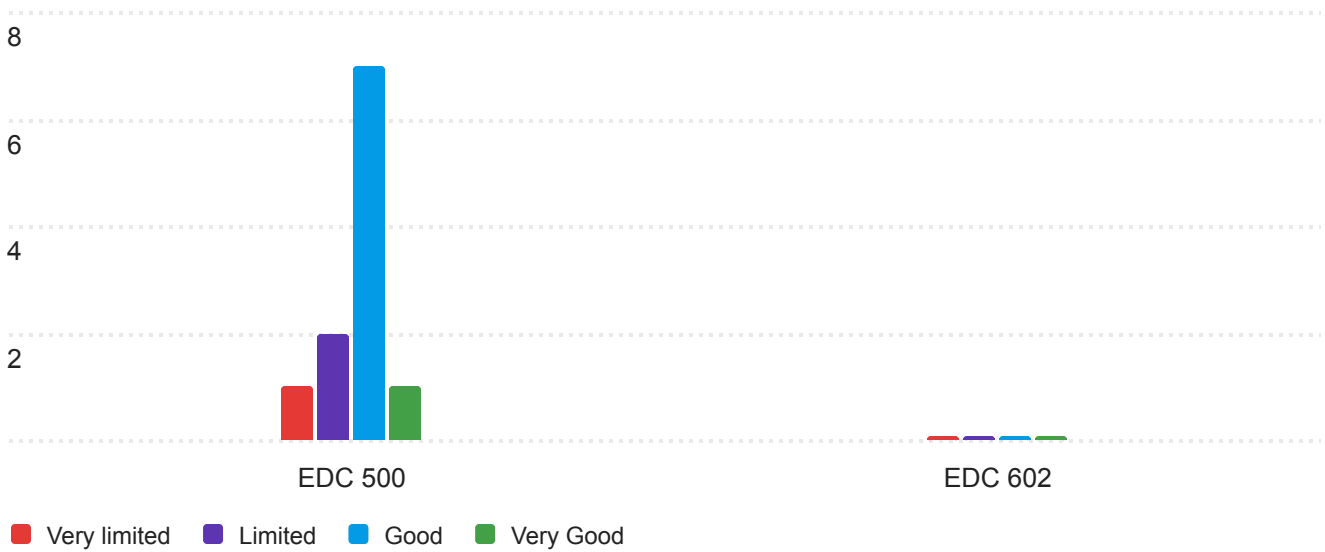
Q52 How would you rate your ability to effectively consult with another mental health professional concerning the mental health needs of a client whose cultural background is significantly different from your own?



Q53 How would you rate your ability to effectively secure information and resources to better serve culturally different clients?



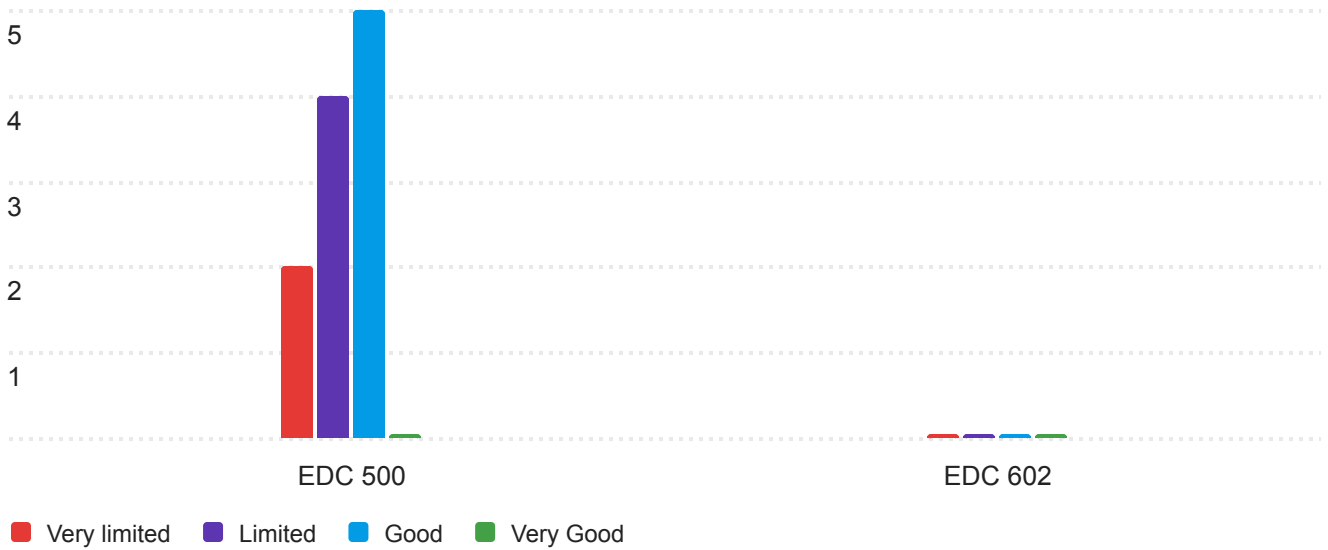
Q54 How would you rate your ability to accurately assess the mental health needs of women?



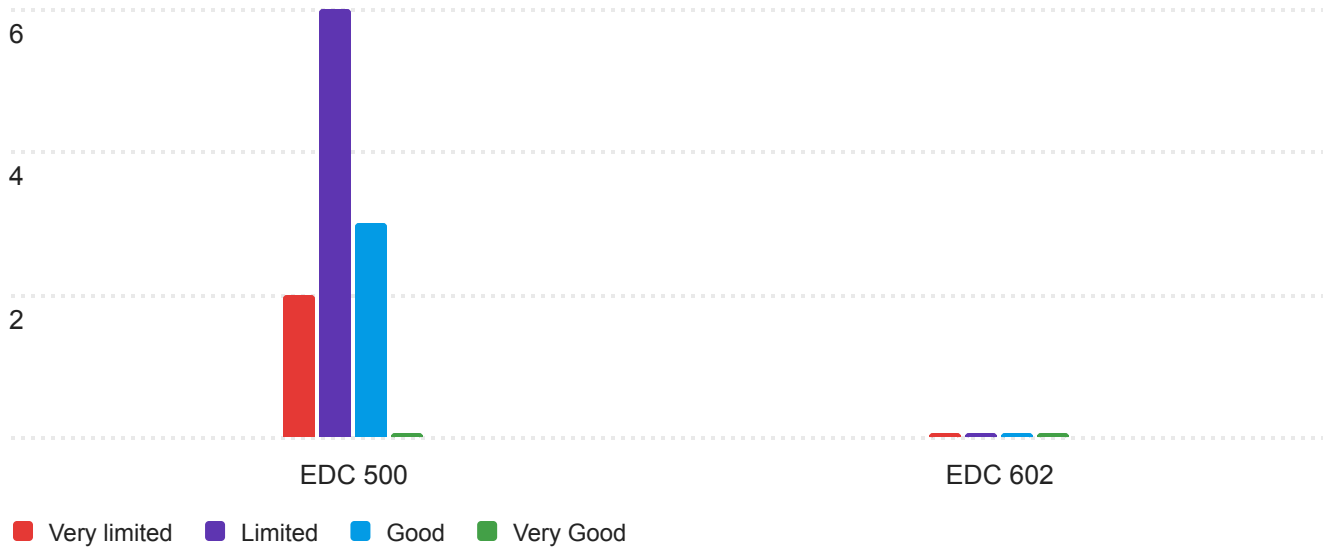
Q55 How would you rate your ability to accurately assess the mental health needs of men?



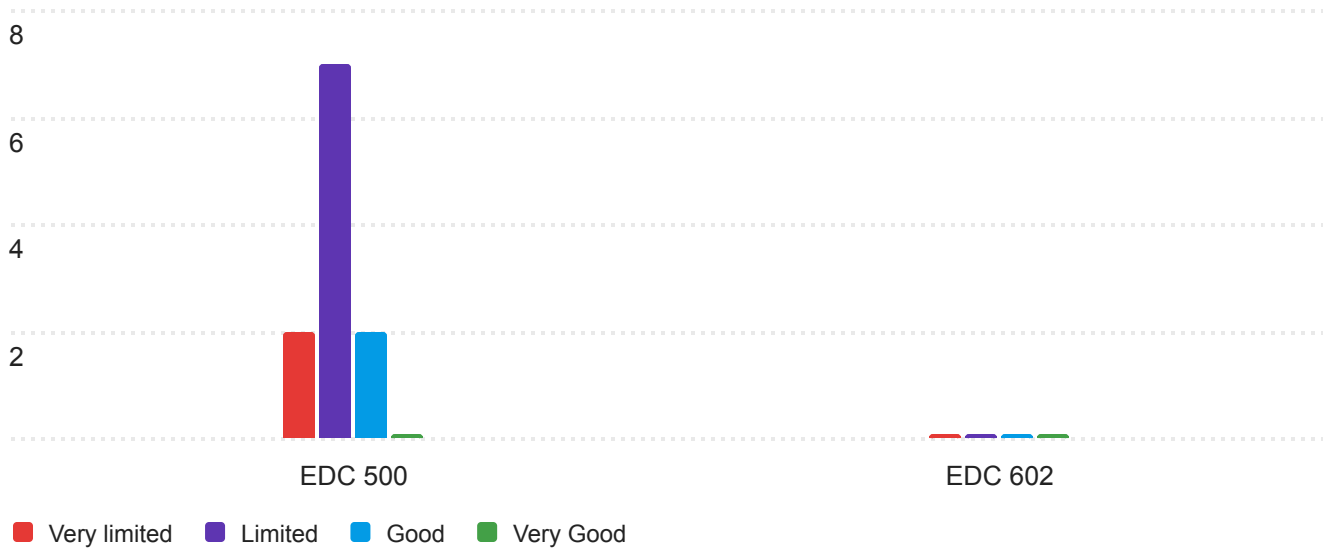
Q56 How well would you rate your ability to accurately assess the mental health needs of older adults?



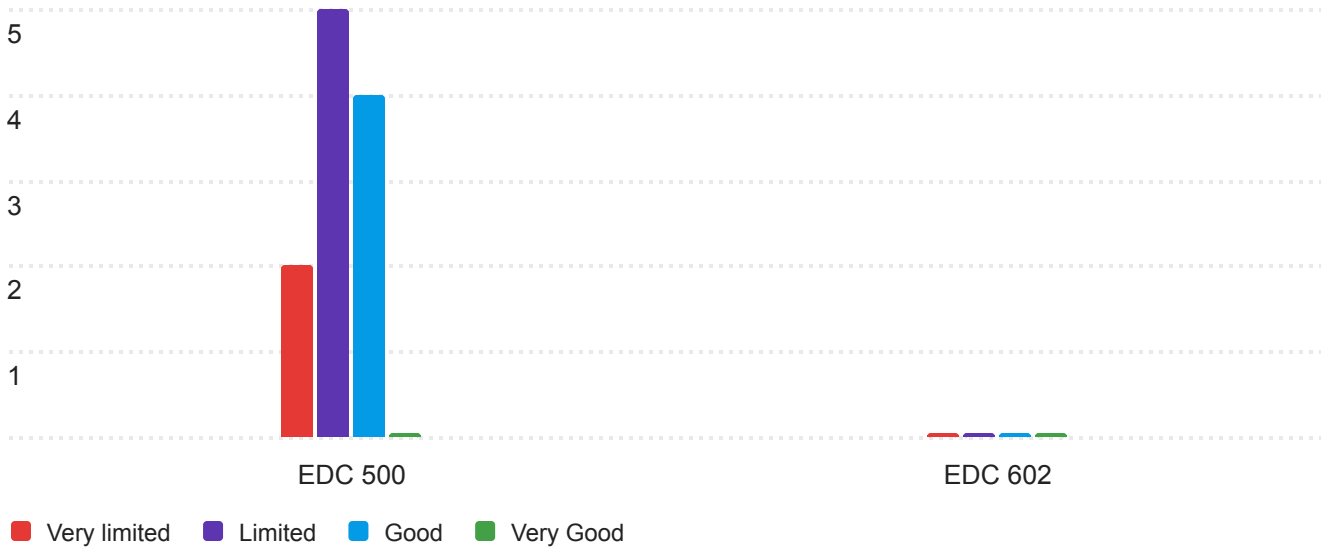
Q57 How well would you rate your ability to accurately assess the mental health needs of gay men?



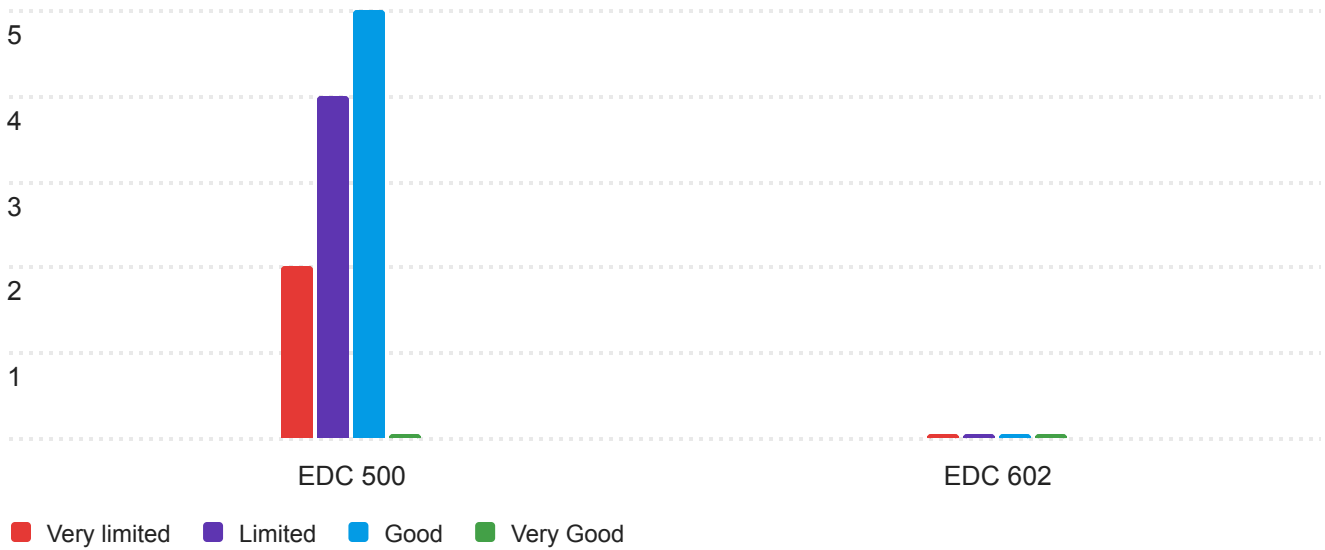
Q58 How well would you rate your ability to accurately assess the mental health needs of gay women?



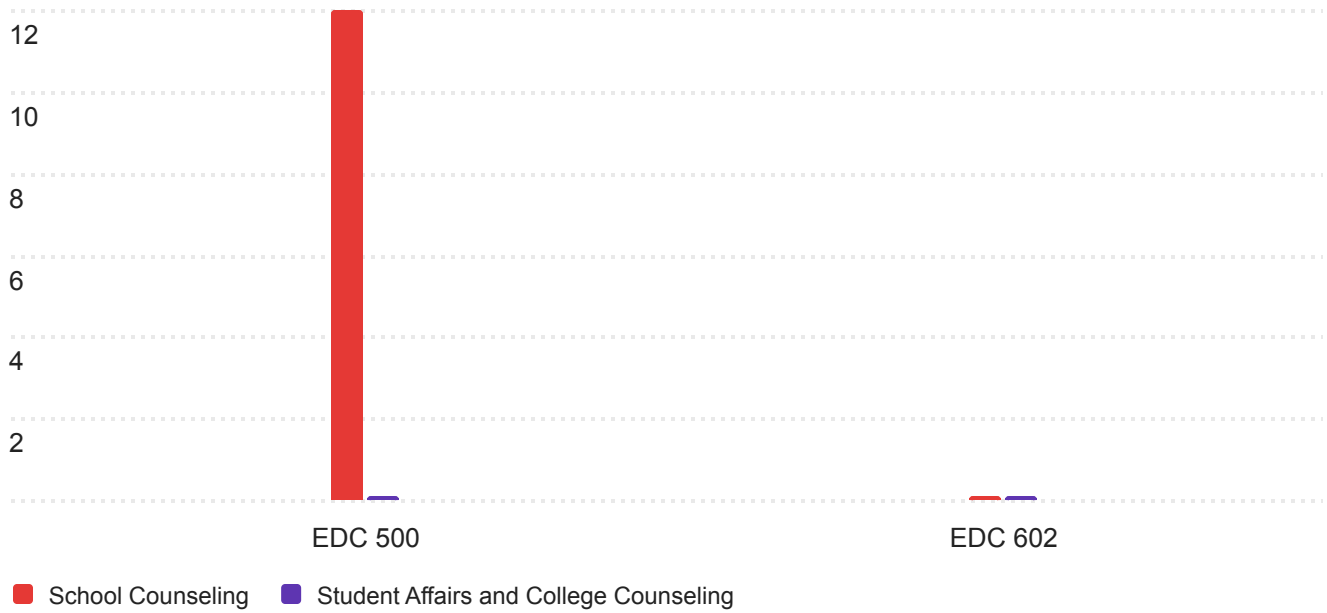
Q59 How well would you rate your ability to accurately assess the mental health needs of handicapped persons?



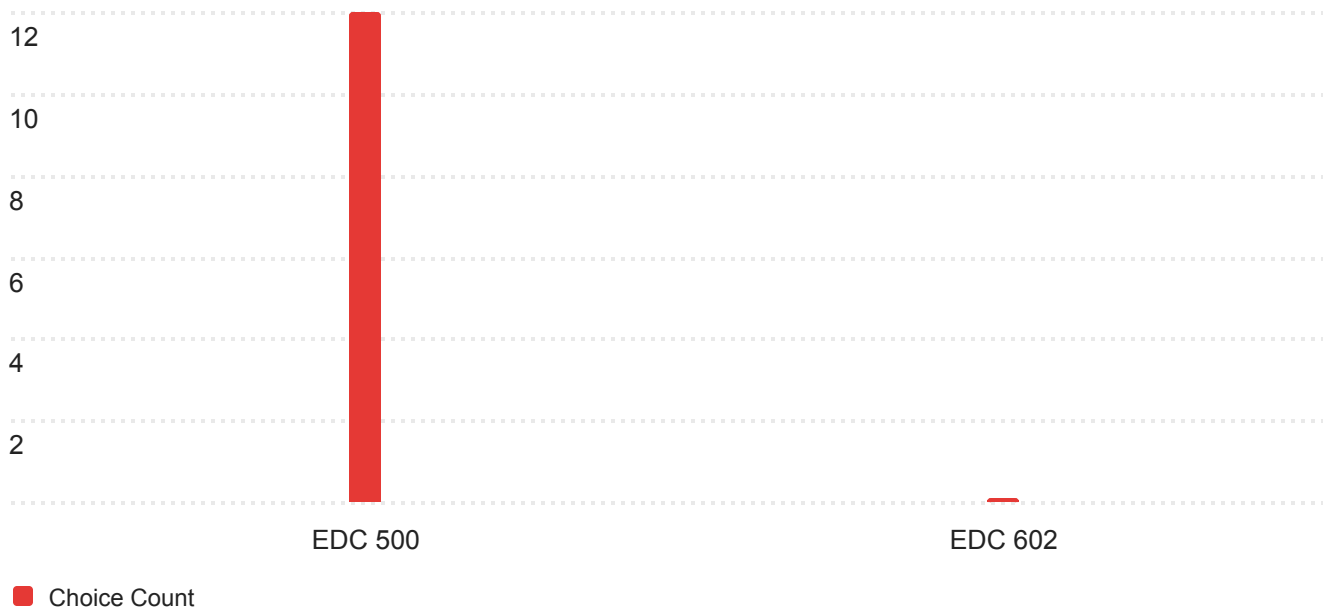
Q60 How well would you rate your ability to accurately assess the mental health needs of persons who come from very poor socioeconomic backgrounds?



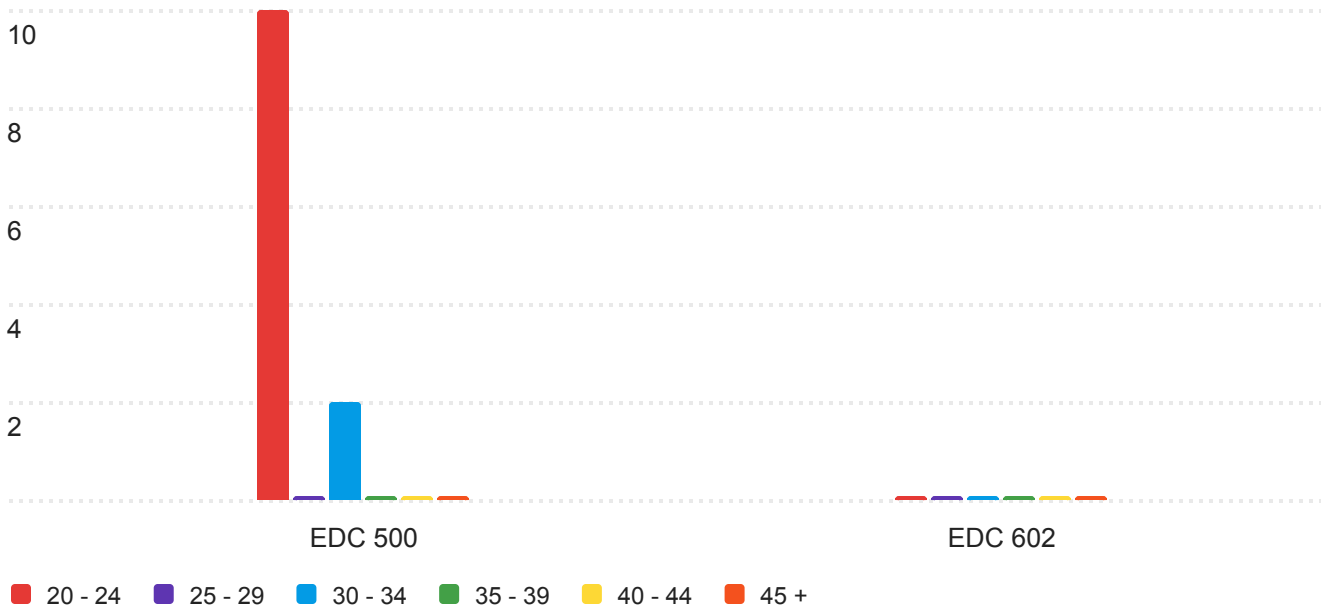
Q62 - Your degree program:



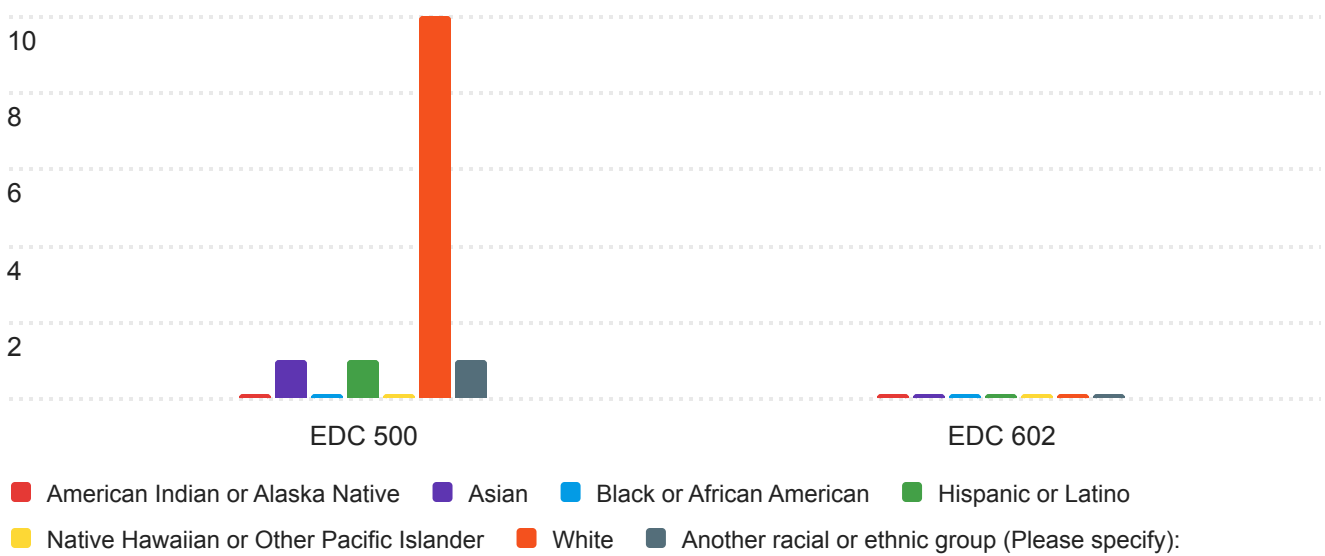
Q63 - In which class are you currently enrolled?



