

Executive Summary: Comprehensive Assessment **Report 2023-2024**



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New Jersey City University's Department of Counselor Education received CACREP accreditation in 2014. Currently, CACREP has conferred accreditation on two master's programs: School Counseling (SC) and Clinical Mental Health Counseling programs (CMHC).