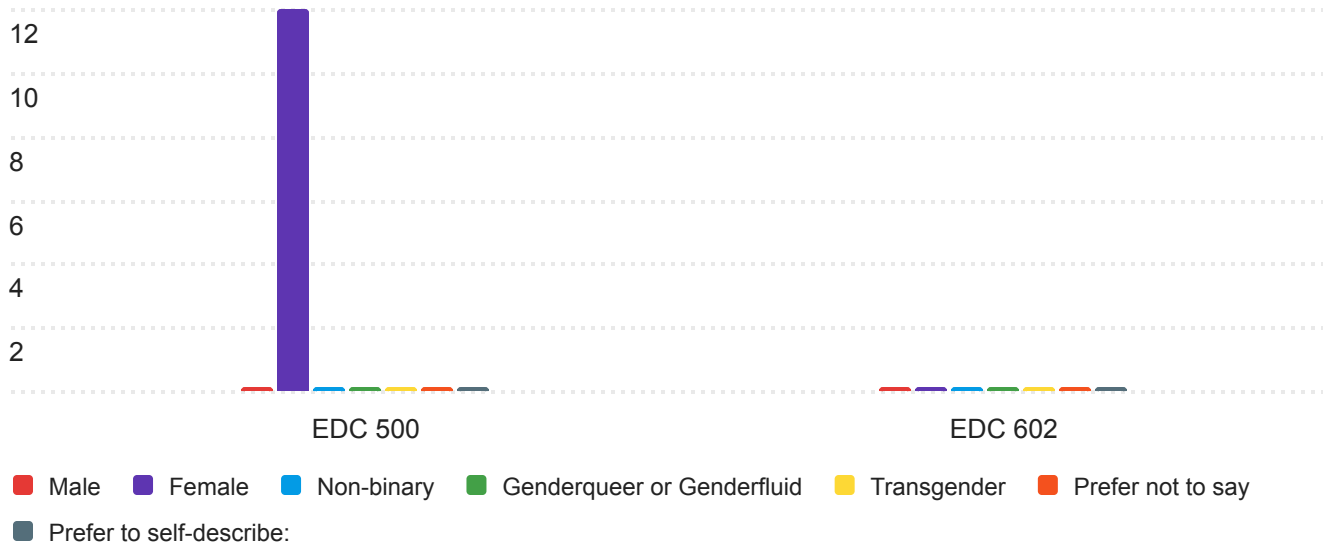
Q64 - Your age range:



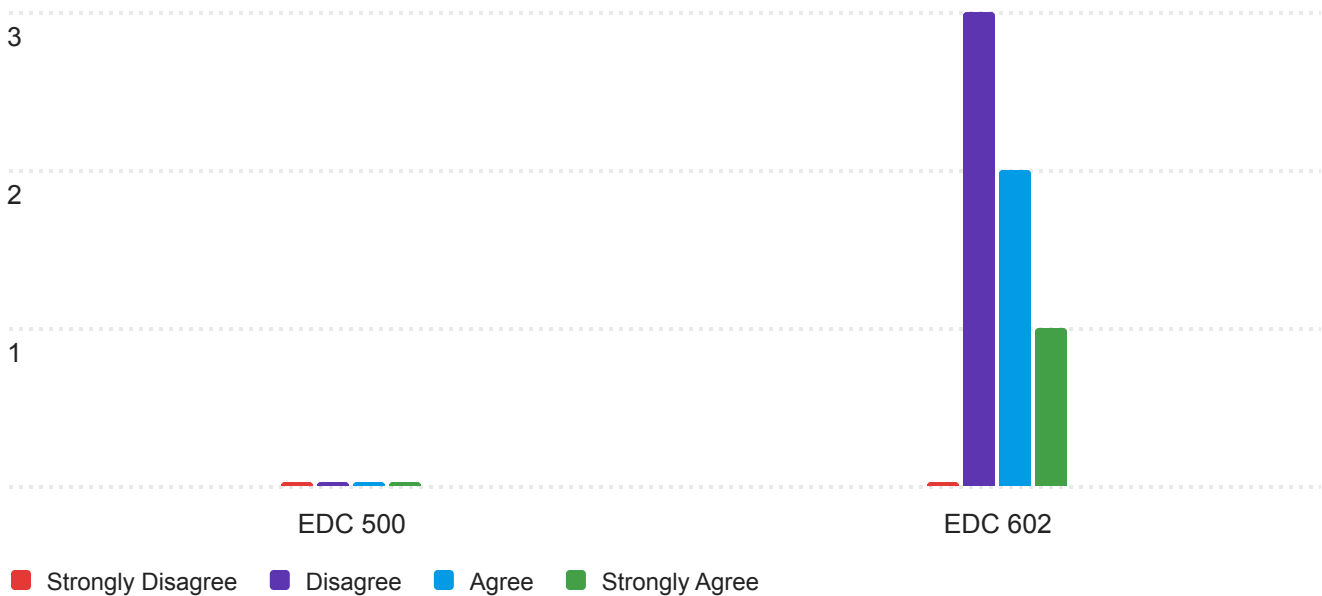
Q65 - Your race or ethnicity (more than one may be selected): - Selected Choice



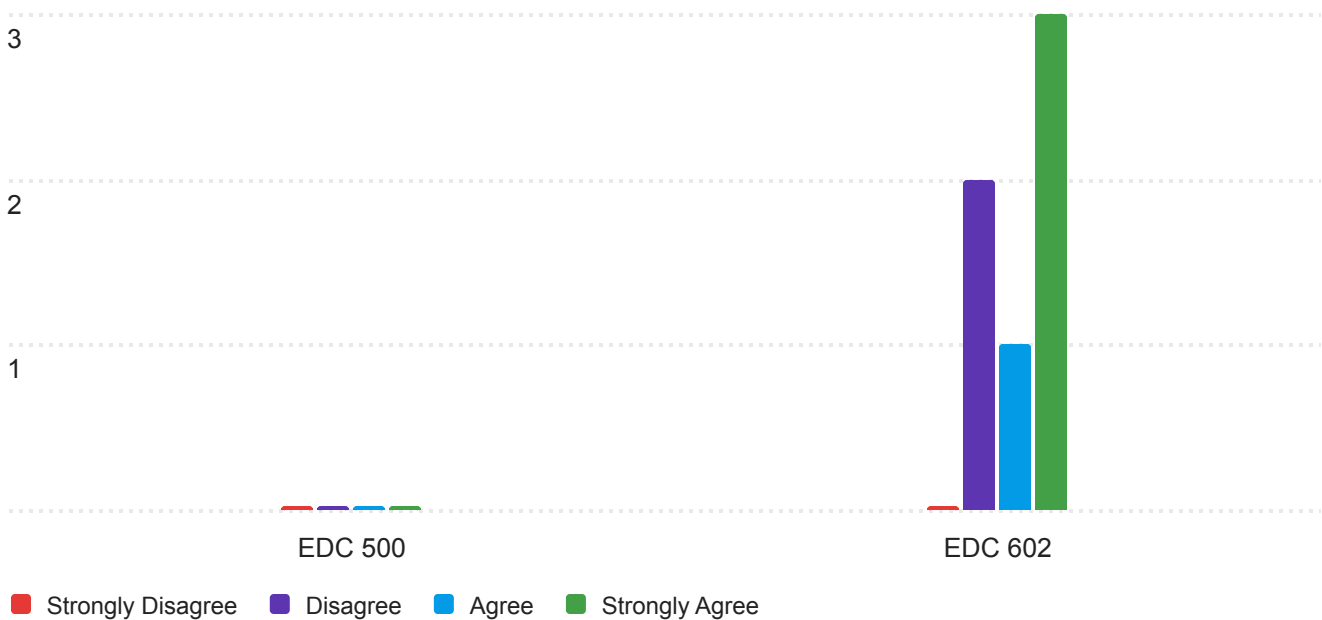
Q66 - How do you currently describe your gender? (more than one may be selected): - Selected Choice



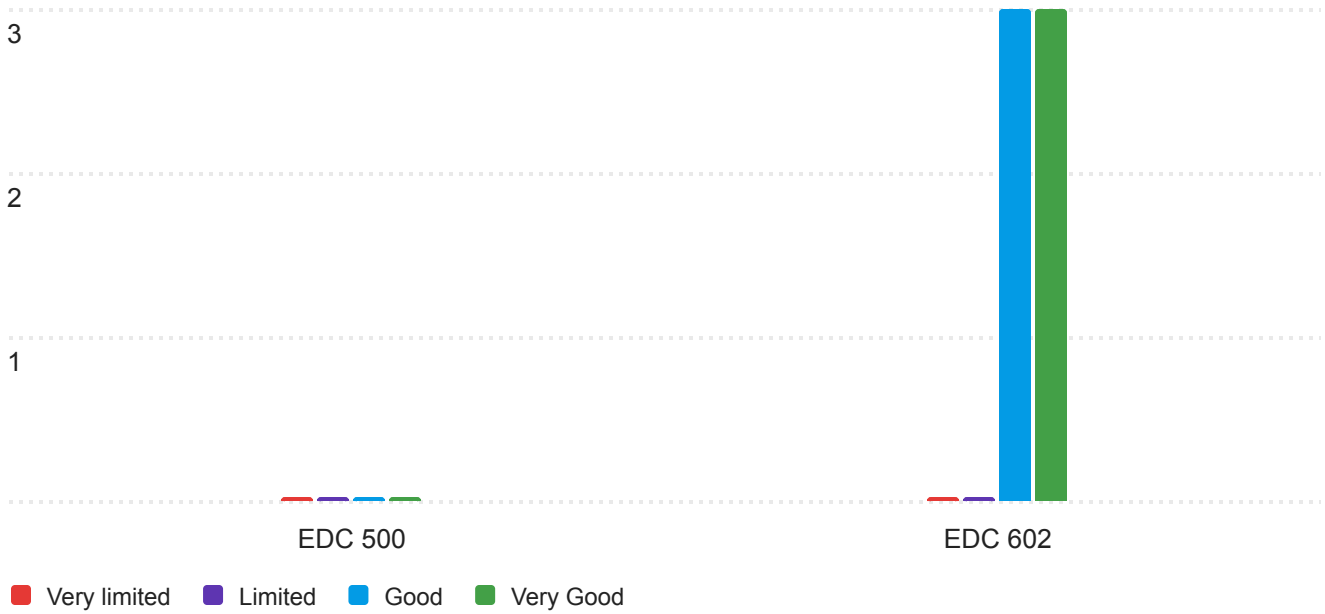
Q1 Culture is not external but is within the person.



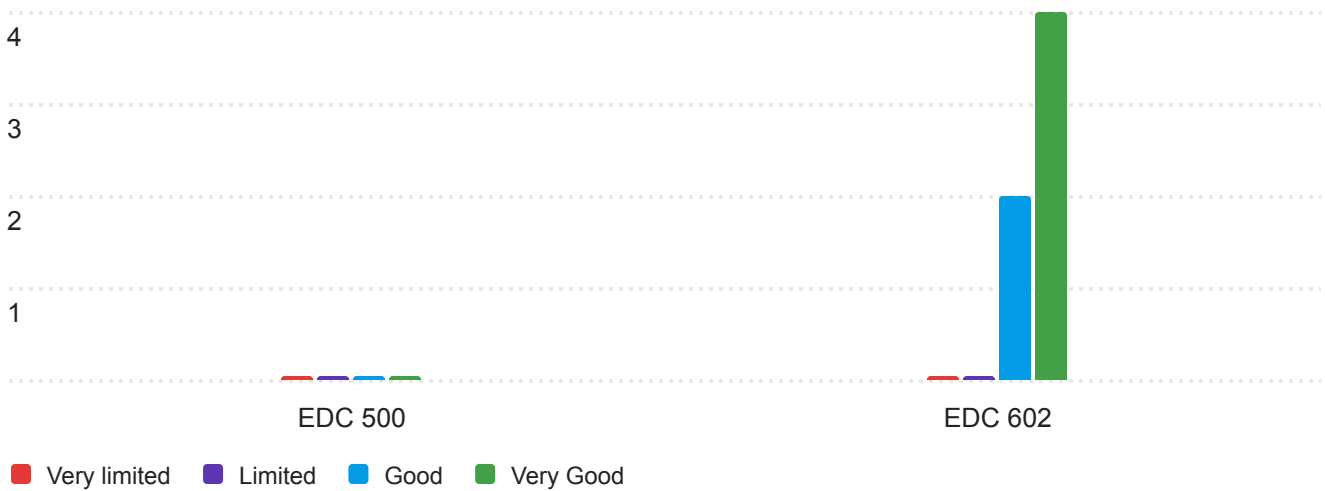
Q2 One of the potential negative consequences about gaining information concerning specific cultures is that students might stereotype members of those cultural groups according to the information they have gained.



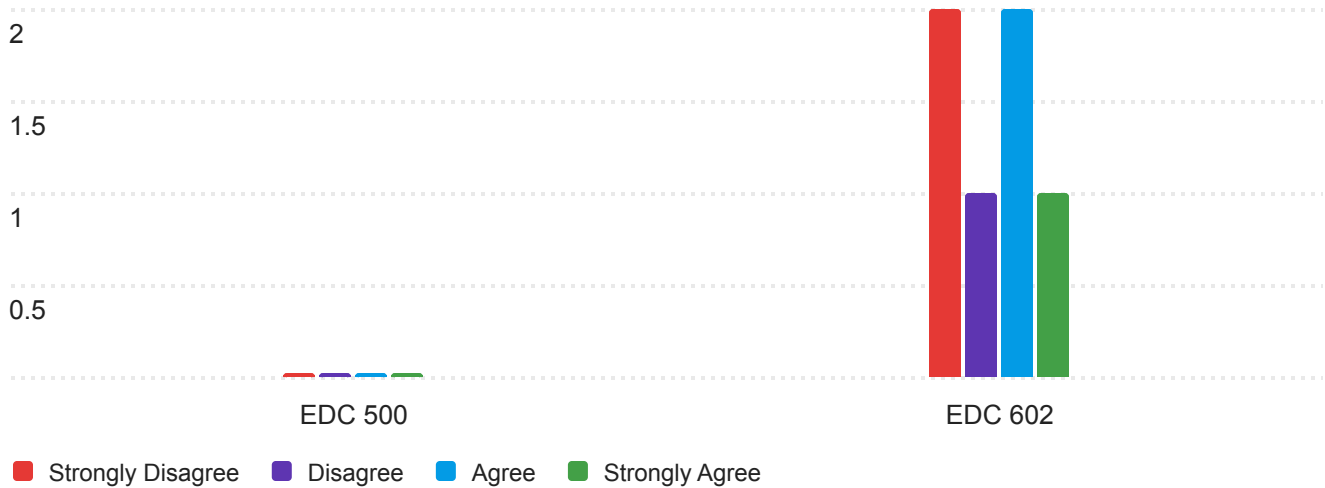
Q3 At this point in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way you think and act?



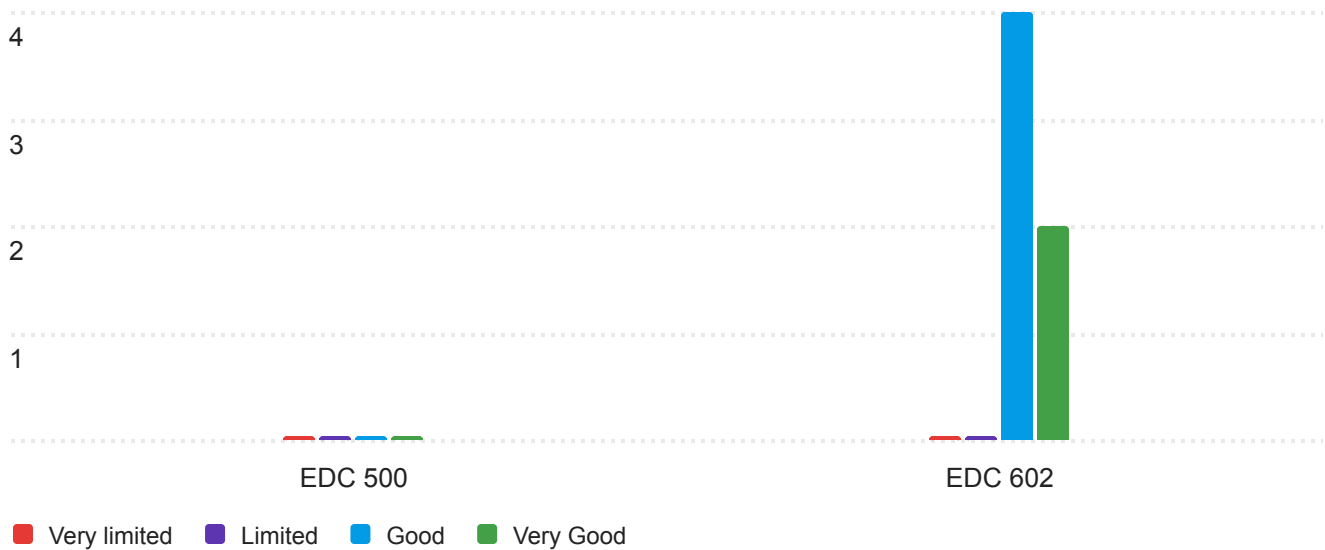
Q4 At this point in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?



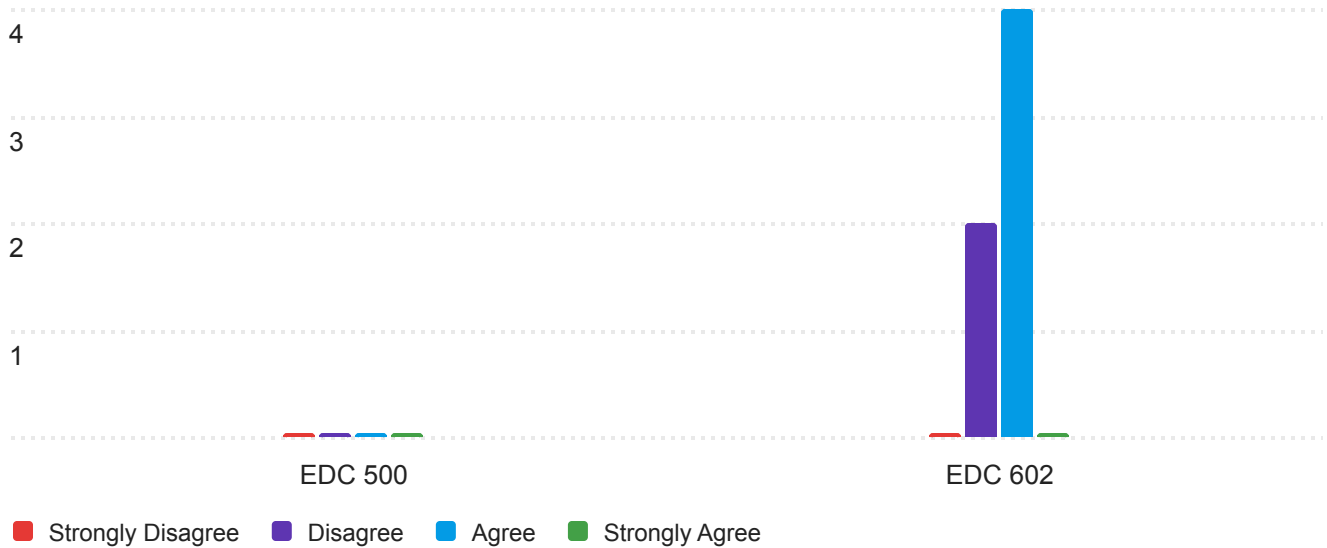
Q5 How would you react to the following statement? While counseling enshrines the concepts of freedom, rational thought, tolerance of new ideas, and equality, it has frequently become a form of oppression to subjugate large groups of people.



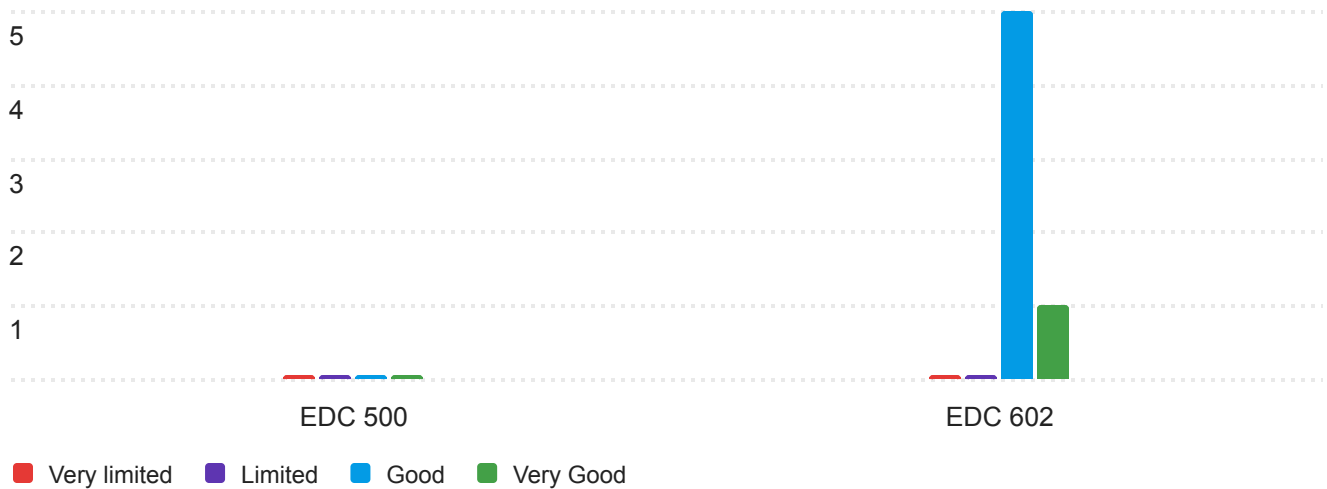
Q6 In general, how would you rate your level of awareness regarding different cultural institutions and systems?



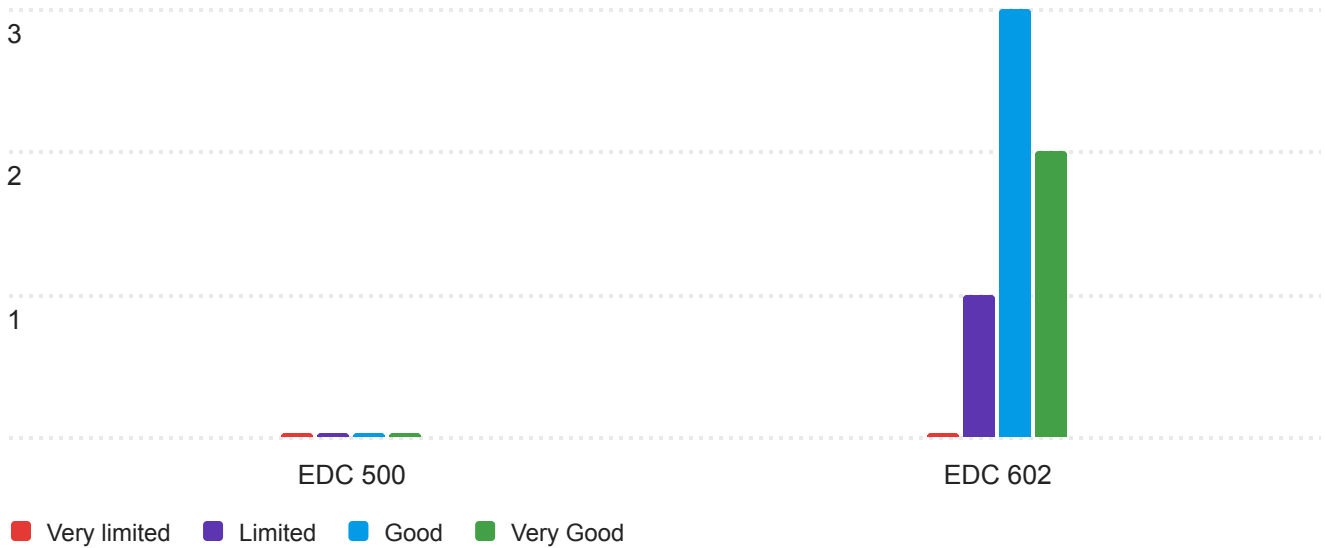
Q7 The human service professions, especially counseling and clinical psychology, have failed to meet the mental health needs of ethnic minorities.



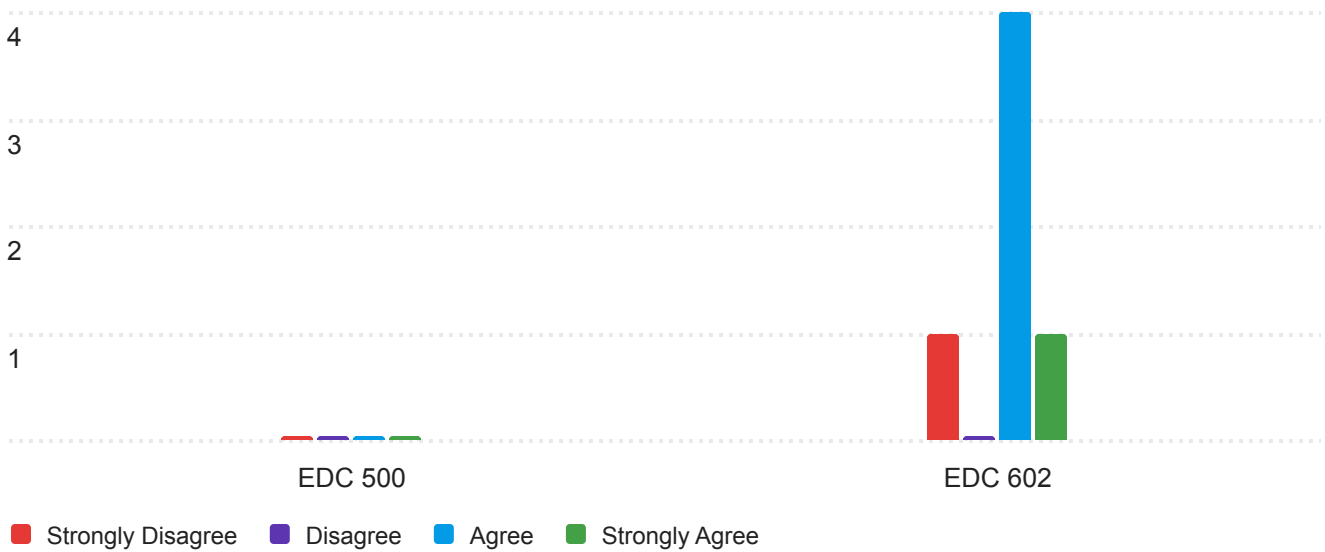
Q8 At the present time, how would you generally rate yourself in terms of being able to accurately compare your own cultural perspective with that of a person from another culture?



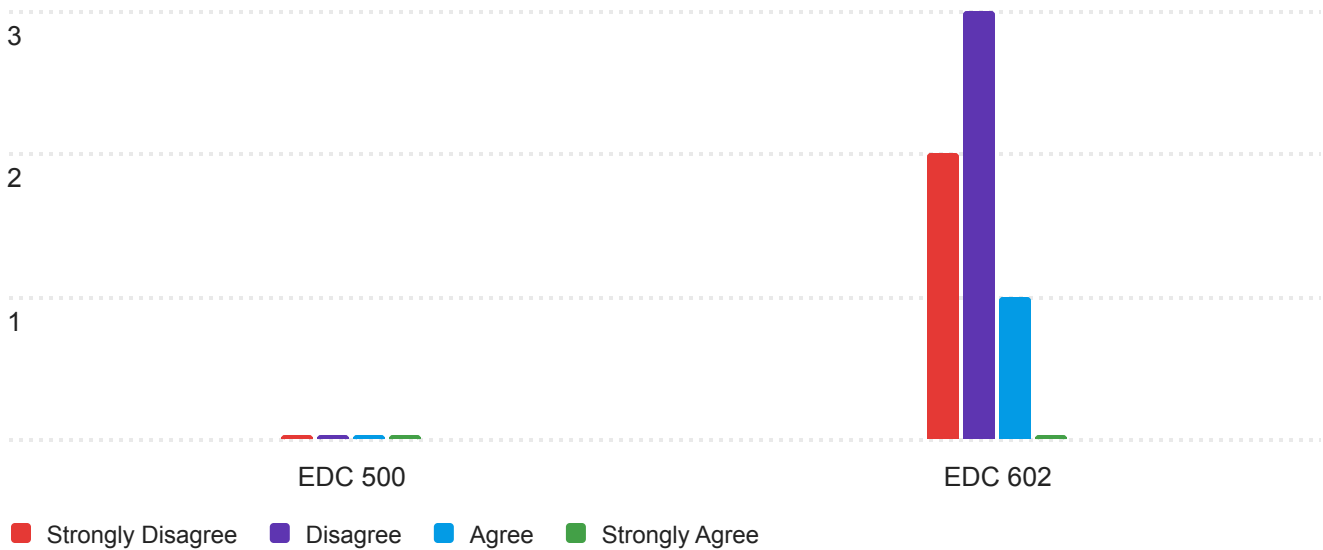
Q9 How well do you think you could distinguish “intentional” from “accidental” communication signals in a multicultural counseling situation?



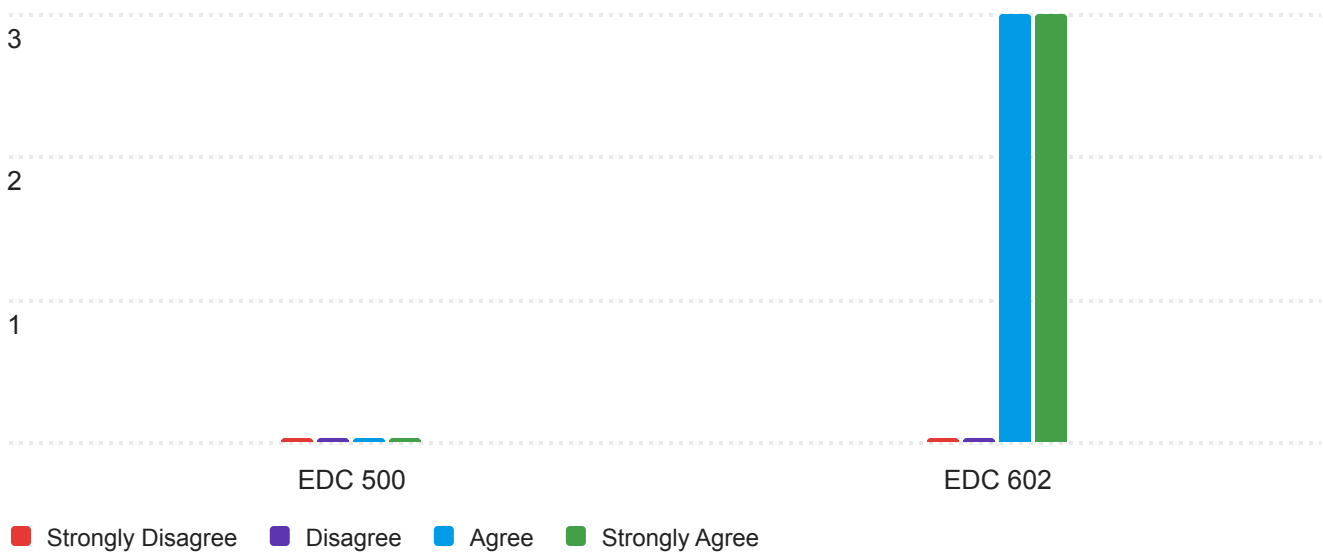
Q10 Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other.



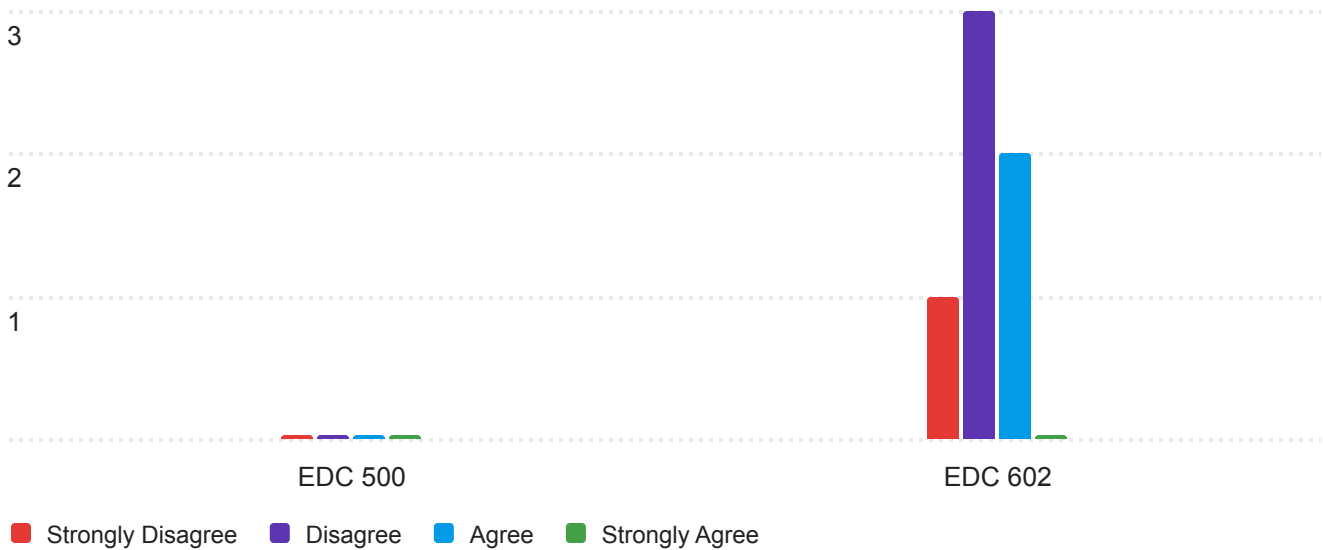
Q11 The effectiveness and legitimacy of the counseling profession would be enhanced if counselors consciously supported universal definitions of normality.



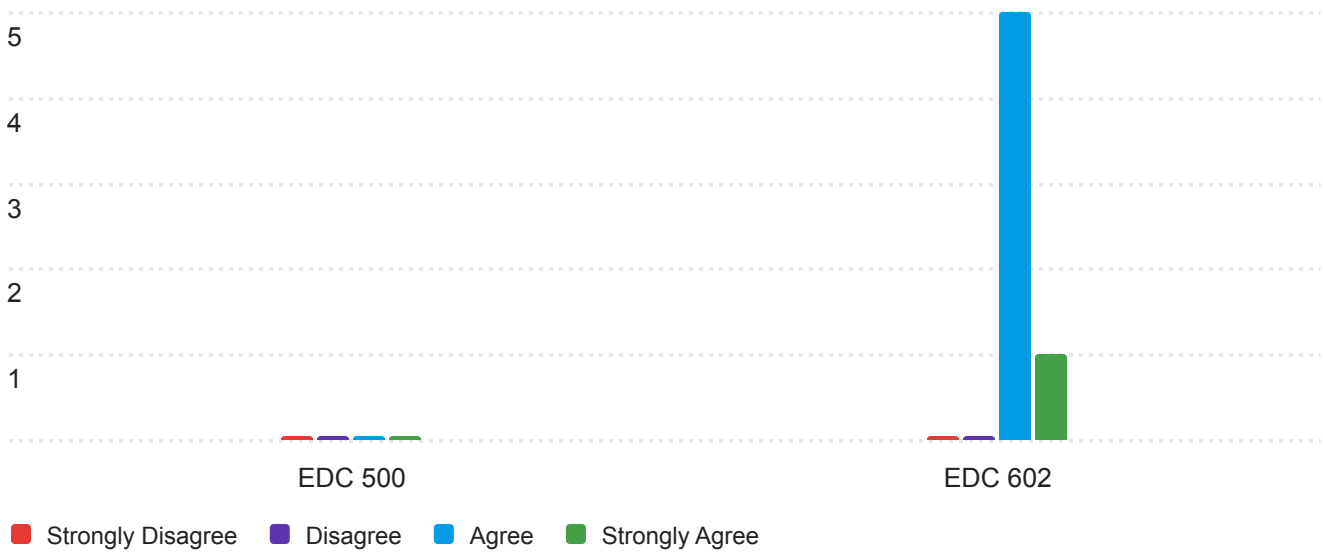
Q12 The criteria of self-awareness, self-fulfillment, and self-discovery are important measures in most counseling sessions.



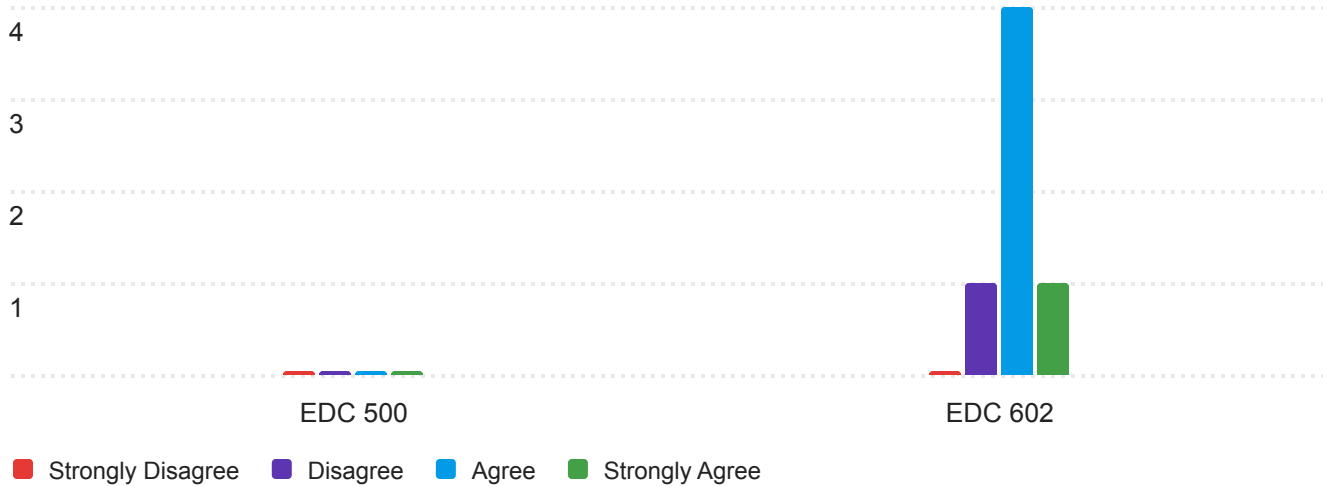
Q13 Even in multicultural counseling situations, basic implicit concepts, such as “fairness” and “health,” are not difficult to understand.



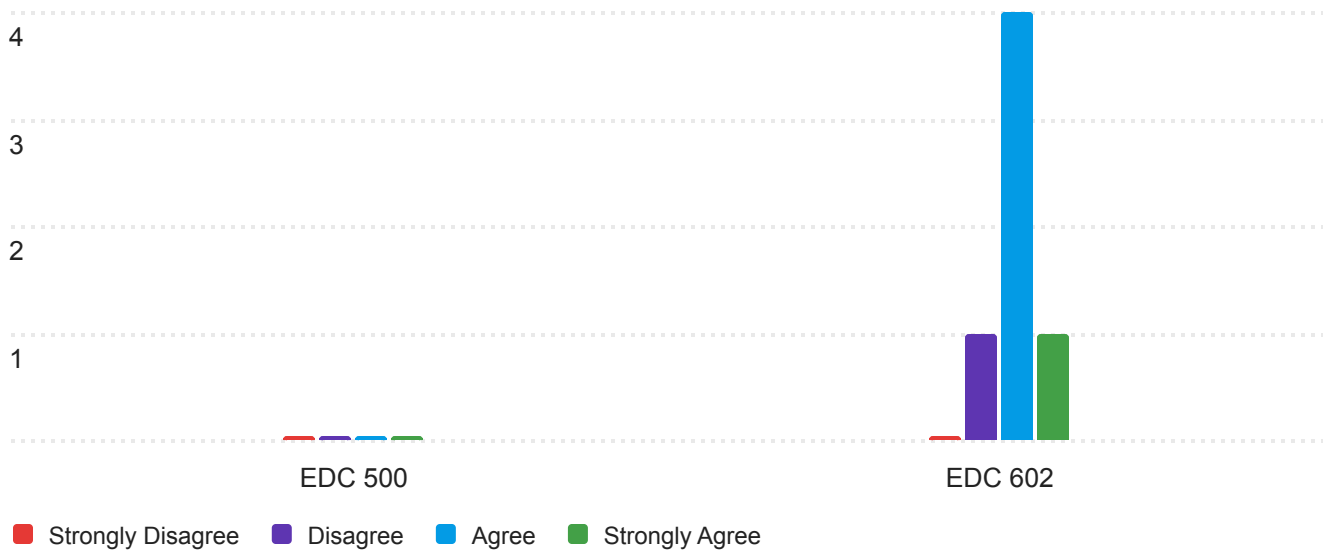
Q14 Promoting a client’s sense of psychological independence is usually a safe goal to strive for in most counseling situations.



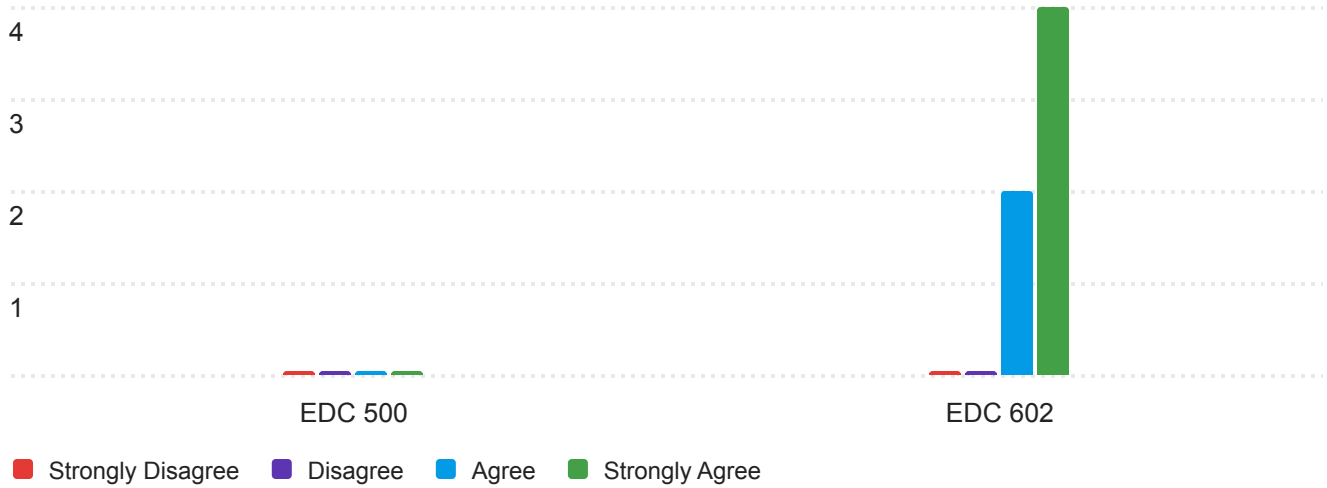
Q15 While a person's natural support system (i.e., family, friends, etc.) plays an important role during a period of personal crisis, formal counseling services tend to result in more constructive outcomes.



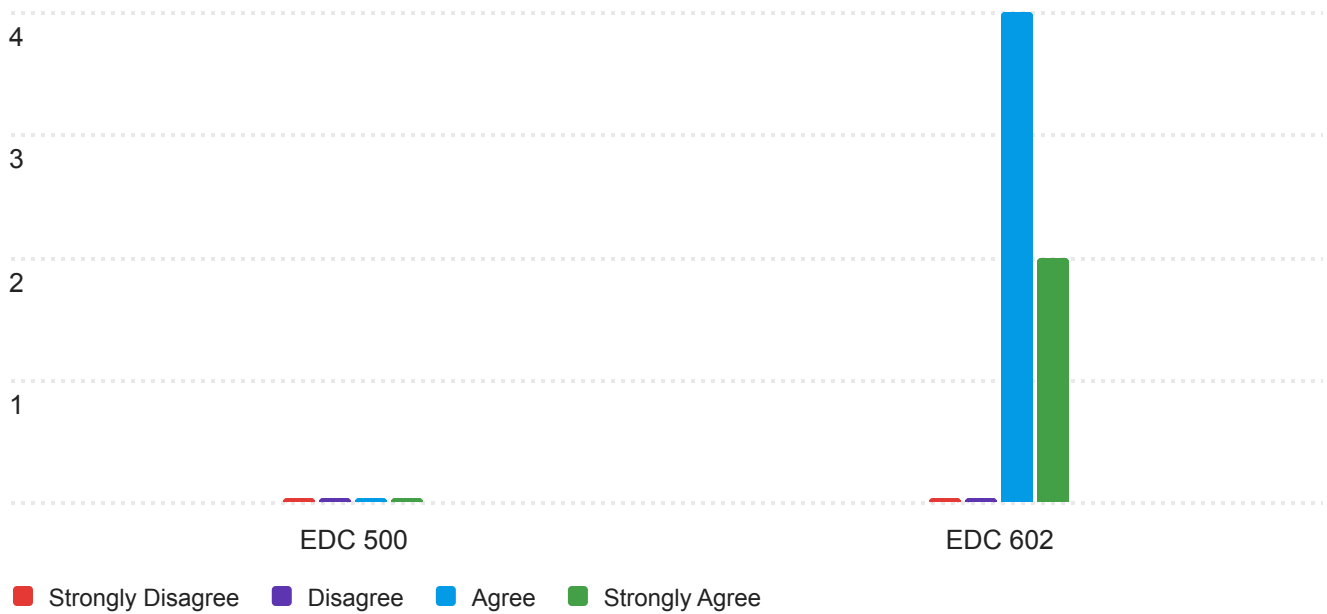
Q16 In general, counseling services should be directed toward assisting clients to adjust to stressful environmental situations.



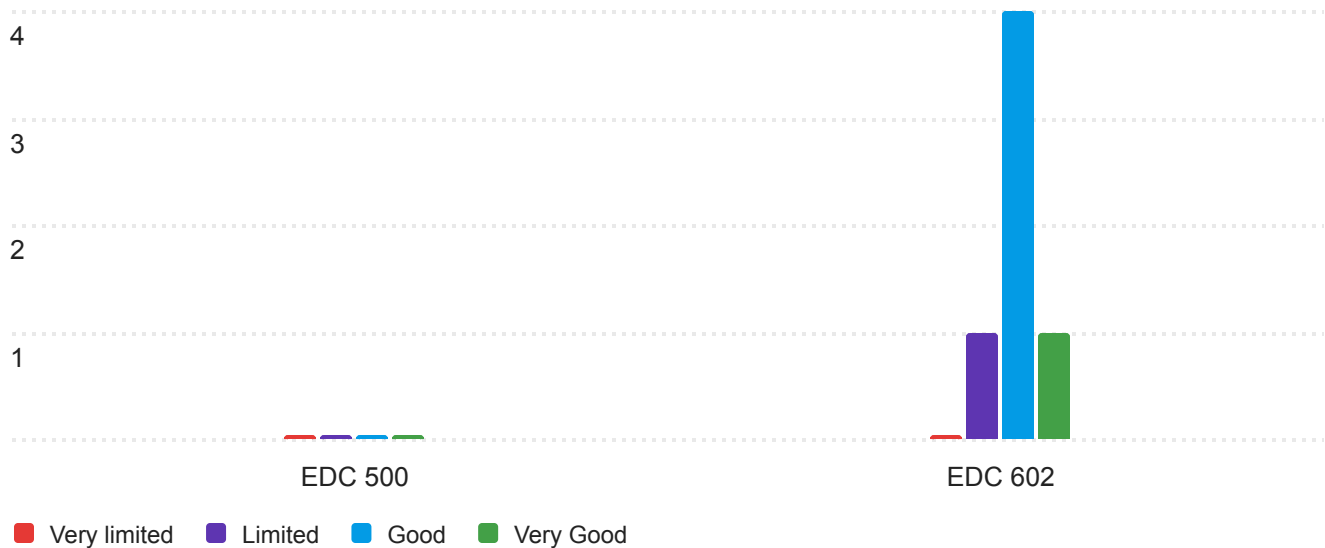
Q17 Counselors need to change not just the content of what they think, but also the way they handle this content if they are to accurately account for the complexity in human behavior.



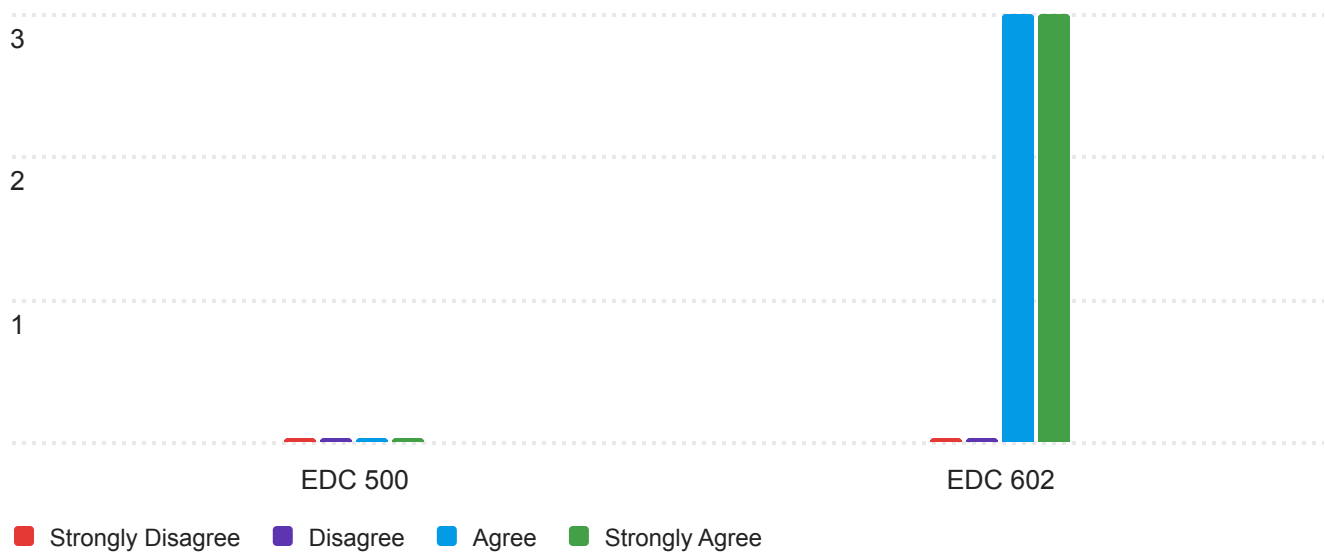
Q18 Psychological problems vary with the culture of the client.



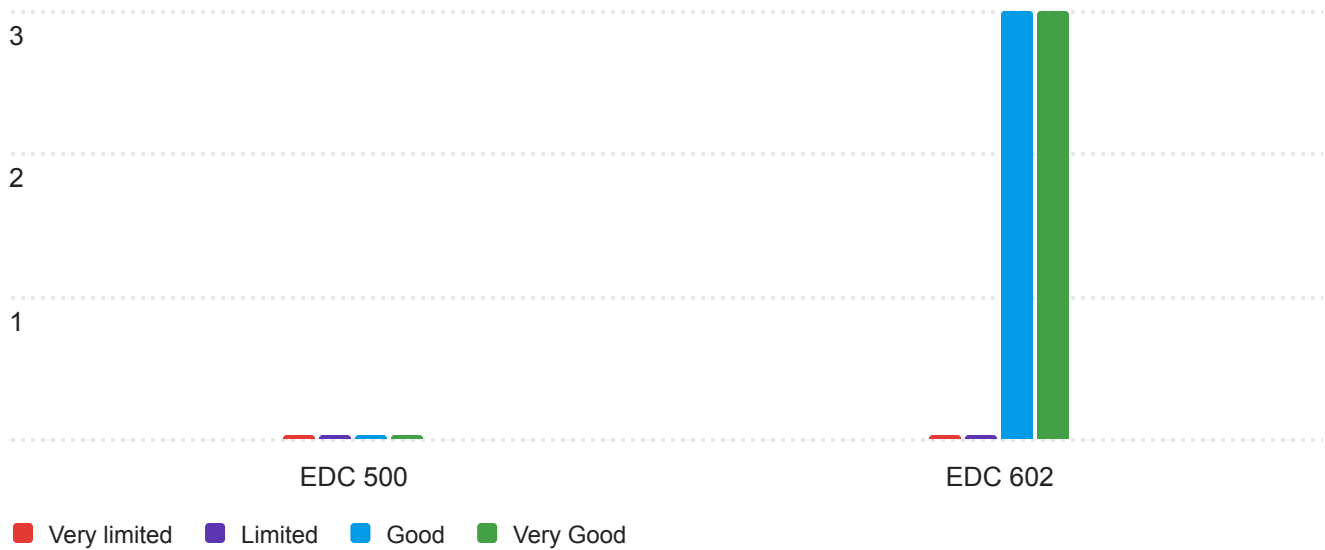
Q19 How would you rate your understanding of the concept of “relativity” in terms of the goals, objectives, and methods of counseling culturally different clients?



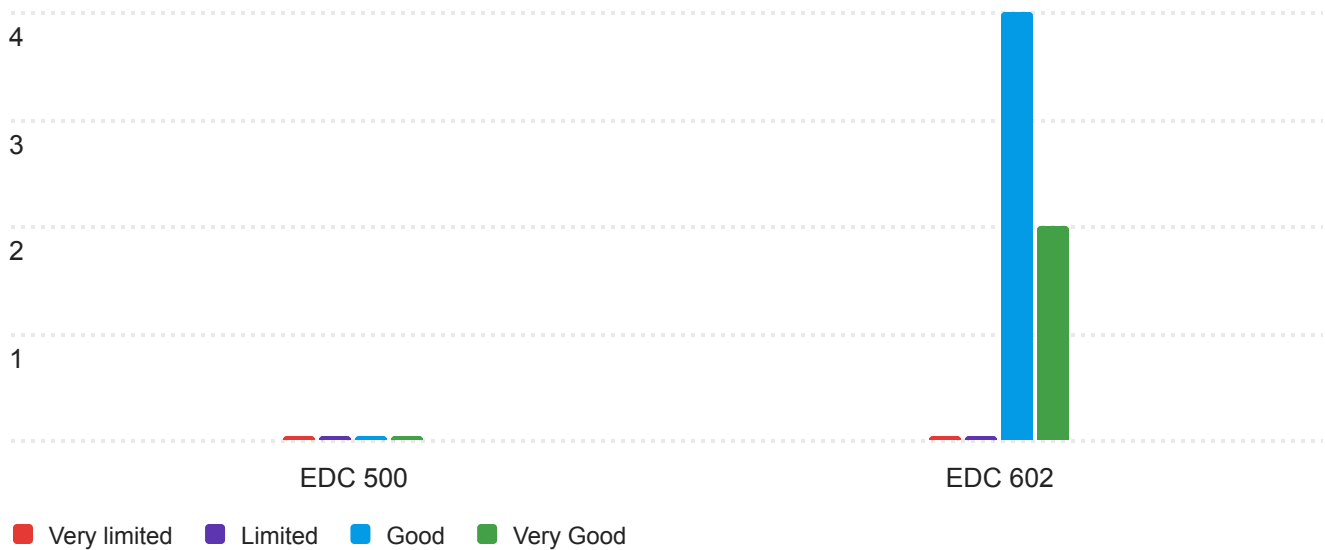
Q20 There are some basic counseling skills that are applicable to create successful outcomes regardless of the client’s cultural background.



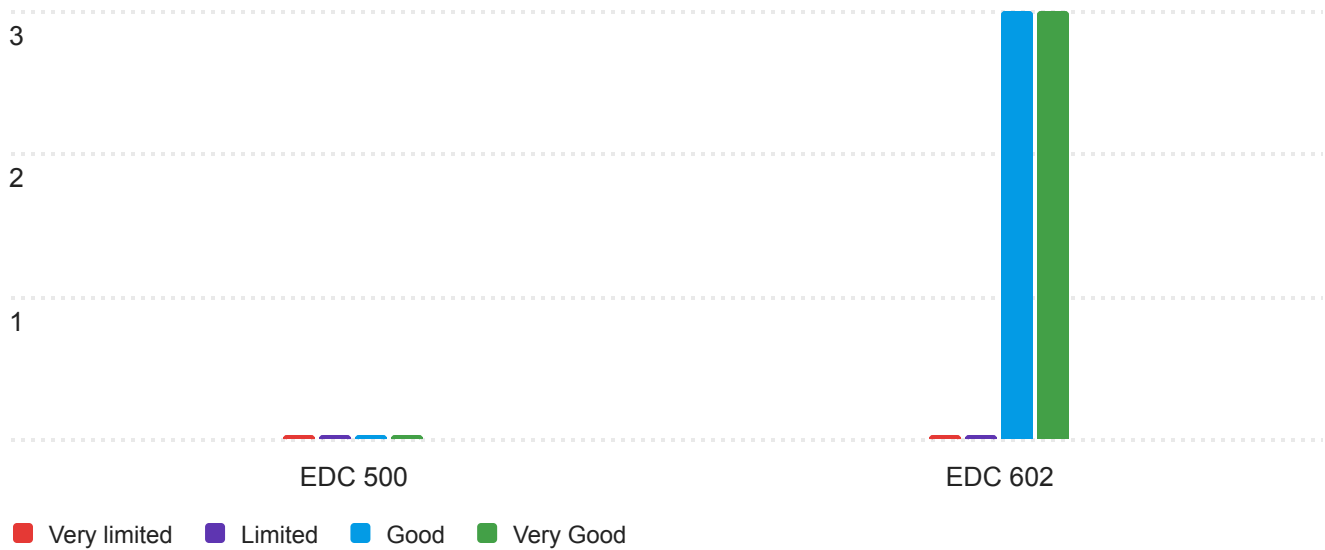
Q21 At the present time, how would you rate your own understanding of the following terms: **Culture**



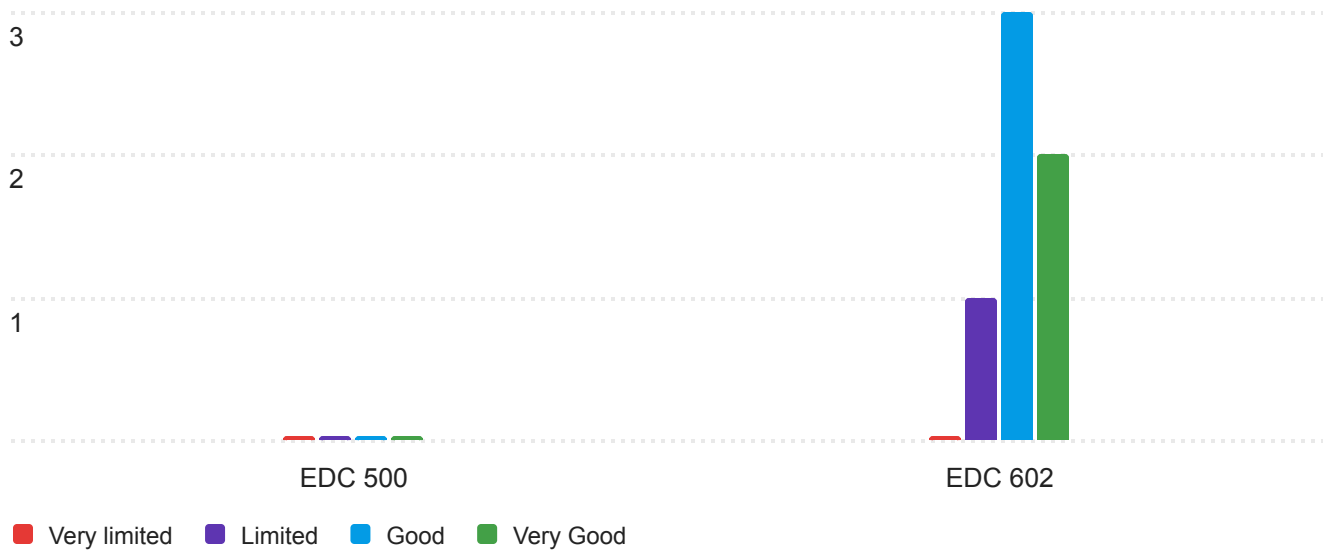
Q22 At the present time, how would you rate your own understanding of the following terms: **Ethnicity**



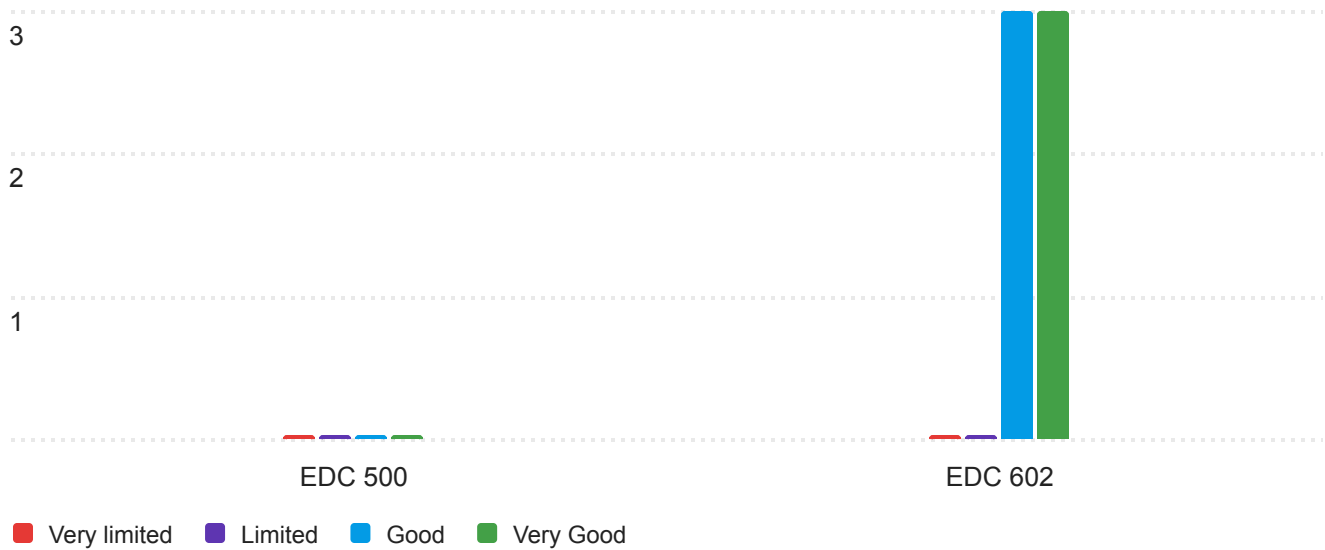
Q23 At the present time, how would you rate your own understanding of the following terms: **Racism**



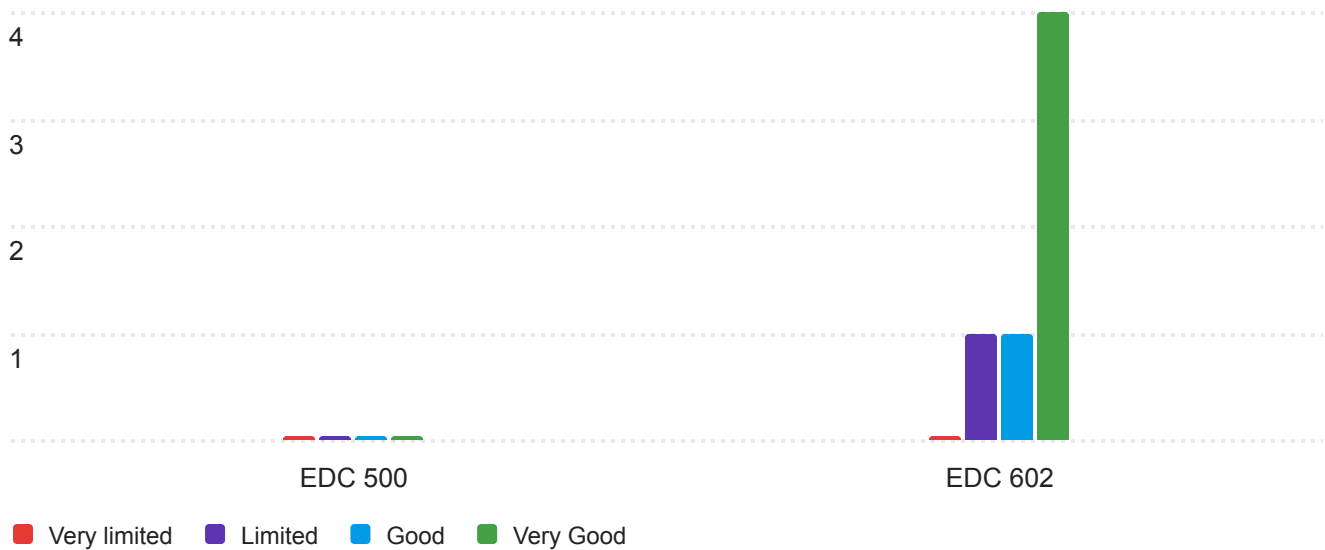
Q24 At the present time, how would you rate your own understanding of the following terms: **Mainstreaming**



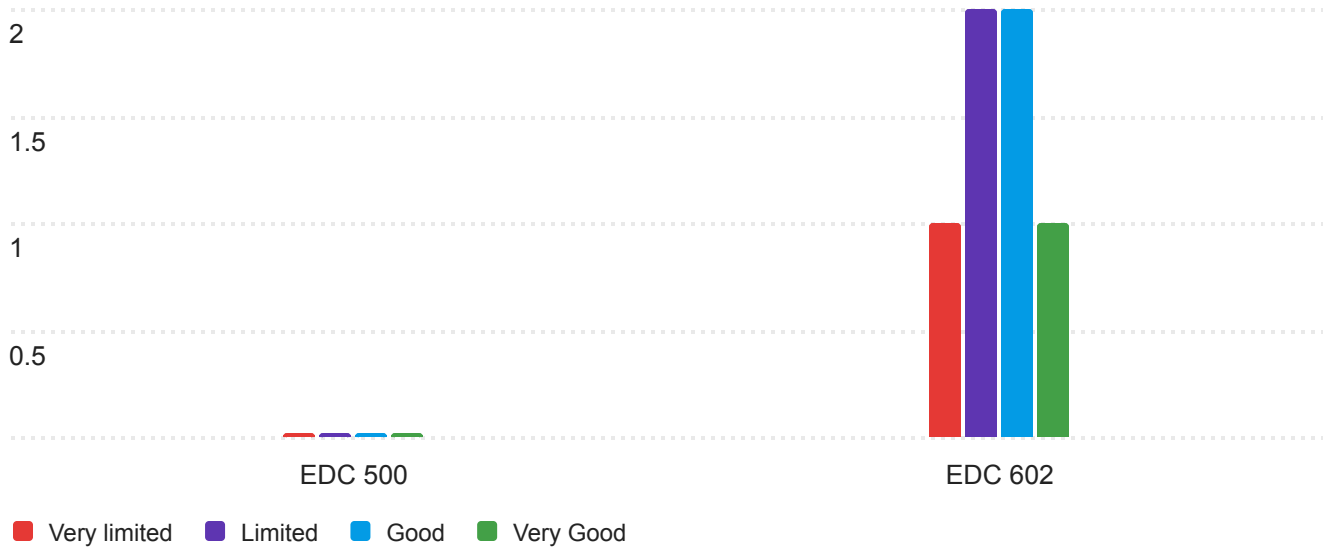
Q25 At the present time, how would you rate your own understanding of the following terms: Prejudice



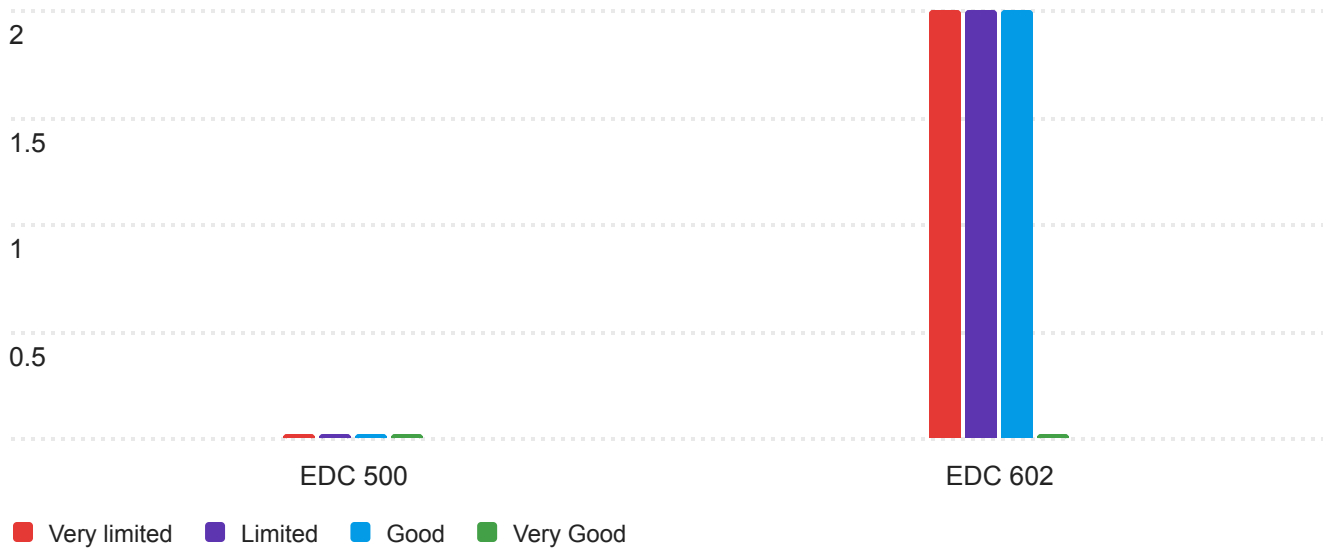
Q26 At the present time, how would you rate your own understanding of the following terms: Multicultural Counseling



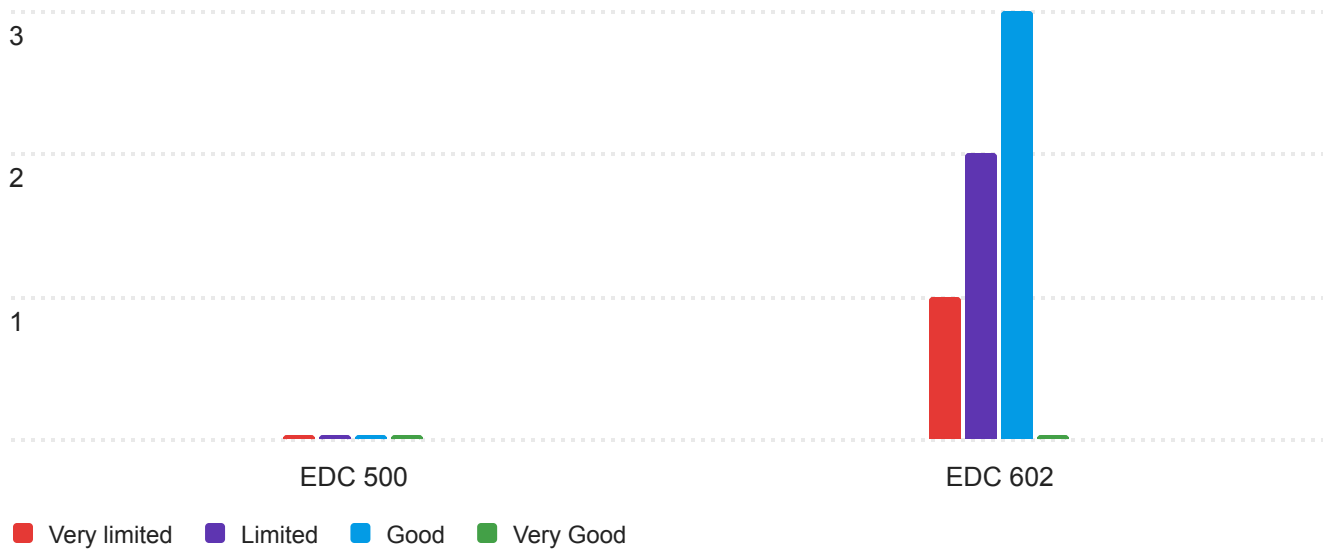
Q27 At the present time, how would you rate your own understanding of the following terms: Ethnocentrism



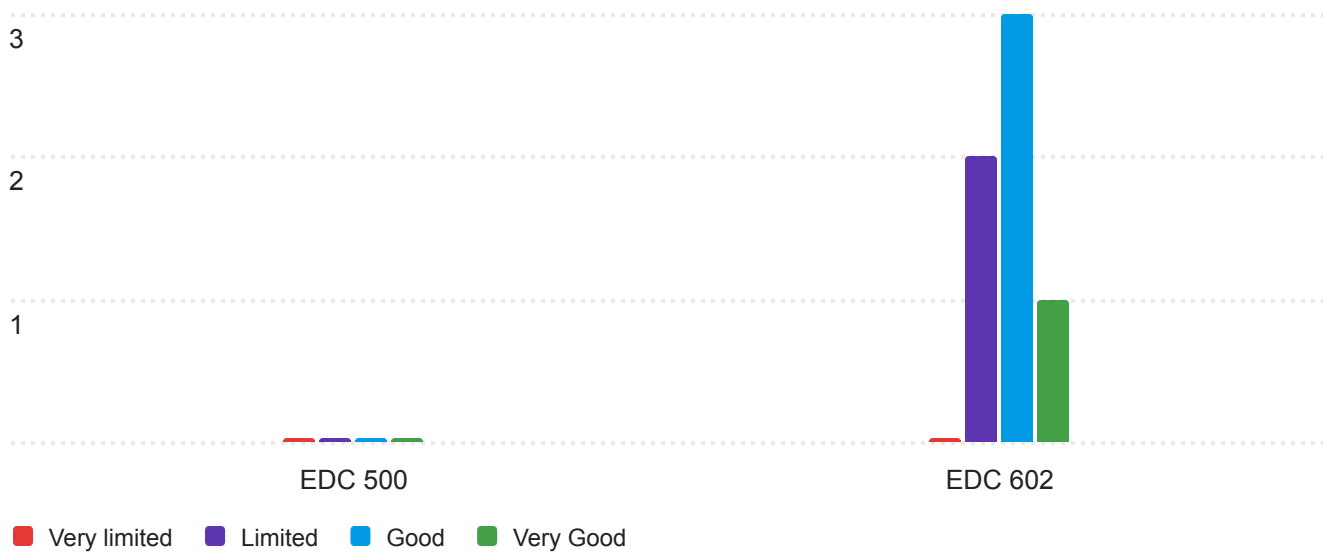
Q28 At the present time, how would you rate your own understanding of the following terms: Pluralism



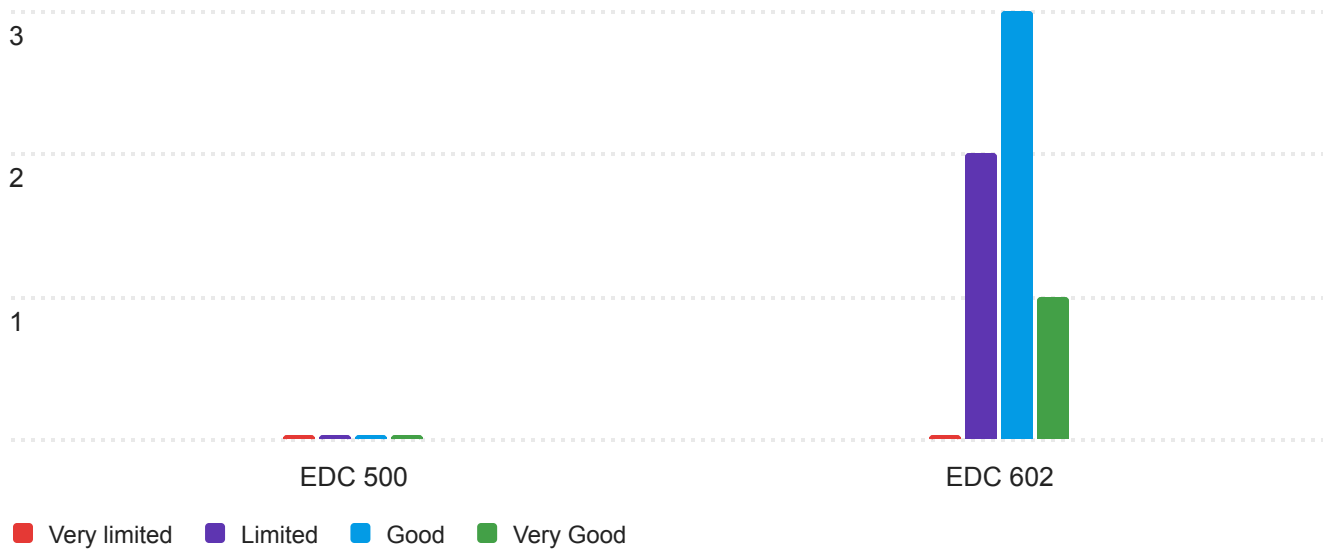
Q29 At the present time, how would you rate your own understanding of the following terms: **Contact Hypothesis**



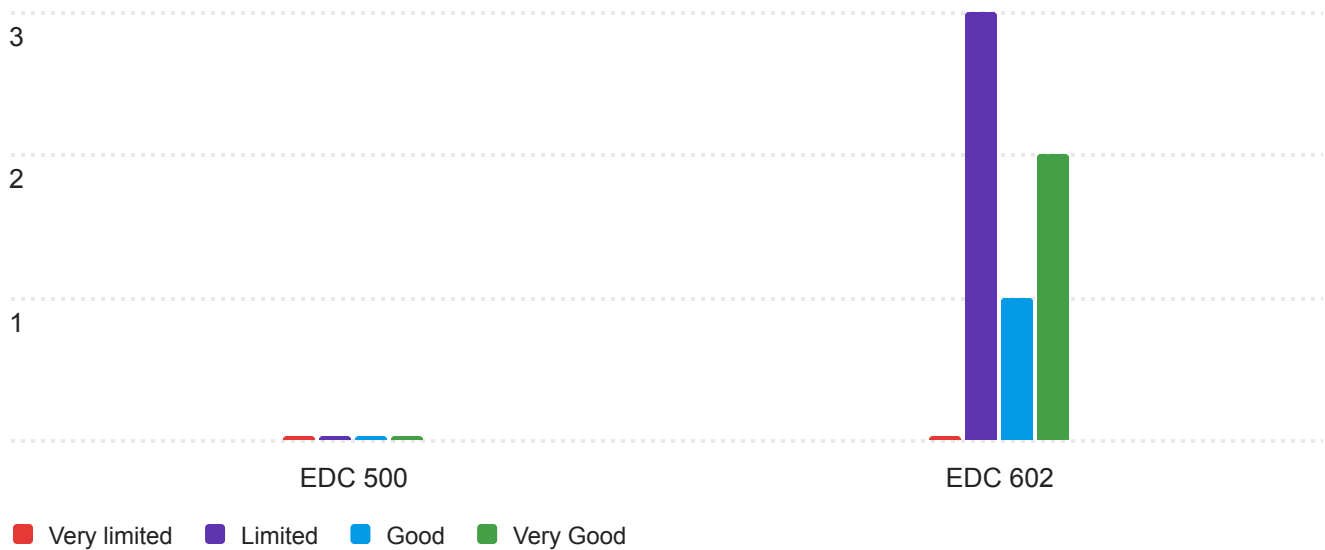
Q30 At the present time, how would you rate your own understanding of the following terms: **Attribution**



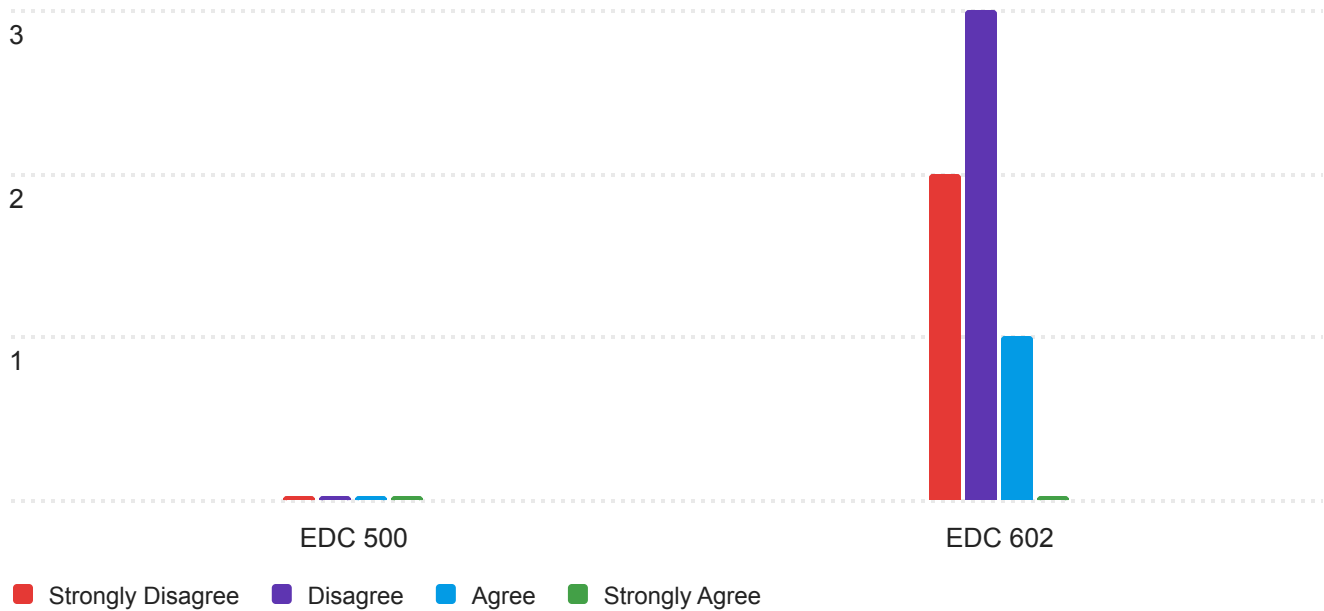
Q31 At the present time, how would you rate your own understanding of the following terms: **Transcultural**



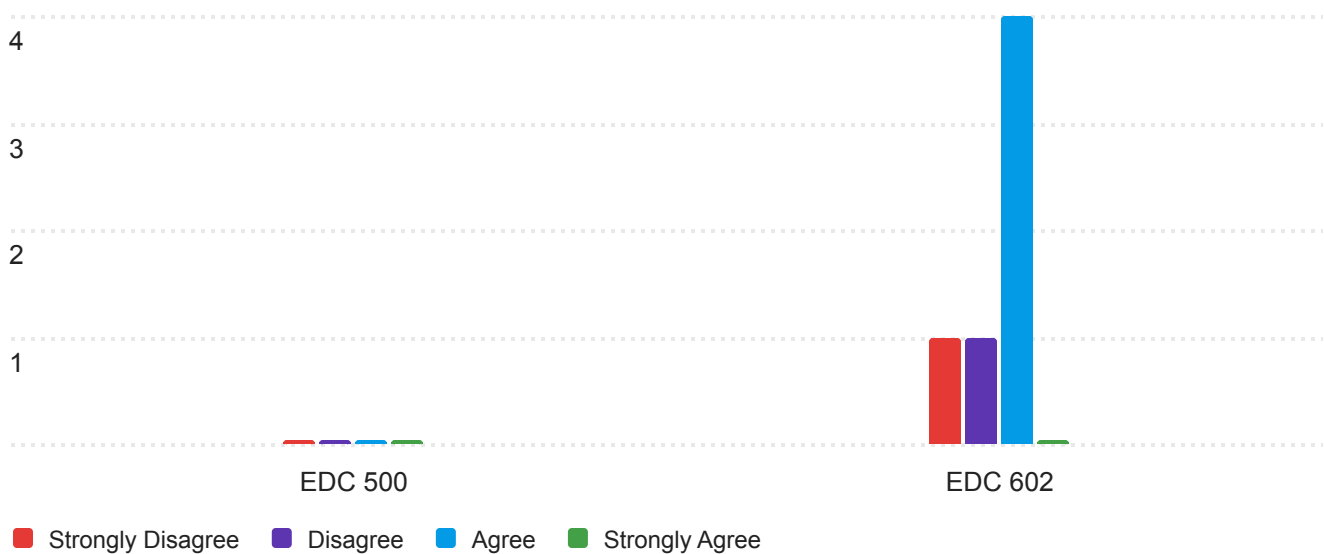
Q32 At the present time, how would you rate your own understanding of the following terms: **Cultural Encapsulation**



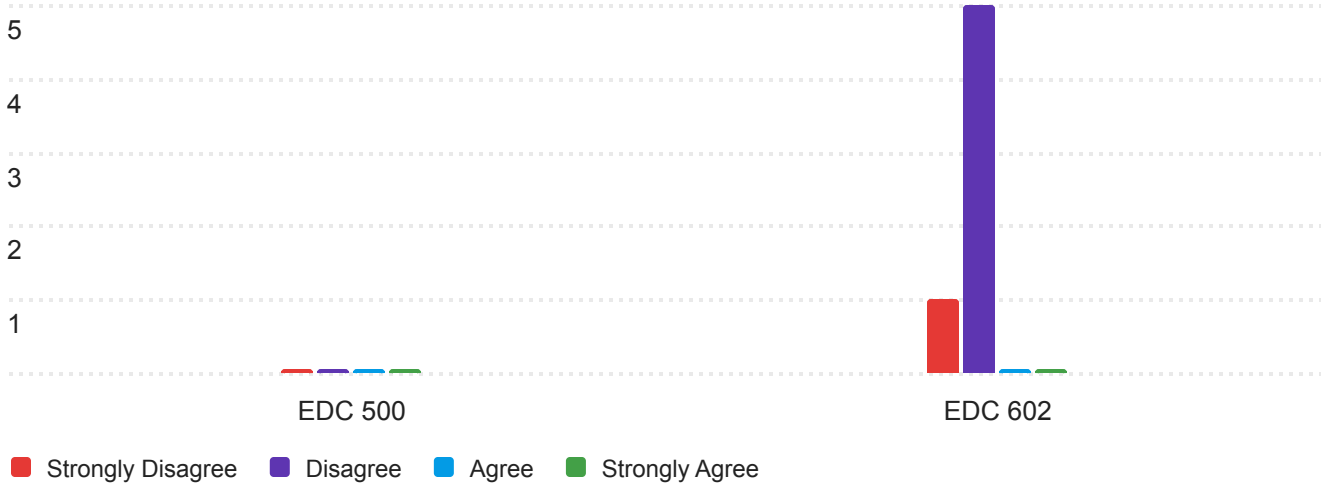
Q33 Witch doctors and psychiatrists use similar techniques.



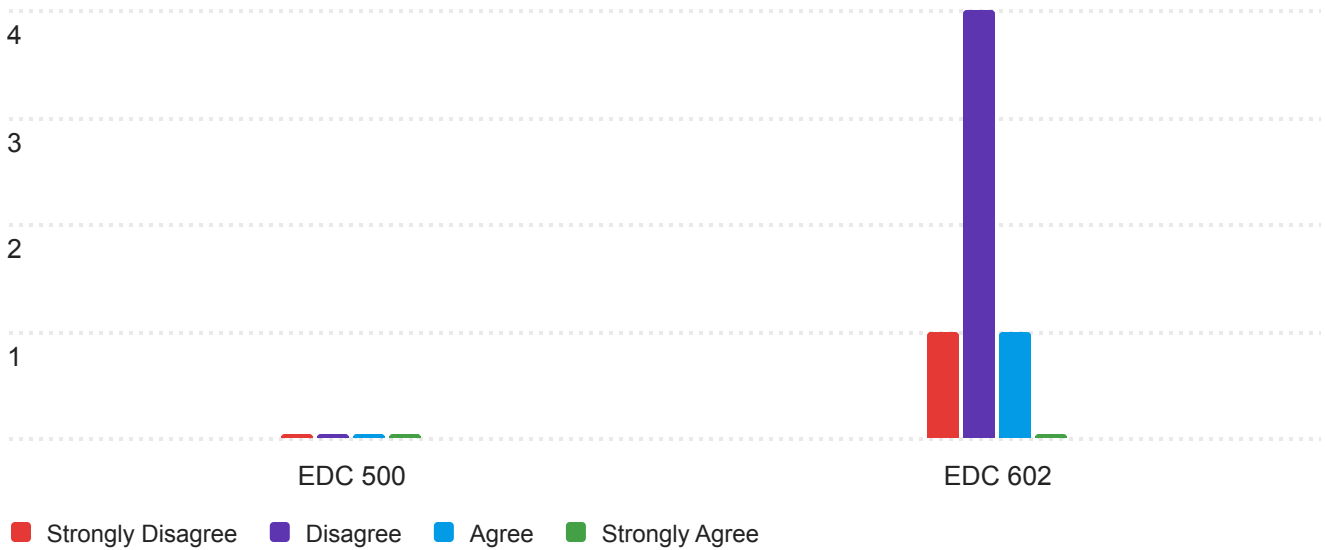
Q34 Differential treatment in the provision of mental health services is not necessarily thought to be discriminatory.



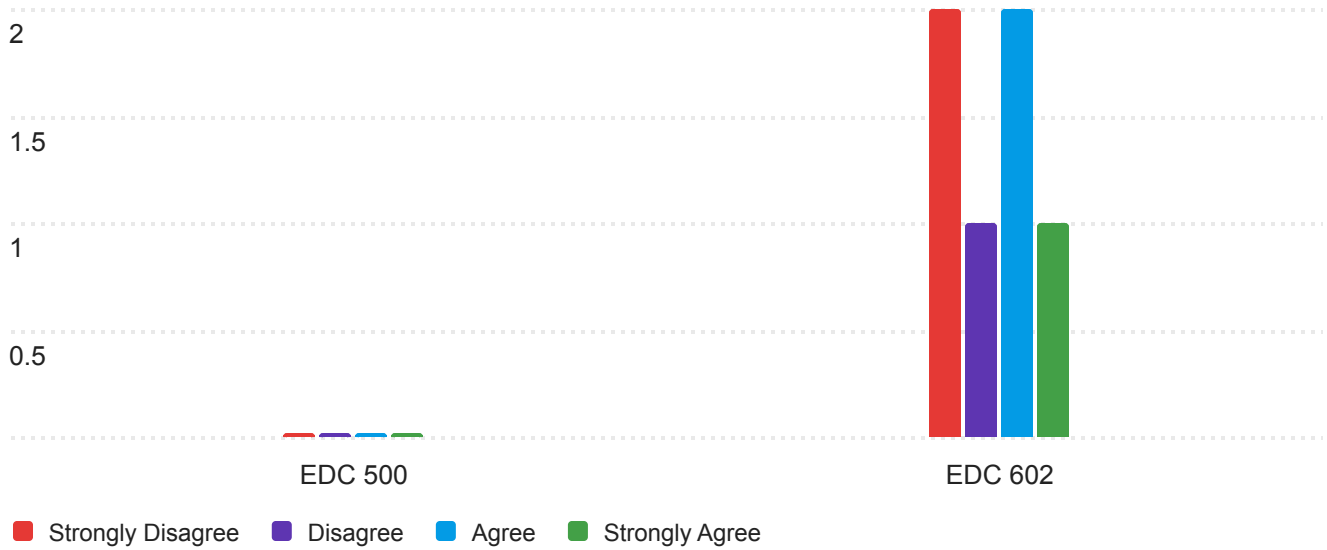
Q35 In the early grades of formal schooling in the United States, the academic achievement of such ethnic minorities as African Americans, Hispanics, and Native Americans is close to parity with the achievement of White mainstream students.



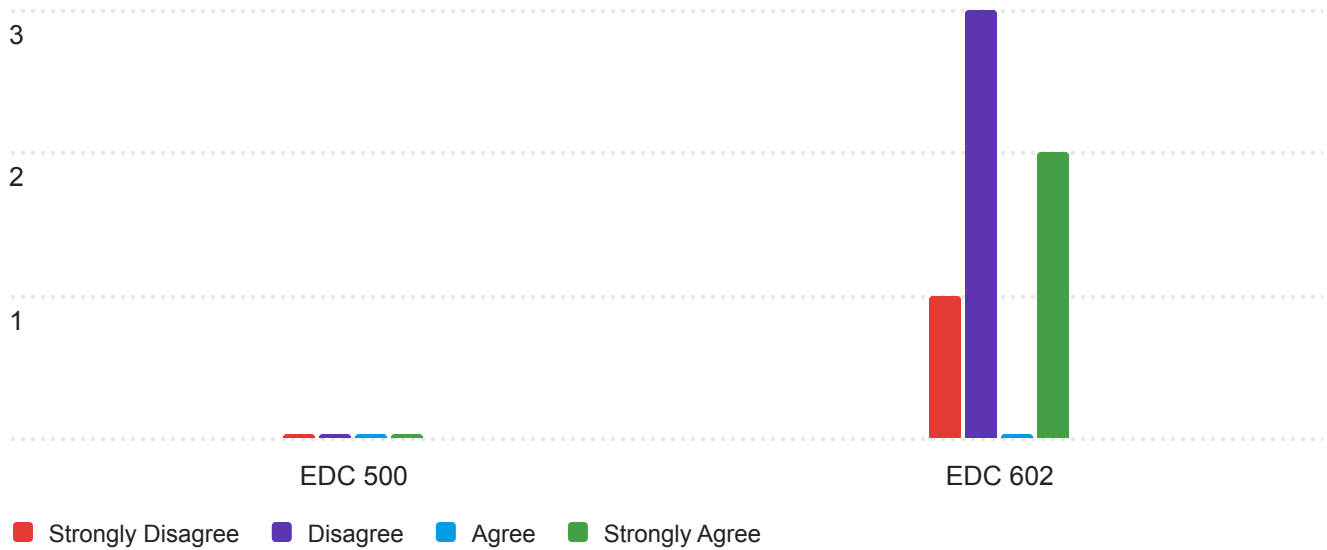
Q36 Research indicates that in the early elementary school grades girls and boys achieve about equally in mathematics and science.



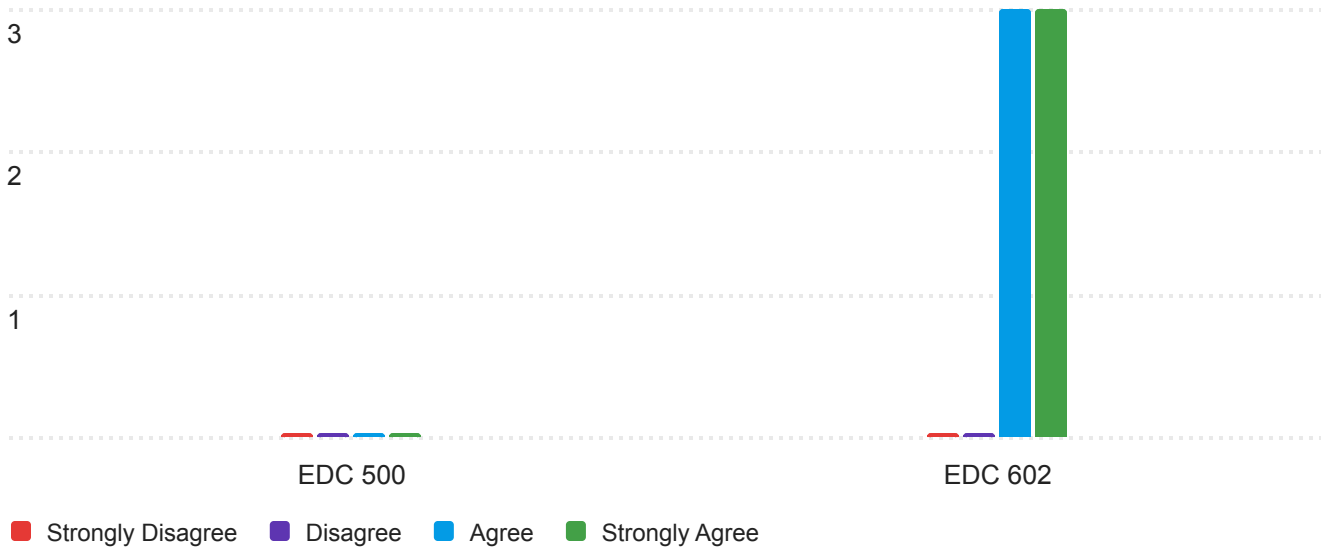
Q37 Most of the immigrant and ethnic groups in Europe, Australia, and Canada face problems similar to those experienced by ethnic groups in the United States.



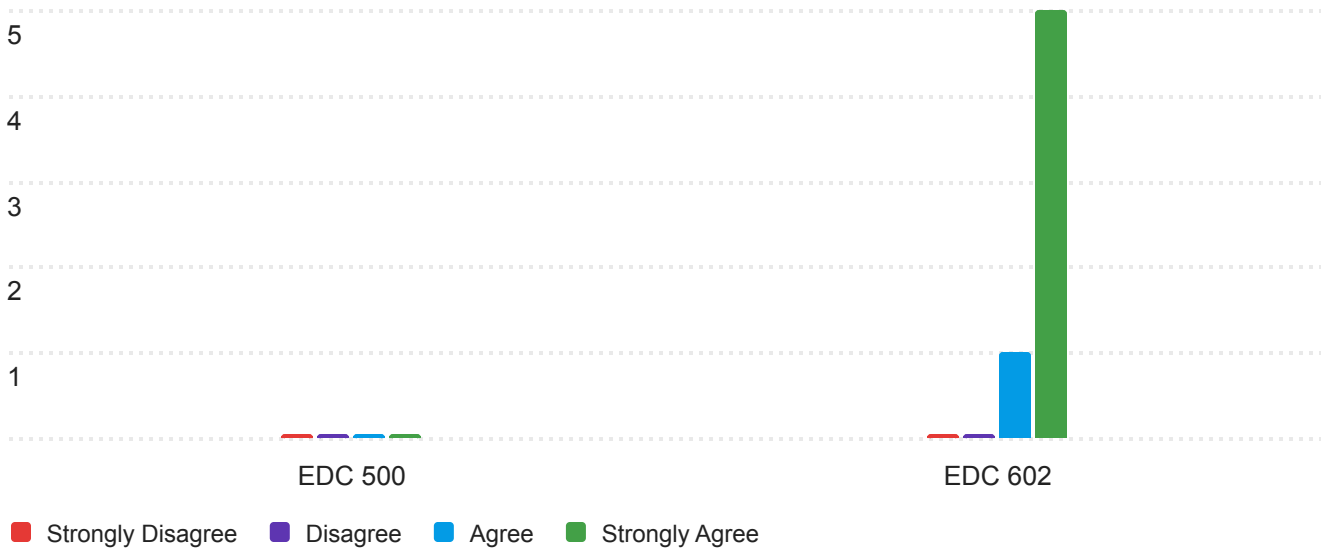
Q38 In counseling, clients from different ethnic/cultural backgrounds should be given the same treatment that White mainstream clients receive.



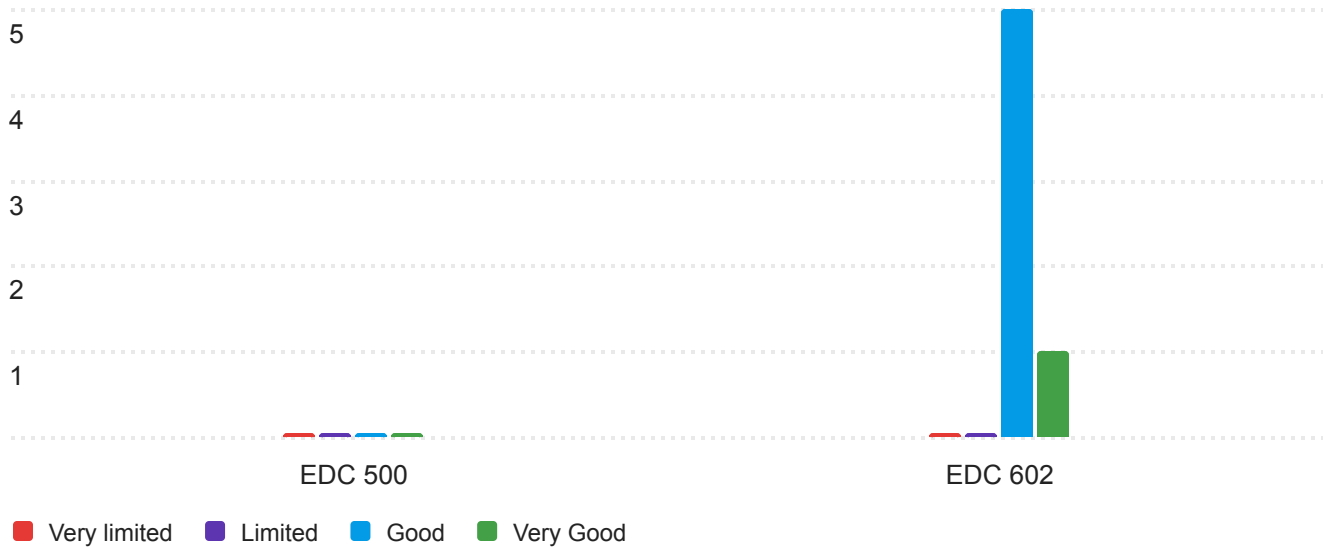
Q39 The difficulty with the concept of “integration” is its implicit bias in favor of the dominant culture.



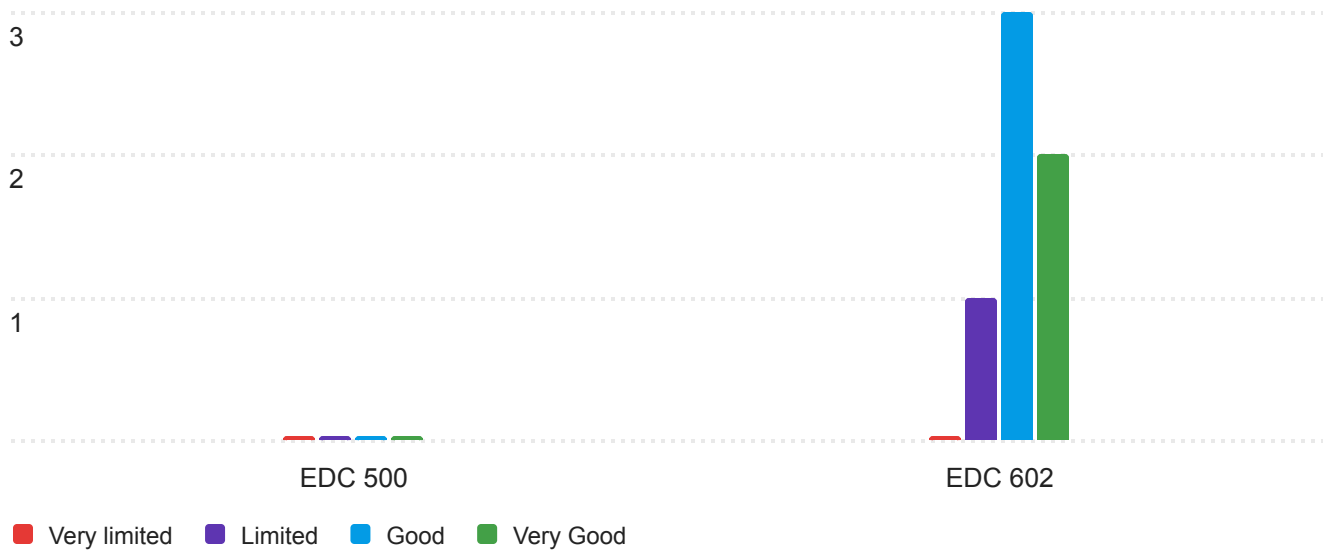
Q40 Racial and ethnic persons are underrepresented in clinical and counseling psychology.



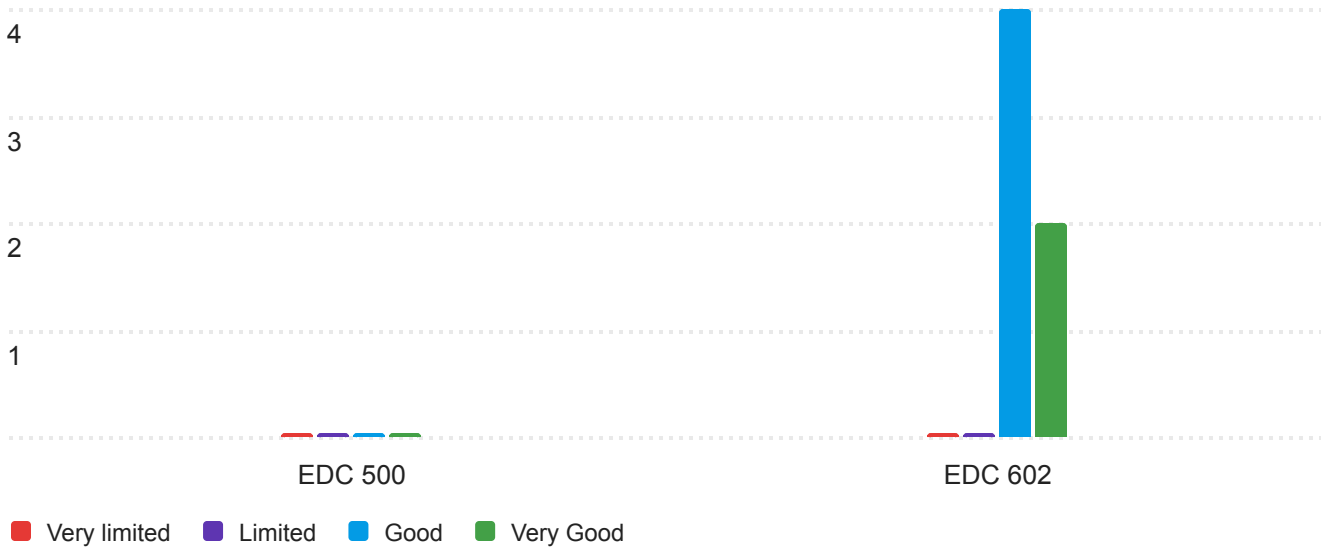
Q41 How would you rate your ability to conduct an effective counseling interview with a person from a cultural background significantly different from your own?



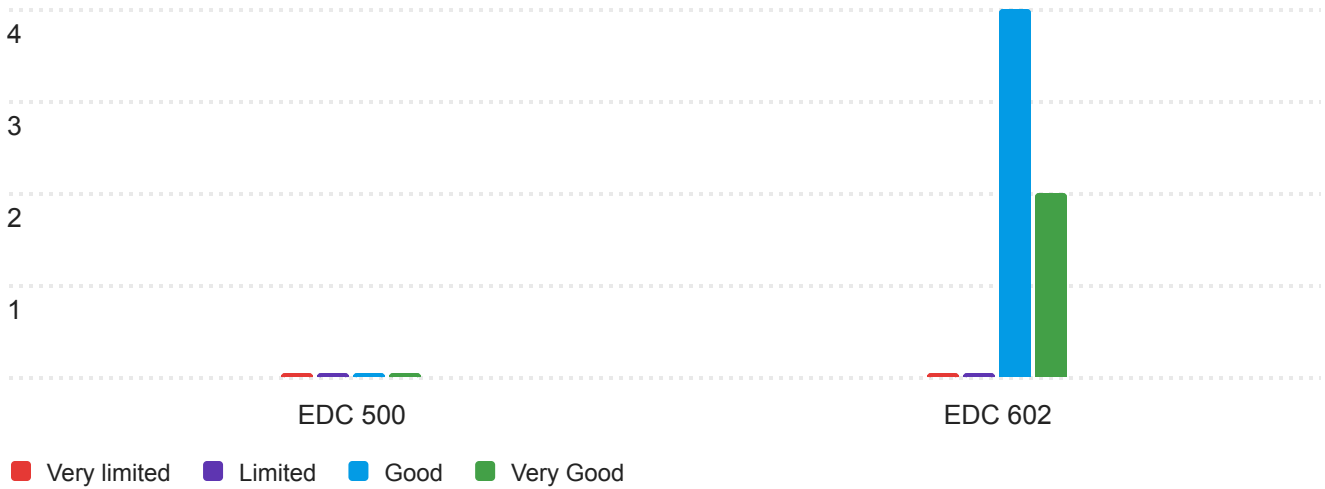
Q42 How would you rate your ability to effectively assess the mental health needs of a person from a cultural background significantly different from your own?



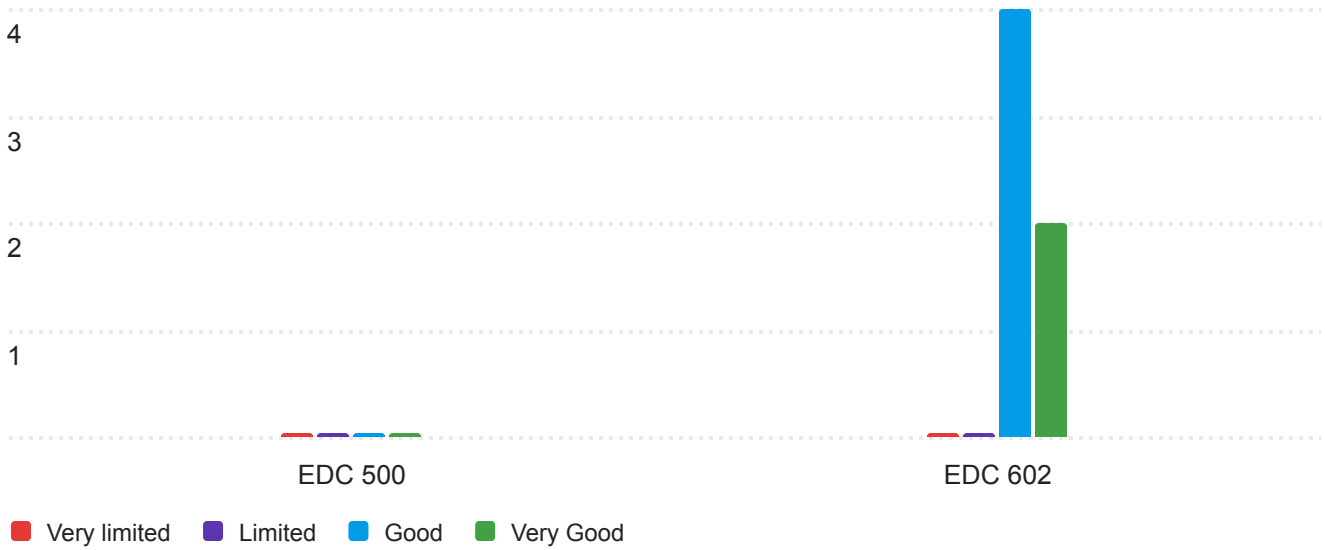
Q43 How well would you rate your ability to distinguish “formal” and “informal” counseling strategies?



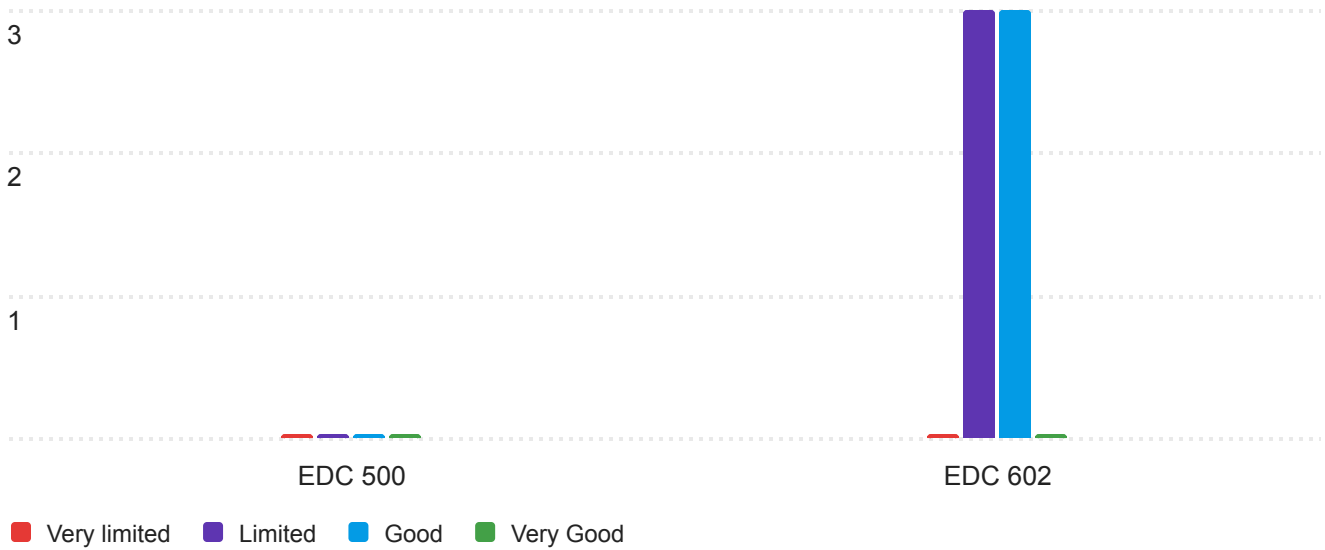
Q44 In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by a client in a counseling setting?



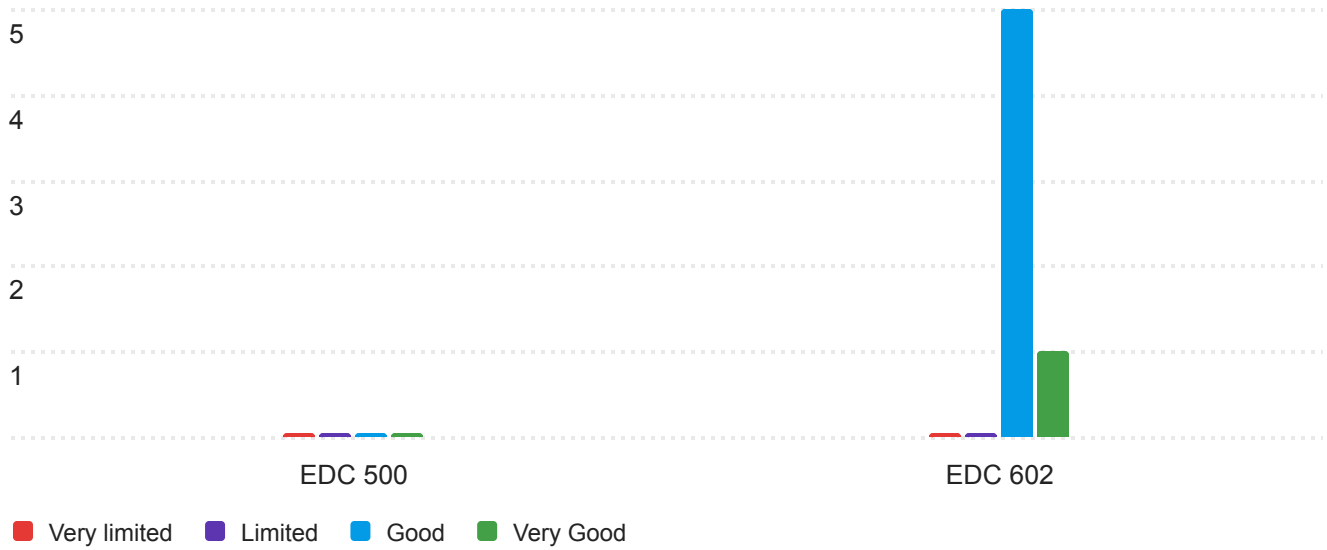
Q45 How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?



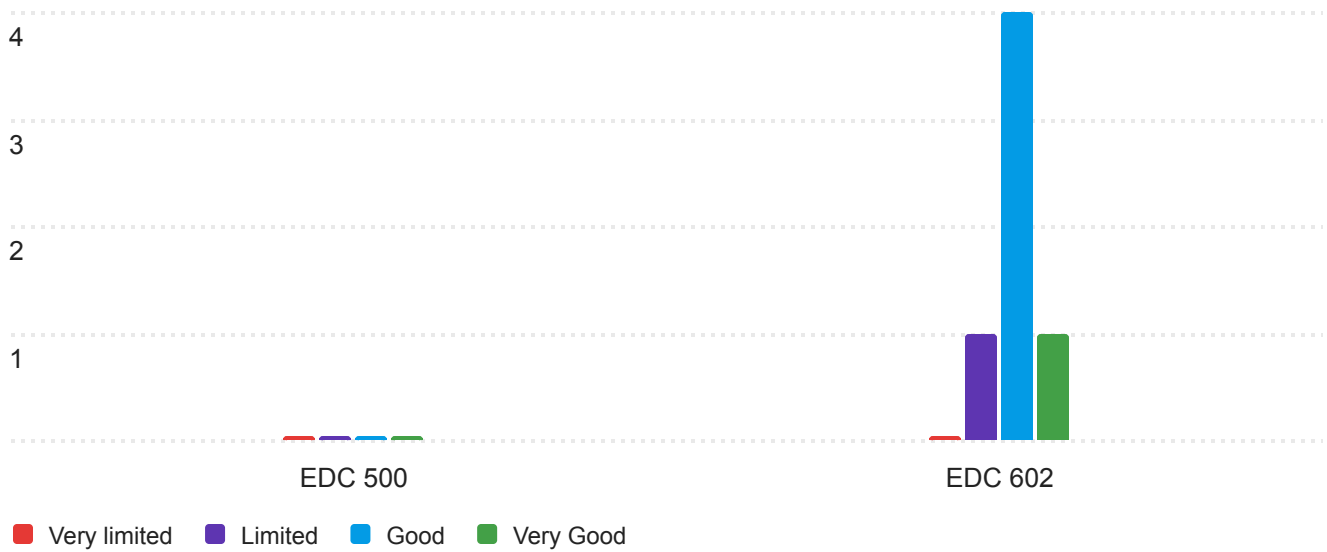
Q46 How well would you rate your ability to discuss the role of “method” and “context” as they relate to the process of counseling?



Q47 In general, how would you rate your ability to accurately articulate a client's problem who comes from a cultural group significantly different from your own?



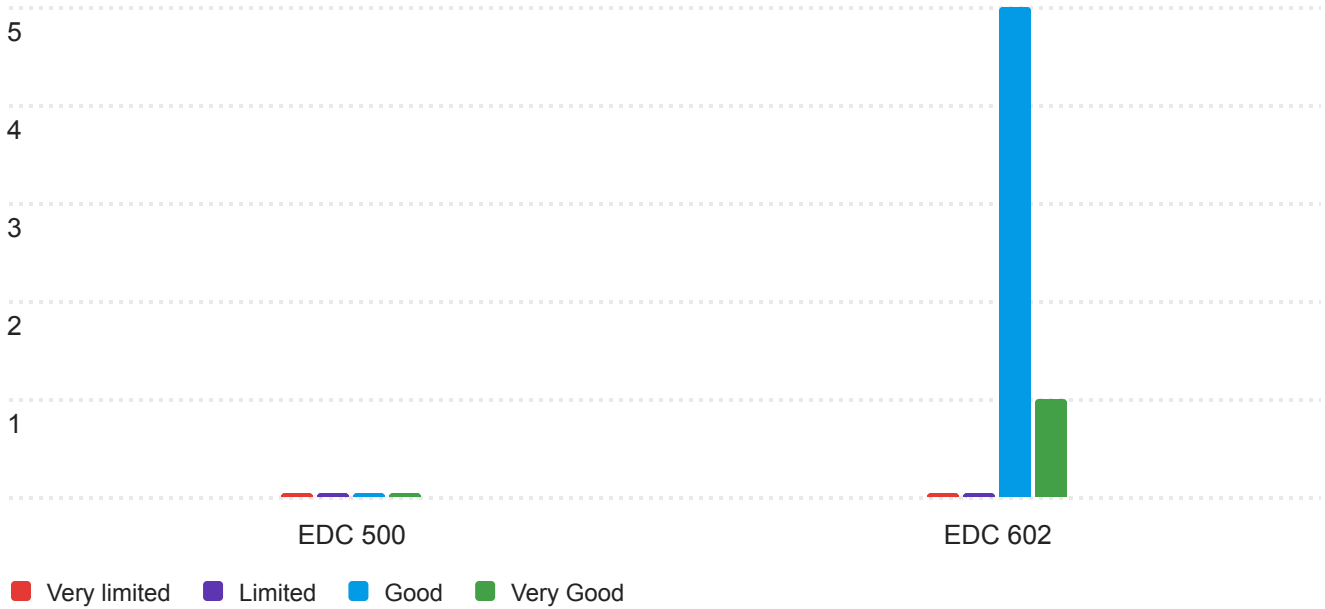
Q48 How well would you rate your ability to analyze a culture into its component parts?



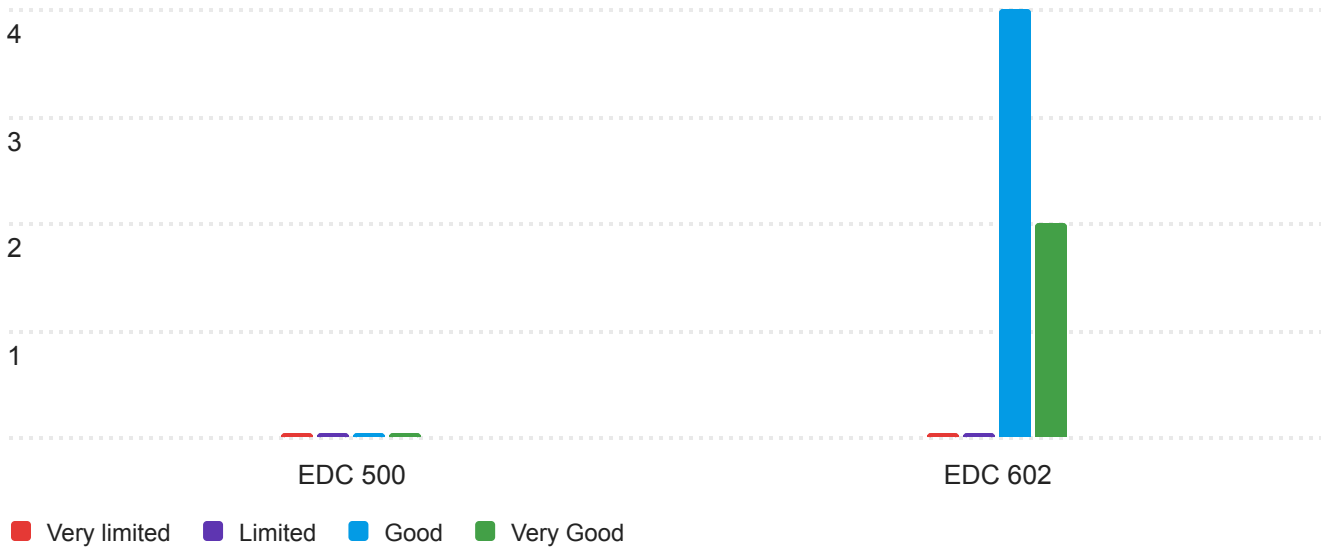
Q49 How would you rate your ability to identify the strengths and weaknesses of psychological tests in terms of their use with persons from different cultural/racial/ethnic backgrounds?



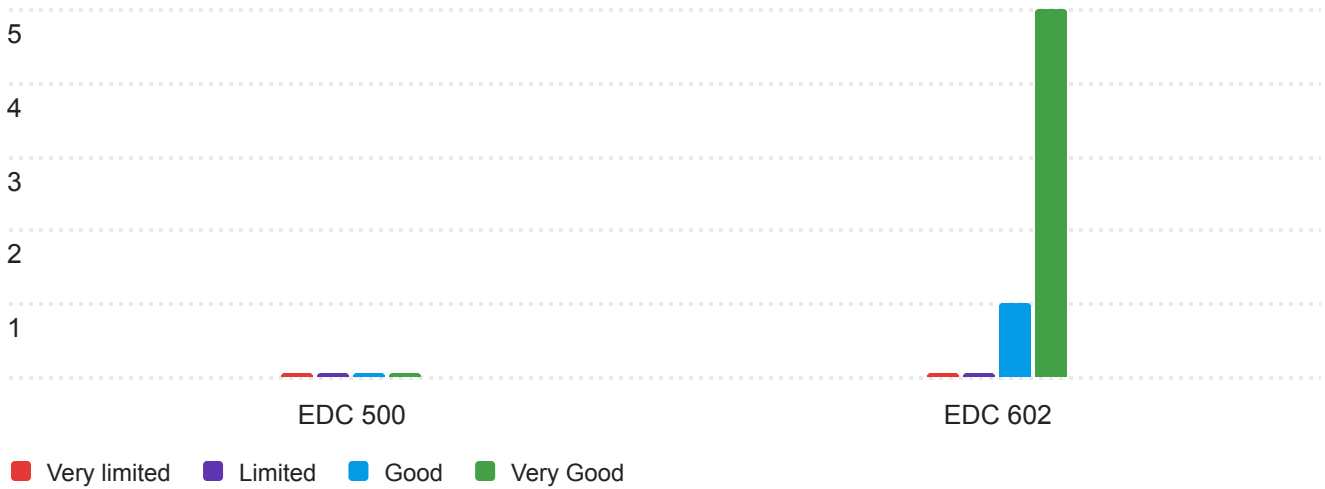
Q50 How would you rate your ability to critique multicultural research?



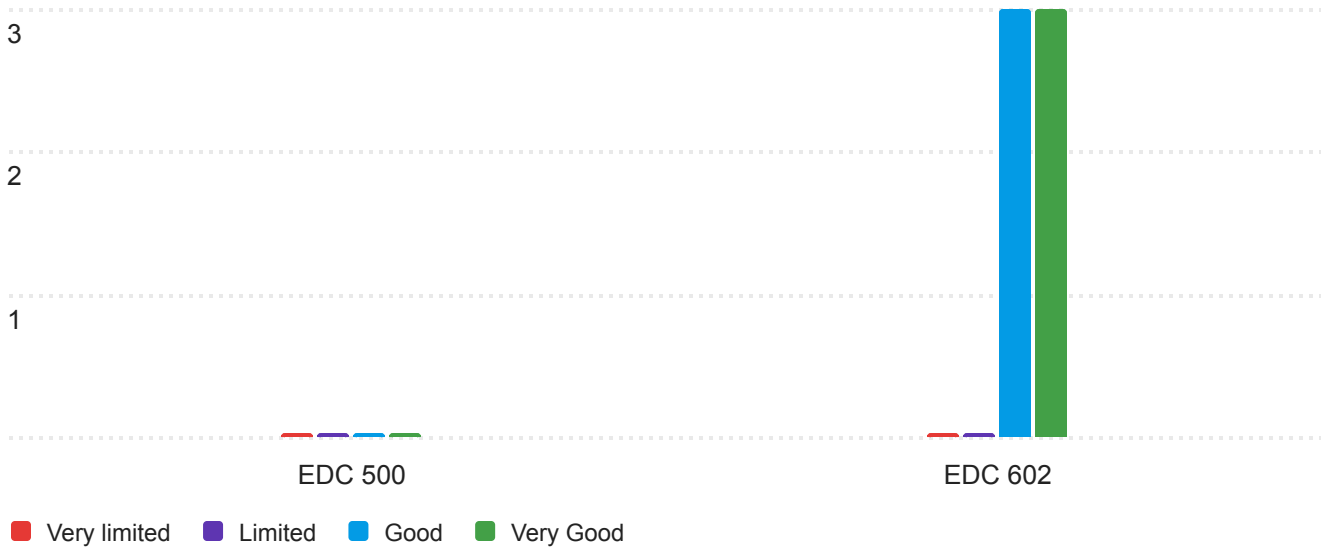
Q51 In general, how would you rate your skill level in terms of being able to provide appropriate counseling services to culturally different clients?



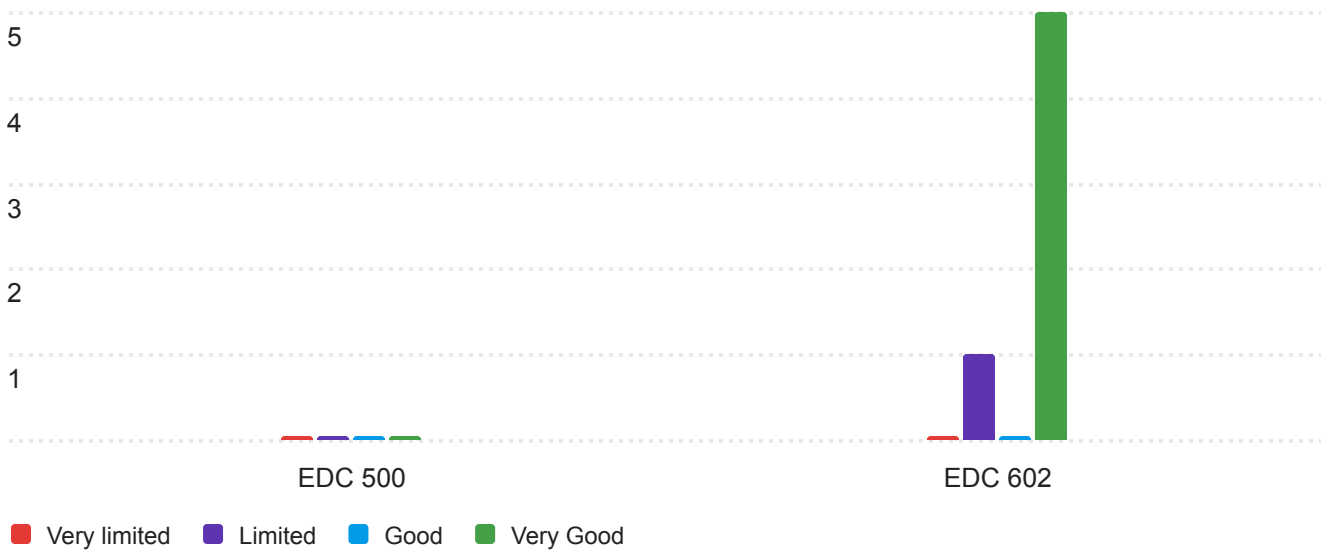
Q52 How would you rate your ability to effectively consult with another mental health professional concerning the mental health needs of a client whose cultural background is significantly different from your own?



Q53 How would you rate your ability to effectively secure information and resources to better serve culturally different clients?



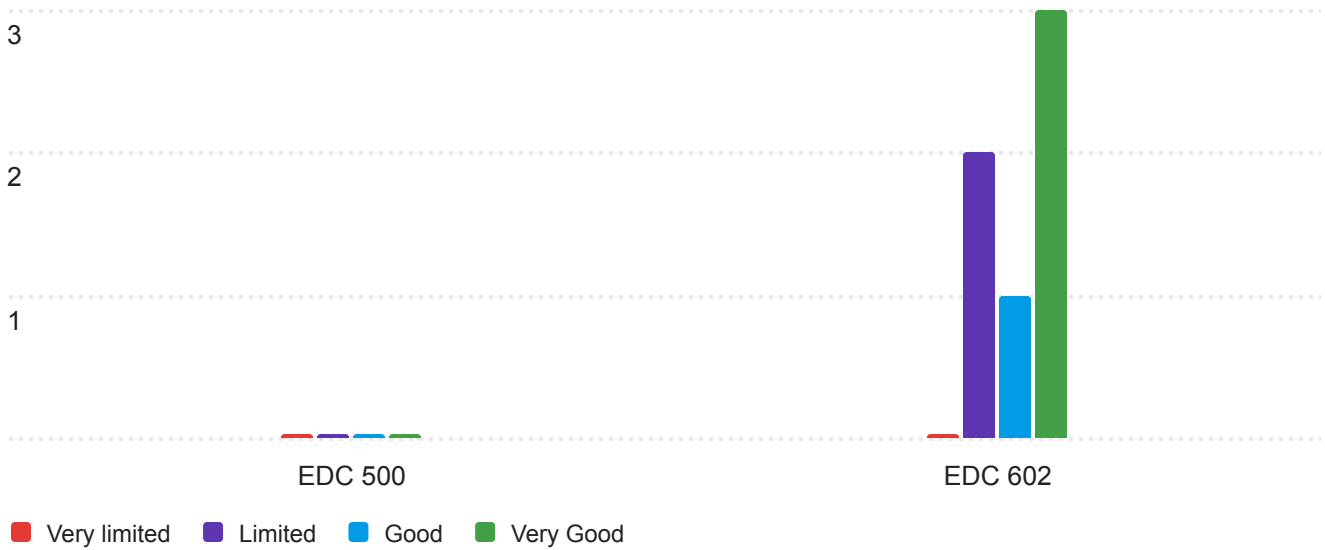
Q54 How would you rate your ability to accurately assess the mental health needs of women?



Q55 How would you rate your ability to accurately assess the mental health needs of men?



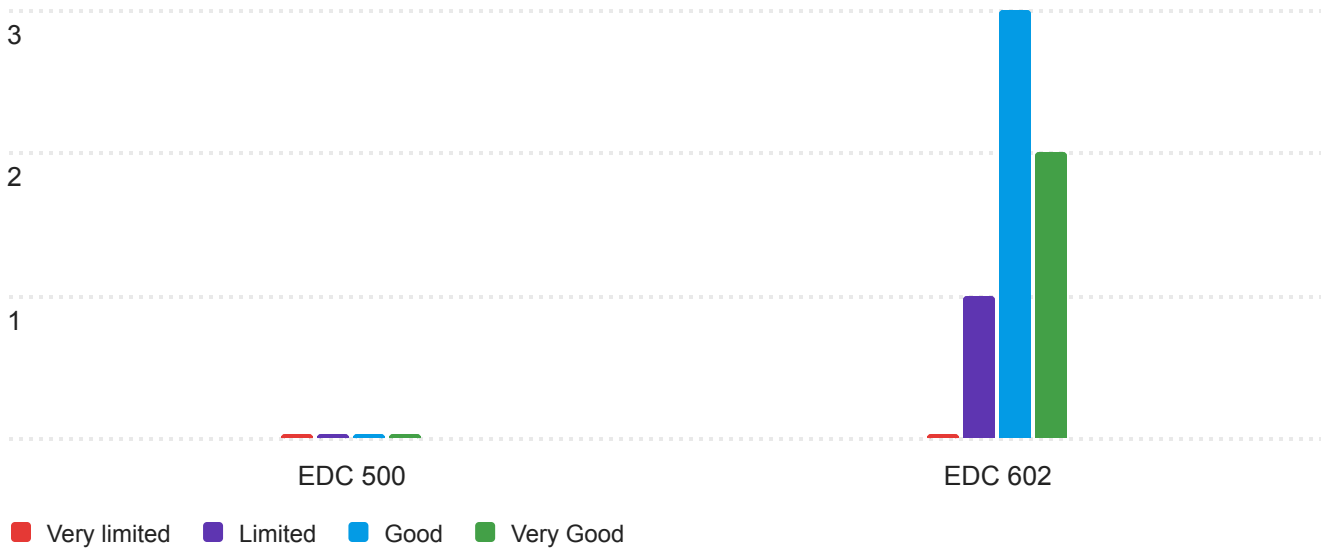
Q56 How well would you rate your ability to accurately assess the mental health needs of older adults?



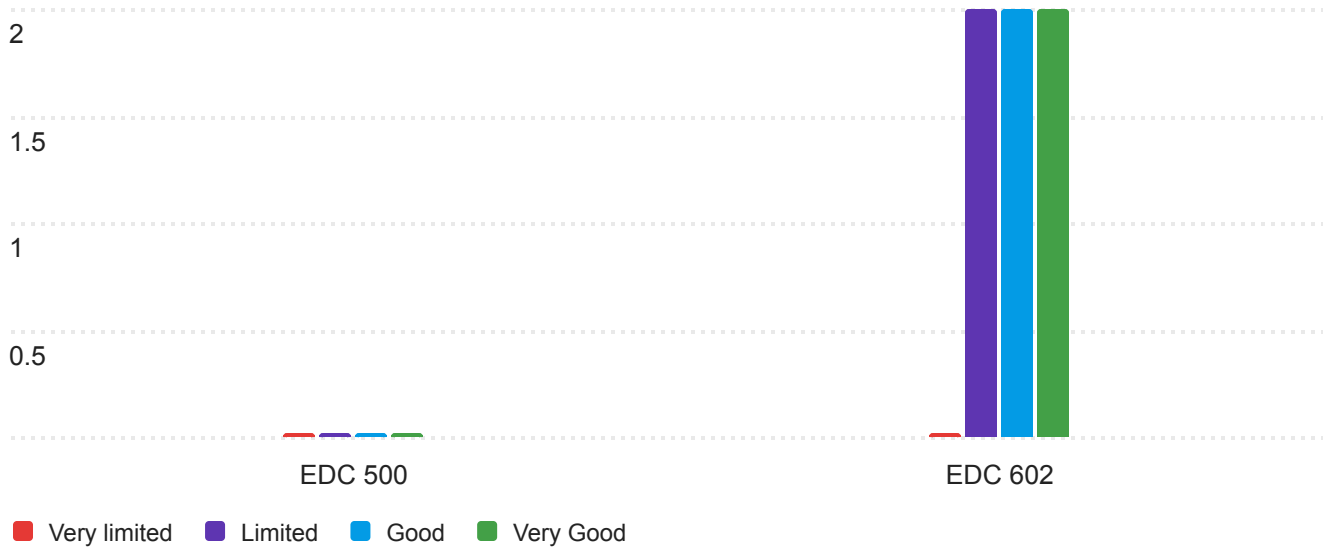
Q57 How well would you rate your ability to accurately assess the mental health needs of gay men?



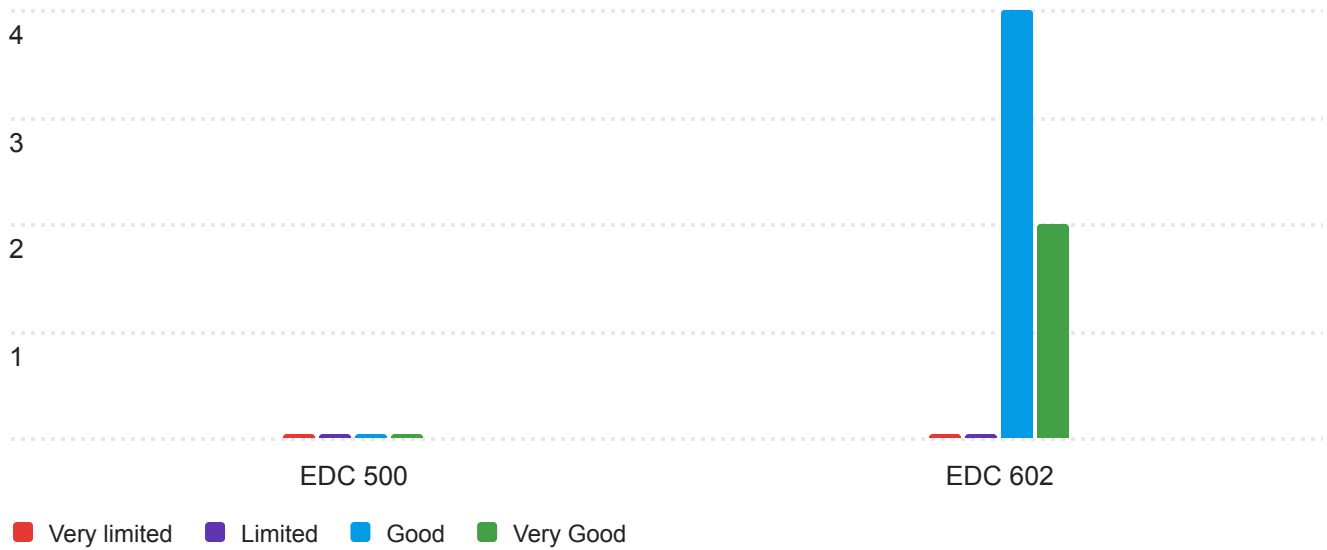
Q58 How well would you rate your ability to accurately assess the mental health needs of gay women?



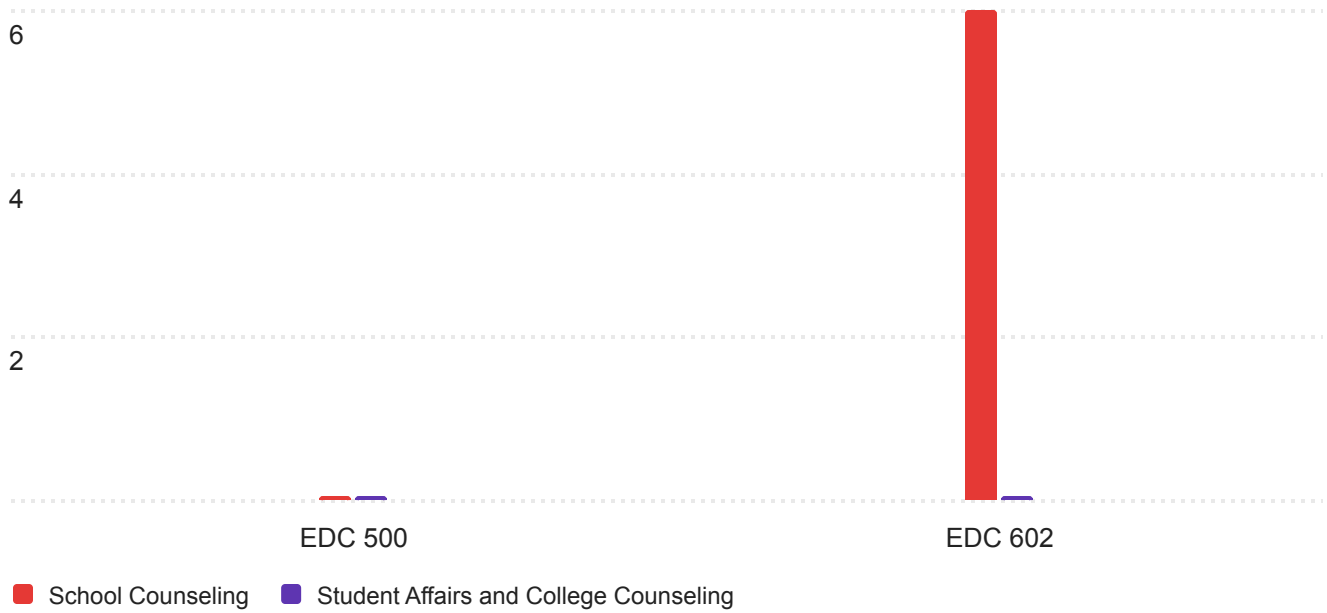
Q59 How well would you rate your ability to accurately assess the mental health needs of handicapped persons?



Q60 How well would you rate your ability to accurately assess the mental health needs of persons who come from very poor socioeconomic backgrounds?



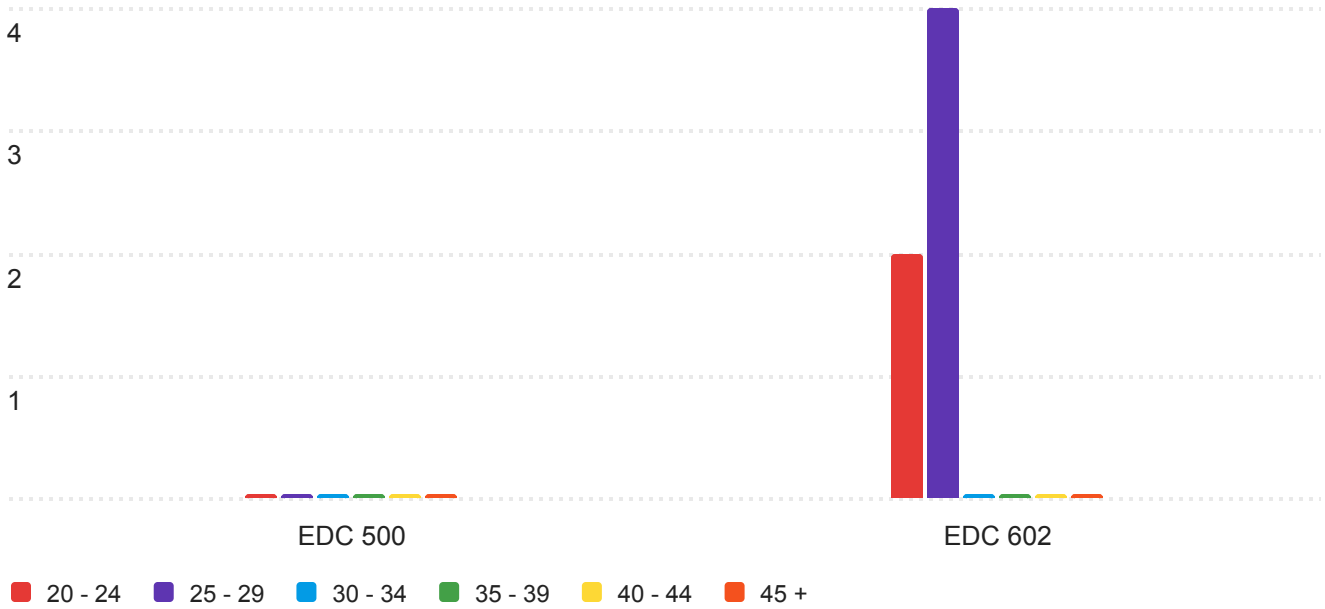
Q62 - Your degree program:



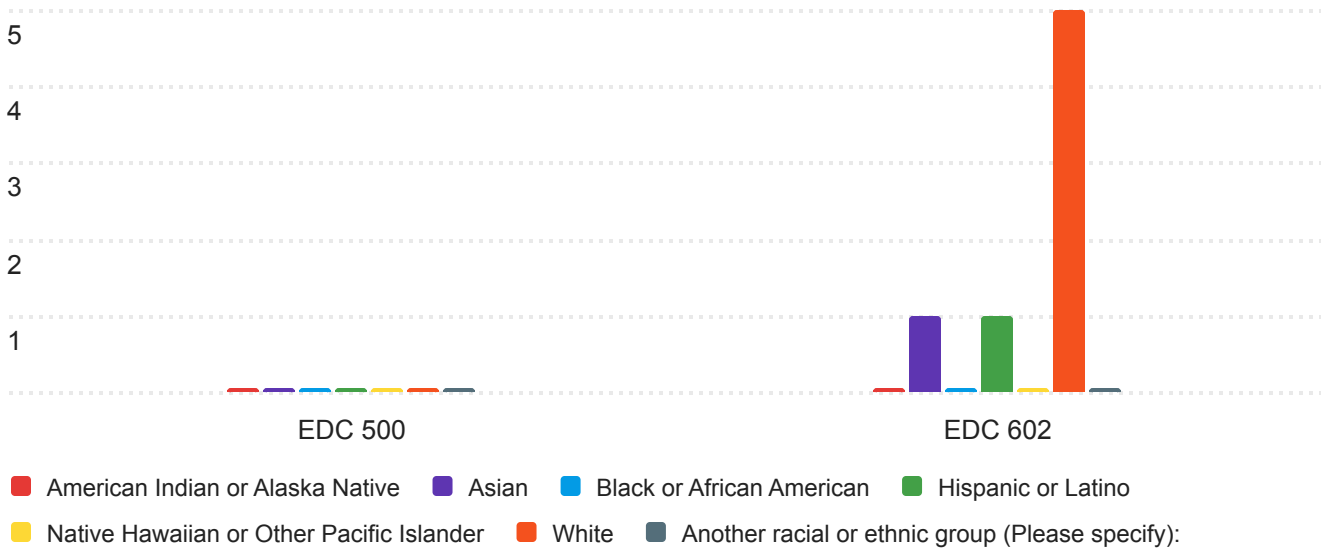
Q63 - In which class are you currently enrolled?



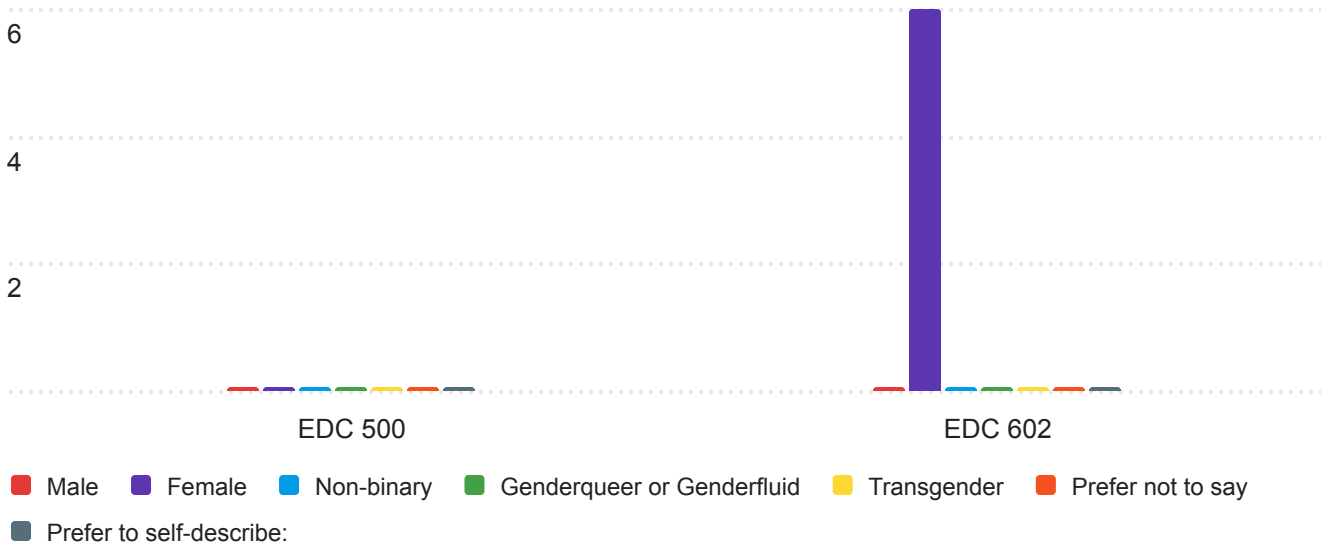
Q64 - Your age range:



Q65 - Your race or ethnicity (more than one may be selected): - Selected Choice



Q66 - How do you currently describe your gender? (more than one may be selected): - Selected Choice



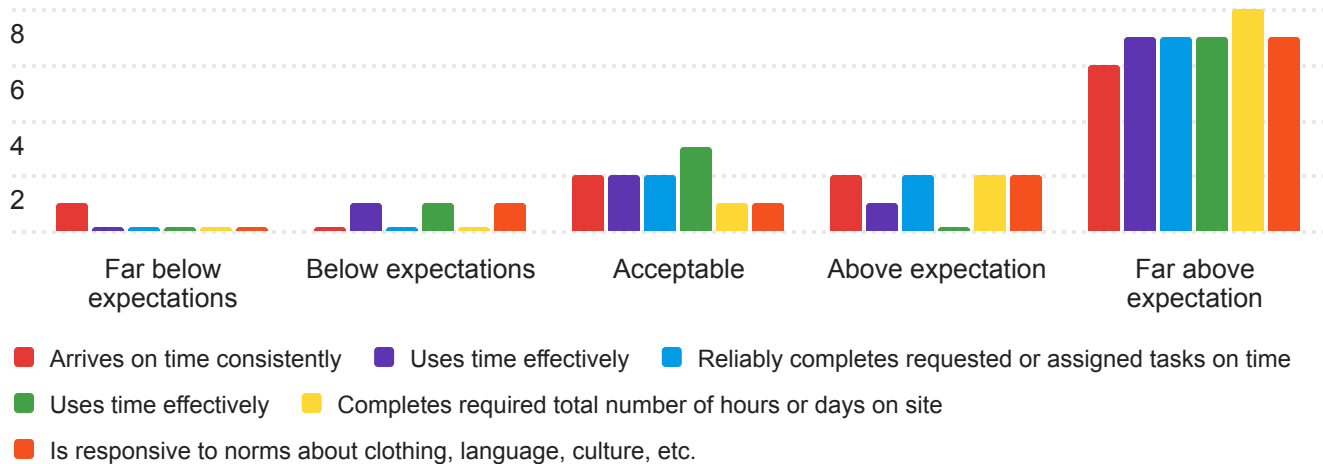
Practicum/Internship Survey - [REDACTED]

Fall 2025

Q9 - Basic Work Requirements

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Arrives on time consistently	1.00	5.00	4.09	1.24	1.54	11	45.00
Uses time effectively	2.00	5.00	4.27	1.05	1.11	11	47.00
Reliably completes requested or assigned tasks on time	3.00	5.00	4.45	0.78	0.61	11	49.00
Uses time effectively	2.00	5.00	4.18	1.11	1.24	11	46.00
Completes required total number of hours or days on site	3.00	5.00	4.64	0.64	0.41	11	51.00
Is responsive to norms about clothing, language, culture, etc.	2.00	5.00	4.36	0.98	0.96	11	48.00

Q9 - Basic Work Requirements

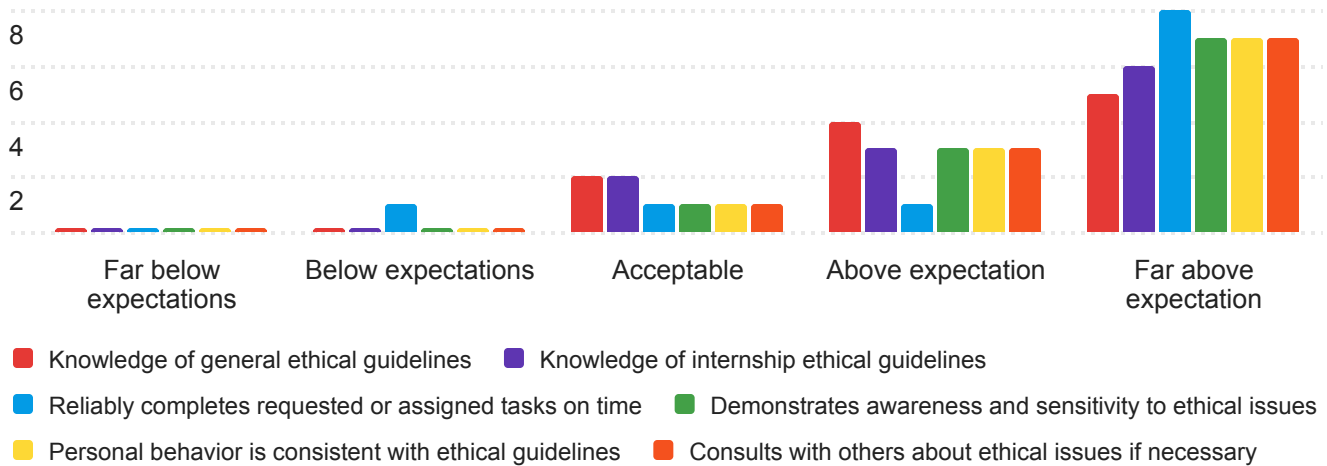


Q10 - Ethical Awareness and Conduct

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledge of general ethical guidelines	3.00	5.00	4.27	0.75	0.56	11	47.00

Knowledge of internship ethical guidelines	3.00	5.00	4.36	0.77	0.60	11	48.00
Reliably completes requested or assigned tasks on time	2.00	5.00	4.45	0.99	0.98	11	49.00
Demonstrates awareness and sensitivity to ethical issues	3.00	5.00	4.55	0.66	0.43	11	50.00
Personal behavior is consistent with ethical guidelines	3.00	5.00	4.55	0.66	0.43	11	50.00
Consults with others about ethical issues if necessary	3.00	5.00	4.55	0.66	0.43	11	50.00

Q10 - Ethical Awareness and Conduct

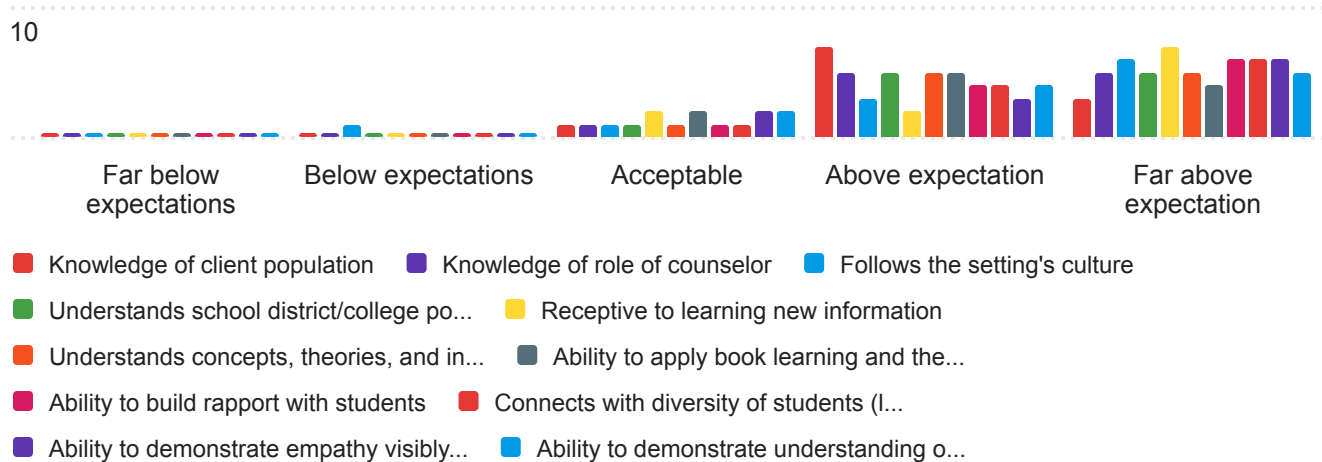


Q12 - Knowledge of Learning

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledge of client population	3.00	5.00	4.18	0.57	0.33	11	46.00
Knowledge of role of counselor	3.00	5.00	4.36	0.64	0.41	11	48.00
Follows the setting's culture	2.00	5.00	4.27	0.96	0.93	11	47.00
Understands school district/college policies for school counseling or student affairs - college counseling position	3.00	5.00	4.36	0.64	0.41	11	48.00

Receptive to learning new information	3.00	5.00	4.45	0.78	0.61	11	49.00
Understands concepts, theories, and information	3.00	5.00	4.36	0.64	0.41	11	48.00
Ability to apply book learning and theory to real life setting	3.00	5.00	4.18	0.72	0.51	11	46.00
Ability to build rapport with students	3.00	5.00	4.45	0.66	0.43	11	49.00
Connects with diversity of students (learning disabled, religious, gender, ethnicity, socioeconomic).	3.00	5.00	4.45	0.66	0.43	11	49.00
Ability to demonstrate empathy visibly, to students, parents, & staff.	3.00	5.00	4.36	0.77	0.60	11	48.00
Ability to demonstrate understanding of complex problems/issues.	3.00	5.00	4.27	0.75	0.56	11	47.00

Q12 - Knowledge of Learning

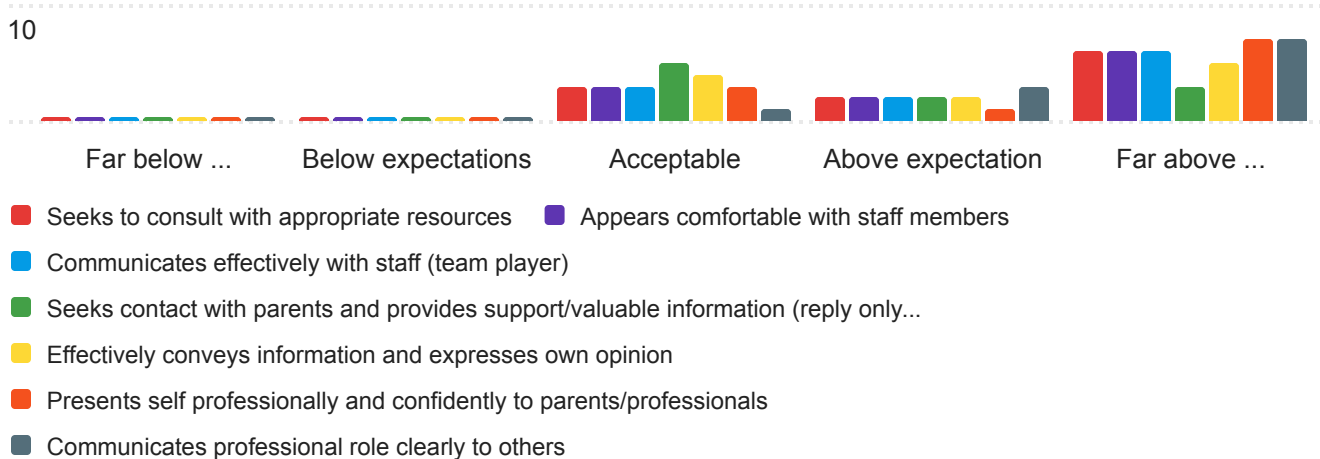


Q13 - Interactions with Parents, Coworkers and other Professionals

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Seeks to consult with appropriate resources	3.00	5.00	4.27	0.86	0.74	11	47.00
Appears comfortable with staff members	3.00	5.00	4.27	0.86	0.74	11	47.00

Communicates effectively with staff (team player)	3.00	5.00	4.27	0.86	0.74	11	47.00
Seeks contact with parents and provides support/valuable information (reply only if school district)	3.00	5.00	3.80	0.87	0.76	10	38.00
Effectively conveys information and expresses own opinion	3.00	5.00	4.09	0.90	0.81	11	45.00
Presents self professionally and confidently to parents/professionals	3.00	5.00	4.36	0.88	0.78	11	48.00
Communicates professional role clearly to others	3.00	5.00	4.55	0.66	0.43	11	50.00

Q13 - Interactions with Parents, Coworkers and other Professionals

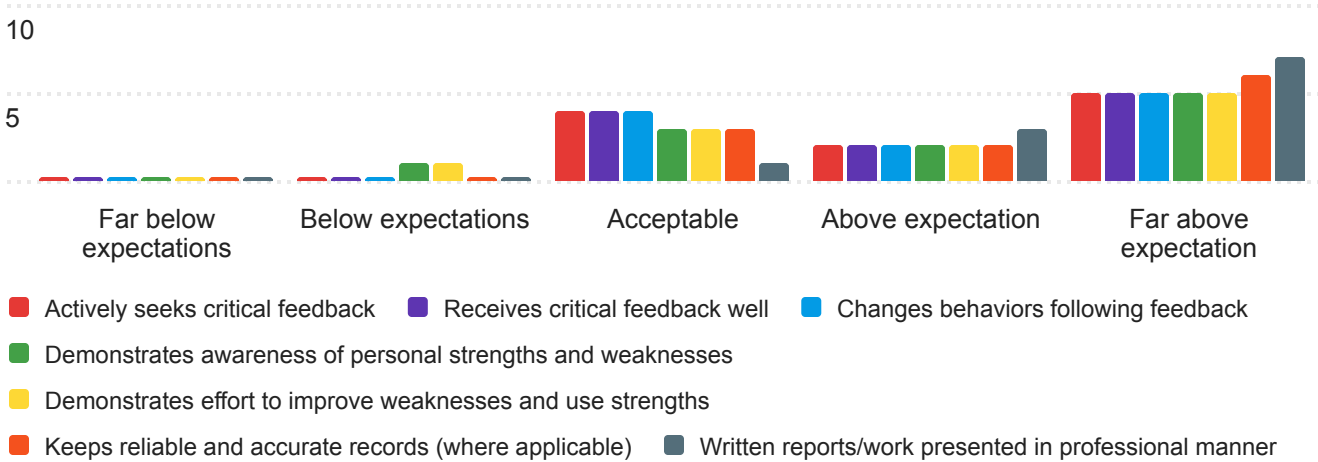


Q14 - Response to supervisor/supervisee tasks

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Actively seeks critical feedback	3.00	5.00	4.09	0.90	0.81	11	45.00
Receives critical feedback well	3.00	5.00	4.09	0.90	0.81	11	45.00
Changes behaviors following feedback	3.00	5.00	4.09	0.90	0.81	11	45.00
Demonstrates awareness of personal strengths and weaknesses	2.00	5.00	4.00	1.04	1.09	11	44.00

Demonstrates effort to improve weaknesses and use strengths	2.00	5.00	4.00	1.04	1.09	11	44.00
Keeps reliable and accurate records (where applicable)	3.00	5.00	4.27	0.86	0.74	11	47.00
Written reports/work presented in professional manner	3.00	5.00	4.55	0.66	0.43	11	50.00

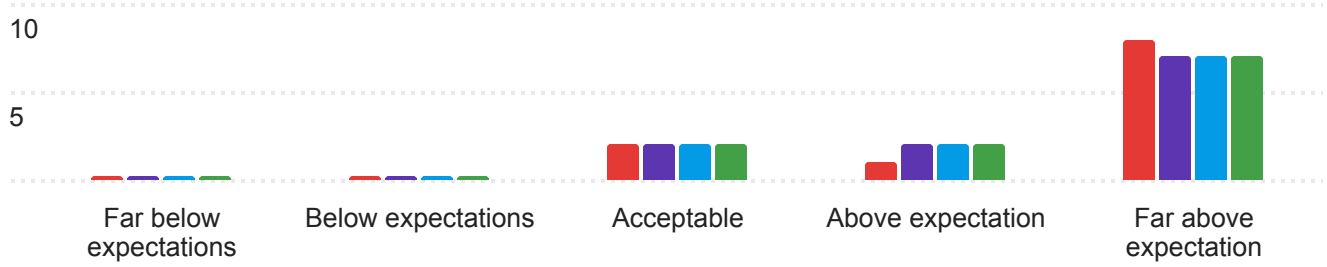
Q14 - Response to supervisor/supervisee tasks



Q15 - Disposition

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Maintains appropriate supervisor/supervisee relationship	3.00	5.00	4.55	0.78	0.61	11	50.00
Has necessary disposition for a school counselor/student affairs - college counselor/SAC	3.00	5.00	4.45	0.78	0.61	11	49.00
Maintains appropriate relationships with staff, parents, and students	3.00	5.00	4.45	0.78	0.61	11	49.00
Uses self-disclosure appropriately and effectively	3.00	5.00	4.45	0.78	0.61	11	49.00

Q15 - Disposition



- Maintains appropriate supervisor/supervisee relationship
- Has necessary disposition for a school counselor/student affairs - college couns...
- Maintains appropriate relationships with staff, parents, and students
- Uses self-disclosure appropriately and effectively

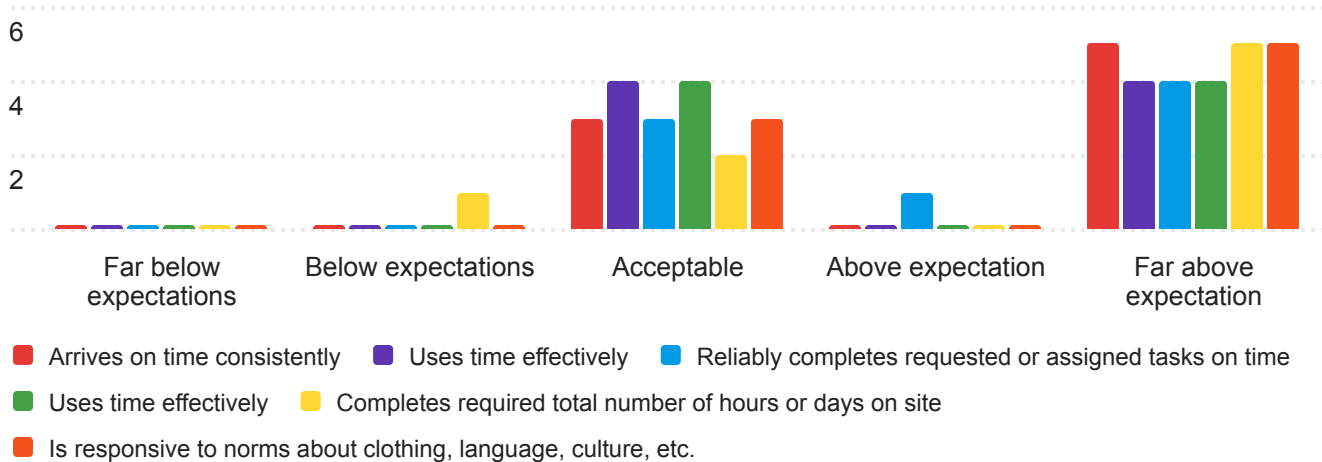
Practicum/Internship Survey - [REDACTED]

Spring 2026

Q9 - Basic Work Requirements

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Arrives on time consistently	3.00	5.00	4.25	0.97	0.94	8	34.00
Uses time effectively	3.00	5.00	4.00	1.00	1.00	8	32.00
Reliably completes requested or assigned tasks on time	3.00	5.00	4.13	0.93	0.86	8	33.00
Uses time effectively	3.00	5.00	4.00	1.00	1.00	8	32.00
Completes required total number of hours or days on site	2.00	5.00	4.13	1.17	1.36	8	33.00
Is responsive to norms about clothing, language, culture, etc.	3.00	5.00	4.25	0.97	0.94	8	34.00

Q9 - Basic Work Requirements



Q10 - Ethical Awareness and Conduct

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledge of general ethical guidelines	3.00	5.00	4.13	0.93	0.86	8	33.00

Knowledge of internship ethical guidelines	3.00	5.00	4.25	0.97	0.94	8	34.00
Reliably completes requested or assigned tasks on time	3.00	5.00	4.00	1.00	1.00	8	32.00
Demonstrates awareness and sensitivity to ethical issues	3.00	5.00	4.25	0.83	0.69	8	34.00
Personal behavior is consistent with ethical guidelines	3.00	5.00	4.25	0.83	0.69	8	34.00
Consults with others about ethical issues if necessary	3.00	5.00	4.38	0.86	0.73	8	35.00

Q10 - Ethical Awareness and Conduct

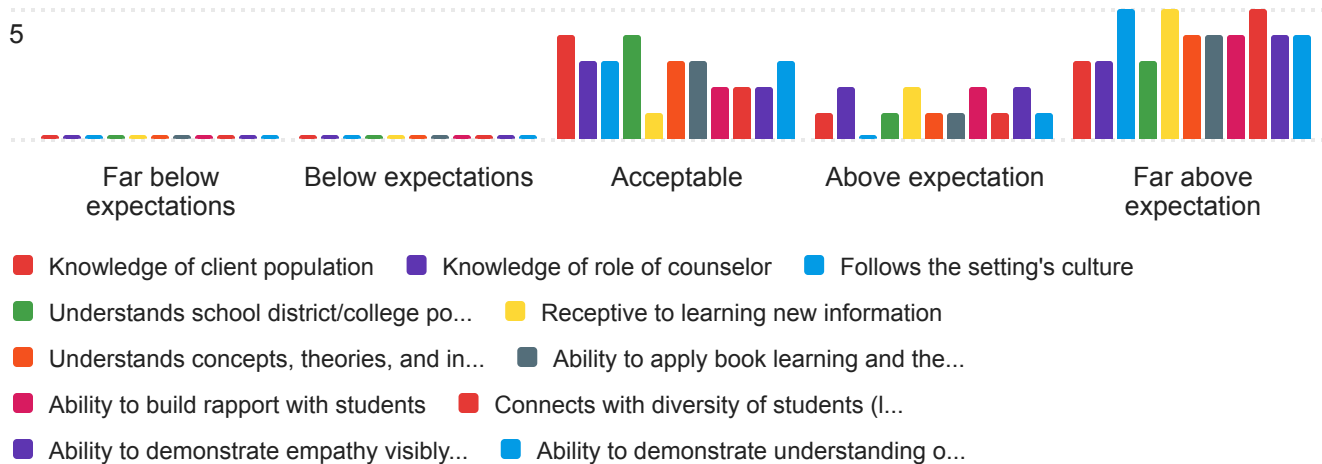


Q12 - Knowledge of Learning

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledge of client population	3.00	5.00	3.88	0.93	0.86	8	31.00
Knowledge of role of counselor	3.00	5.00	4.00	0.87	0.75	8	32.00
Follows the setting's culture	3.00	5.00	4.25	0.97	0.94	8	34.00
Understands school district/college policies for school counseling or student affairs - college counseling position	3.00	5.00	3.88	0.93	0.86	8	31.00

Receptive to learning new information	3.00	5.00	4.50	0.71	0.50	8	36.00
Understands concepts, theories, and information	3.00	5.00	4.13	0.93	0.86	8	33.00
Ability to apply book learning and theory to real life setting	3.00	5.00	4.13	0.93	0.86	8	33.00
Ability to build rapport with students	3.00	5.00	4.25	0.83	0.69	8	34.00
Connects with diversity of students (learning disabled, religious, gender, ethnicity, socioeconomic).	3.00	5.00	4.38	0.86	0.73	8	35.00
Ability to demonstrate empathy visibly, to students, parents, & staff.	3.00	5.00	4.25	0.83	0.69	8	34.00
Ability to demonstrate understanding of complex problems/issues.	3.00	5.00	4.13	0.93	0.86	8	33.00

Q12 - Knowledge of Learning



Q13 - Interactions with Parents, Coworkers and other Professionals

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Seeks to consult with appropriate resources	3.00	5.00	4.13	0.93	0.86	8	33.00
Appears comfortable with staff members	3.00	5.00	4.50	0.71	0.50	8	36.00

Communicates effectively with staff (team player)	3.00	5.00	4.13	0.93	0.86	8	33.00
Seeks contact with parents and provides support/valuable information (reply only if school district)	3.00	5.00	4.17	0.90	0.81	6	25.00
Effectively conveys information and expresses own opinion	3.00	5.00	4.00	0.87	0.75	8	32.00
Presents self professionally and confidently to parents/professionals	3.00	5.00	4.13	0.93	0.86	8	33.00
Communicates professional role clearly to others	3.00	5.00	4.00	0.87	0.75	8	32.00

Q13 - Interactions with Parents, Coworkers and other Professionals



Q14 - Response to supervisor/supervisee tasks

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Actively seeks critical feedback	3.00	5.00	4.25	0.97	0.94	8	34.00
Receives critical feedback well	3.00	5.00	4.25	0.97	0.94	8	34.00
Changes behaviors following feedback	3.00	5.00	4.13	0.93	0.86	8	33.00
Demonstrates awareness of personal strengths and weaknesses	3.00	5.00	4.25	0.97	0.94	8	34.00

Demonstrates effort to improve weaknesses and use strengths	3.00	5.00	4.38	0.86	0.73	8	35.00
Keeps reliable and accurate records (where applicable)	3.00	5.00	4.13	0.93	0.86	8	33.00
Written reports/work presented in professional manner	3.00	5.00	4.13	0.93	0.86	8	33.00

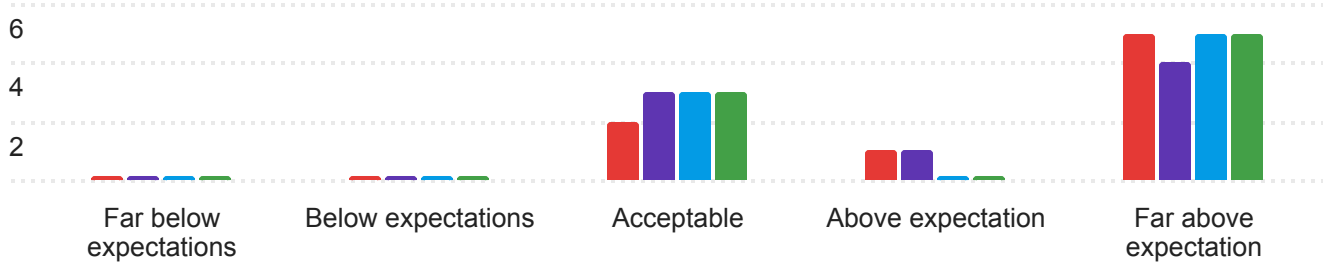
Q14 - Response to supervisor/supervisee tasks



Q15 - Disposition

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Maintains appropriate supervisor/supervisee relationship	3.00	5.00	4.38	0.86	0.73	8	35.00
Has necessary disposition for a school counselor/student affairs - college counselor/SAC	3.00	5.00	4.13	0.93	0.86	8	33.00
Maintains appropriate relationships with staff, parents, and students	3.00	5.00	4.25	0.97	0.94	8	34.00
Uses self-disclosure appropriately and effectively	3.00	5.00	4.25	0.97	0.94	8	34.00

Q15 - Disposition



- Maintains appropriate supervisor/supervisee relationship
- Has necessary disposition for a school counselor/student affairs - college couns...
- Maintains appropriate relationships with staff, parents, and students
- Uses self-disclosure appropriately and effectively

Alumni Survey

Fall 2025

Q1 - In what year did you graduate?

In what year did you graduate?

2017

2019

2015

2015

2015

2016

2025

2012

2017

2008

2018

2016

2023

2007

2014

2015

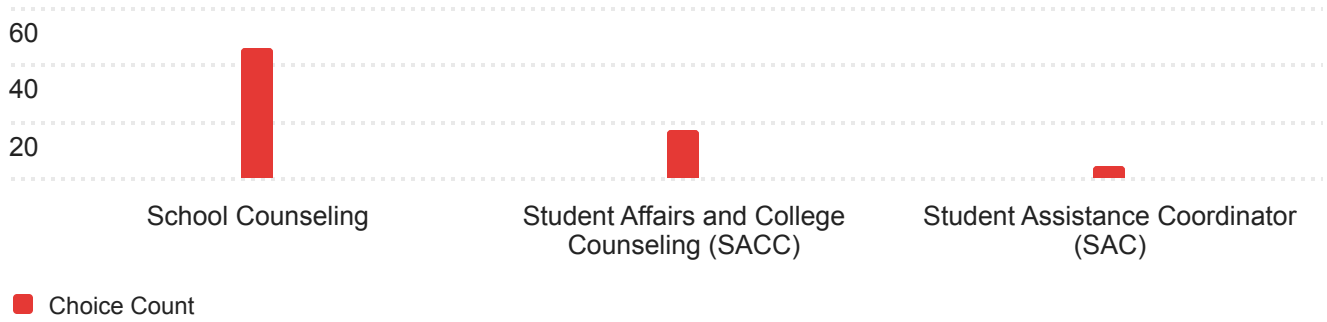
2025

2017 & 2021

2020

2016

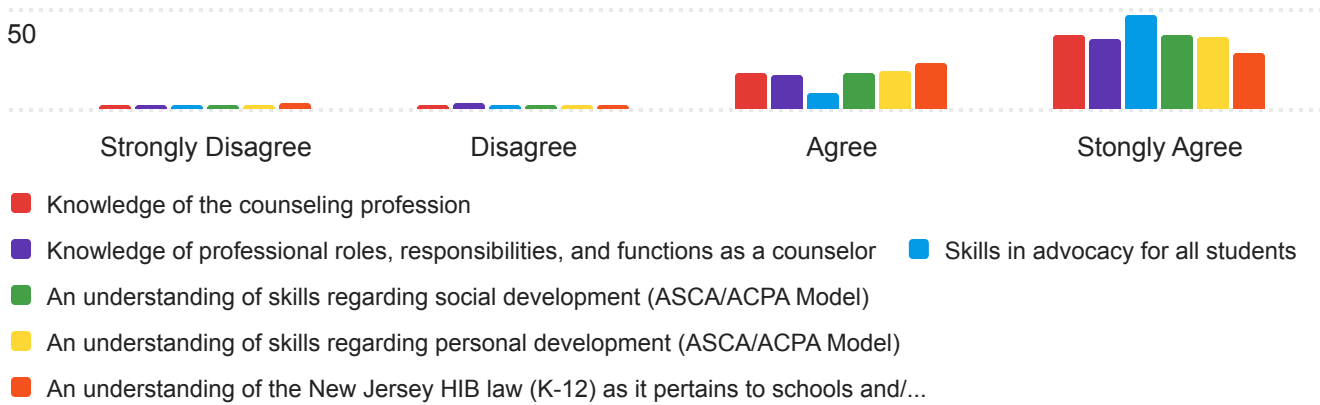
Q2 - From which program did you graduate?



Q5 - Professional Orientation - Graduates of MU's Educational Counselor Preparat...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledge of the counseling profession	1.00	4.00	3.63	0.58	0.34	56	203.00
Knowledge of professional roles, responsibilities, and functions as a counselor	1.00	4.00	3.54	0.68	0.46	56	198.00
Skills in advocacy for all students	1.00	4.00	3.80	0.51	0.26	56	213.00
An understanding of skills regarding social development (ASCA/ACPA Model)	1.00	4.00	3.63	0.58	0.34	56	203.00
An understanding of skills regarding personal development (ASCA/ACPA Model)	1.00	4.00	3.61	0.59	0.35	56	202.00
An understanding of the New Jersey HIB law (K-12) as it pertains to schools and/or Title IX (Universities)	1.00	4.00	3.36	0.79	0.62	56	188.00

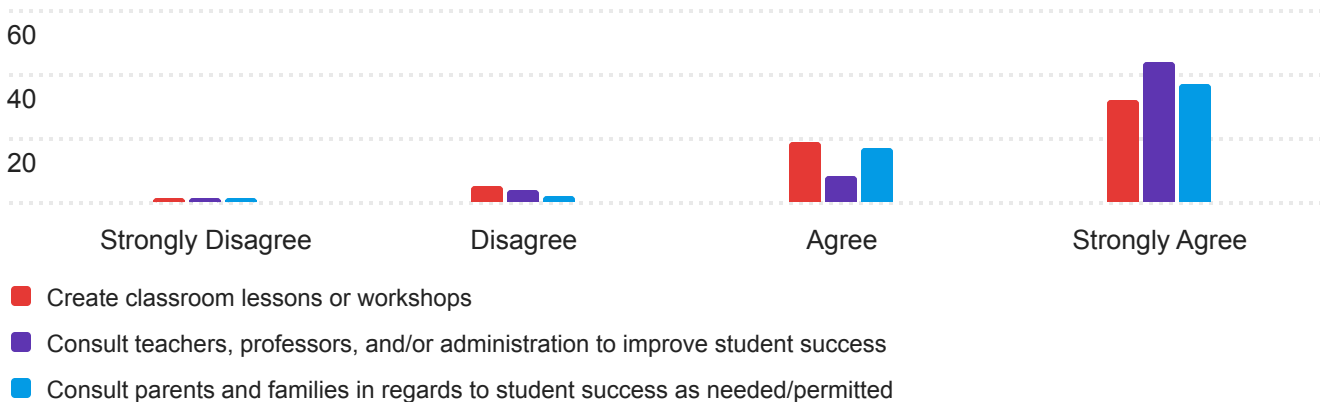
Q5 - Professional Orientation - Graduates of MU's Educational Counselor Preparat...



Q6 - Consultation - Graduates of MU's Educational Counselor Preparation Programs...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Create classroom lessons or workshops	2.00	4.00	3.48	0.65	0.43	56	195.00
Consult teachers, professors, and/or administration to improve student success	2.00	4.00	3.71	0.59	0.35	56	208.00
Consult parents and families in regards to student success as needed/permitted	2.00	4.00	3.63	0.55	0.31	56	203.00

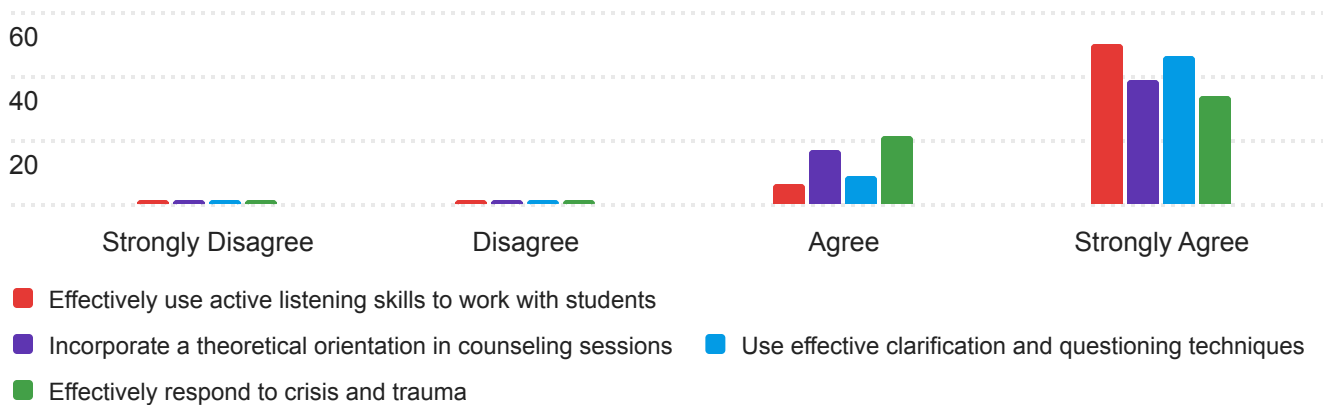
Q6 - Consultation - Graduates of MU's Educational Counselor Preparation Programs...



Q7 - Counseling - Graduates of MU's Educational Counselor Preparation Programs r...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Effectively use active listening skills to work with students	3.00	4.00	3.89	0.31	0.10	56	218.00
Incorporate a theoretical orientation in counseling sessions	3.00	4.00	3.70	0.46	0.21	56	207.00
Use effective clarification and questioning techniques	2.00	4.00	3.80	0.44	0.19	56	213.00
Effectively respond to crisis and trauma	2.00	4.00	3.59	0.53	0.28	56	201.00

Q7 - Counseling - Graduates of MU's Educational Counselor Preparation Programs r...

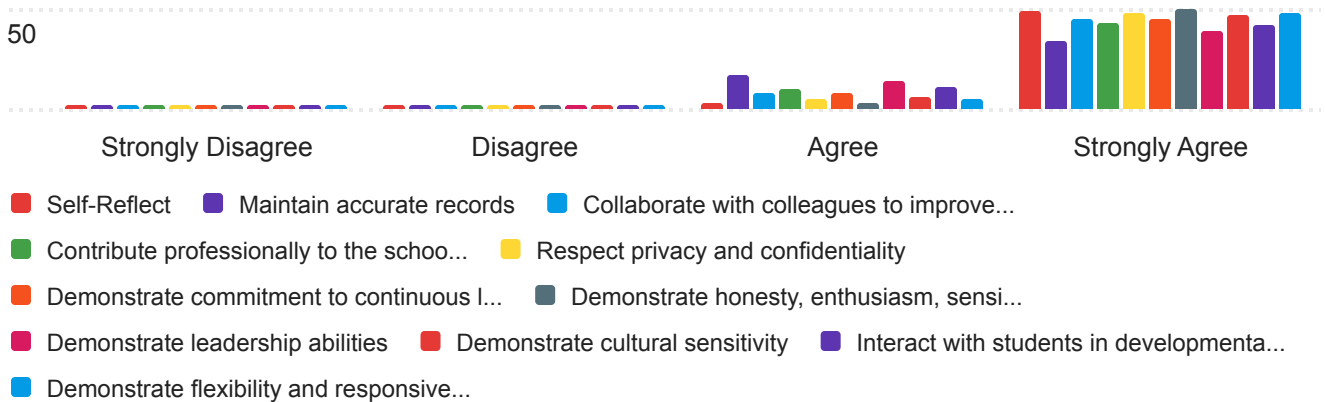


Q8 - Professionalism - Graduates of MU's Educational Counselor Preparation Progr...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Self-Reflect	2.00	4.00	3.91	0.35	0.12	53	207.00
Maintain accurate records	2.00	4.00	3.60	0.56	0.31	53	191.00

Collaborate with colleagues to improve counseling/advising practices	3.00	4.00	3.85	0.36	0.13	53	204.00
Contribute professionally to the school/district, university, community, and/or professional organizations	3.00	4.00	3.81	0.39	0.15	53	202.00
Respect privacy and confidentiality	3.00	4.00	3.91	0.29	0.09	53	207.00
Demonstrate commitment to continuous lifelong learning	3.00	4.00	3.85	0.36	0.13	53	204.00
Demonstrate honesty, enthusiasm, sensitivity, and dedication	3.00	4.00	3.94	0.23	0.05	53	209.00
Demonstrate leadership abilities	3.00	4.00	3.74	0.44	0.19	53	198.00
Demonstrate cultural sensitivity	3.00	4.00	3.89	0.32	0.10	53	206.00
Interact with students in developmentally appropriate ways	3.00	4.00	3.79	0.41	0.16	53	201.00
Demonstrate flexibility and responsiveness	3.00	4.00	3.91	0.29	0.09	53	207.00

Q8 - Professionalism - Graduates of MU's Educational Counselor Preparation Progr...



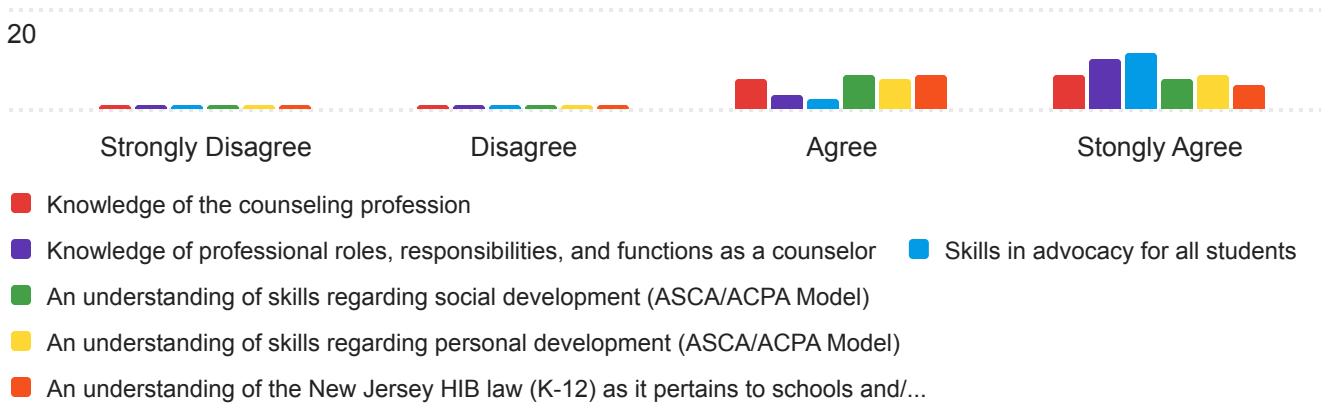
Employer Survey

Fall 2025

Q2 - Professional Orientation - Graduates of MU's Educational Counselor Preparat...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Knowledge of the counseling profession	3.00	4.00	3.54	0.50	0.25	13	46.00
Knowledge of professional roles, responsibilities, and functions as a counselor	3.00	4.00	3.77	0.42	0.18	13	49.00
Skills in advocacy for all students	3.00	4.00	3.85	0.36	0.13	13	50.00
An understanding of skills regarding social development (ASCA/ACPA Model)	3.00	4.00	3.46	0.50	0.25	13	45.00
An understanding of skills regarding personal development (ASCA/ACPA Model)	3.00	4.00	3.54	0.50	0.25	13	46.00
An understanding of the New Jersey HIB law (K-12) as it pertains to schools and/or Title IX (Universities)	2.00	4.00	3.31	0.61	0.37	13	43.00

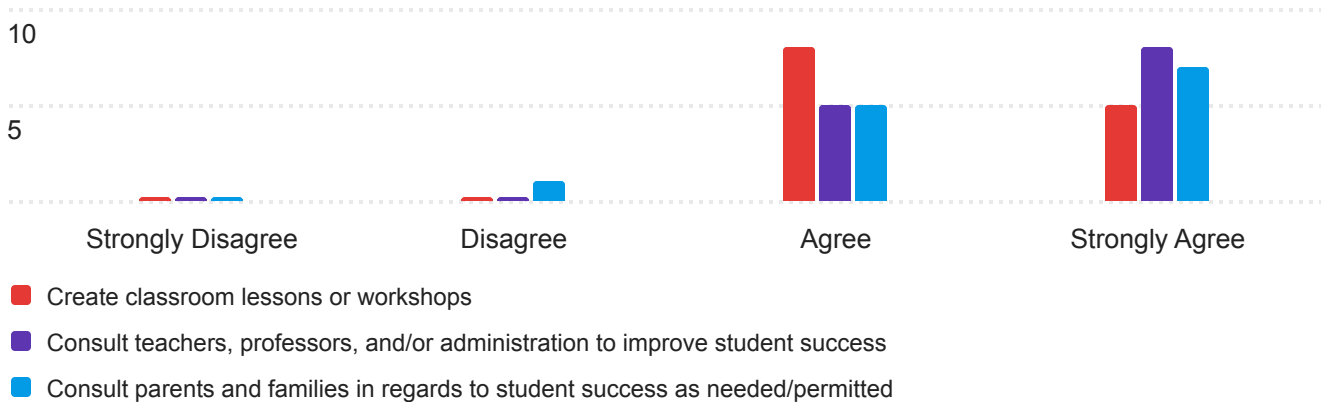
Q2 - Professional Orientation - Graduates of MU's Educational Counselor Preparat...



Q3 - Consultation - Graduates of MU's Educational Counselor Preparation Programs...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Create classroom lessons or workshops	3.00	4.00	3.38	0.49	0.24	13	44.00
Consult teachers, professors, and/or administration to improve student success	3.00	4.00	3.62	0.49	0.24	13	47.00
Consult parents and families in regards to student success as needed/permitted	2.00	4.00	3.46	0.63	0.40	13	45.00

Q3 - Consultation - Graduates of MU's Educational Counselor Preparation Programs...

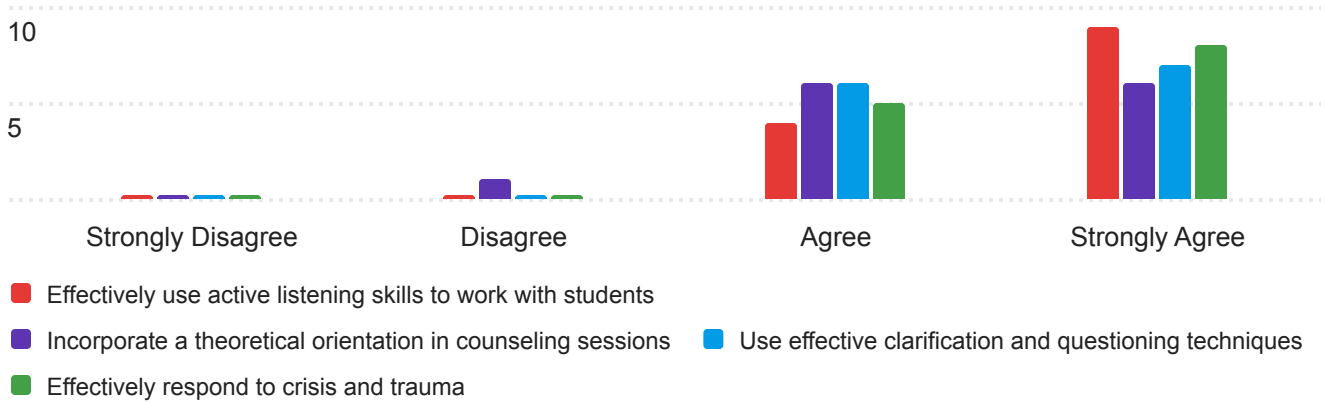


Q4 - Counseling - Graduates of MU's Educational Counselor Preparation Programs d...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Effectively use active listening skills to work with students	3.00	4.00	3.69	0.46	0.21	13	48.00
Incorporate a theoretical orientation in counseling sessions	2.00	4.00	3.38	0.62	0.39	13	44.00
Use effective clarification and questioning techniques	3.00	4.00	3.54	0.50	0.25	13	46.00

Effectively respond to crisis and trauma 3.00 4.00 3.62 0.49 0.24 13 47.00

Q4 - Counseling - Graduates of MU's Educational Counselor Preparation Programs d...



Q5 - Professionalism - Graduates of MU's Educational Counselor Preparation Progr...

Field	Min	Max	Mean	Standard Deviation	Variance	Responses	Sum
Self-Reflect	3.00	4.00	3.62	0.49	0.24	13	47.00
Maintain accurate records	2.00	4.00	3.62	0.62	0.39	13	47.00
Collaborate with colleagues to improve counseling/advising practices	3.00	4.00	3.62	0.49	0.24	13	47.00
Contribute professionally to the school/district, university, community, and/or professional organizations	3.00	4.00	3.54	0.50	0.25	13	46.00
Respect privacy and confidentiality	3.00	4.00	3.85	0.36	0.13	13	50.00
Demonstrate commitment to continuous lifelong learning	3.00	4.00	3.46	0.50	0.25	13	45.00
Demonstrate honesty, enthusiasm, sensitivity, and dedication	3.00	4.00	3.69	0.46	0.21	13	48.00
Demonstrate leadership abilities	3.00	4.00	3.69	0.46	0.21	13	48.00

Demonstrate cultural sensitivity	3.00	4.00	3.77	0.42	0.18	13	49.00
Interact with students in developmentally appropriate ways	3.00	4.00	3.69	0.46	0.21	13	48.00
Demonstrate flexibility and responsiveness	3.00	4.00	3.69	0.46	0.21	13	48.00

Q5 - Professionalism - Graduates of MU's Educational Counselor Preparation Progr...

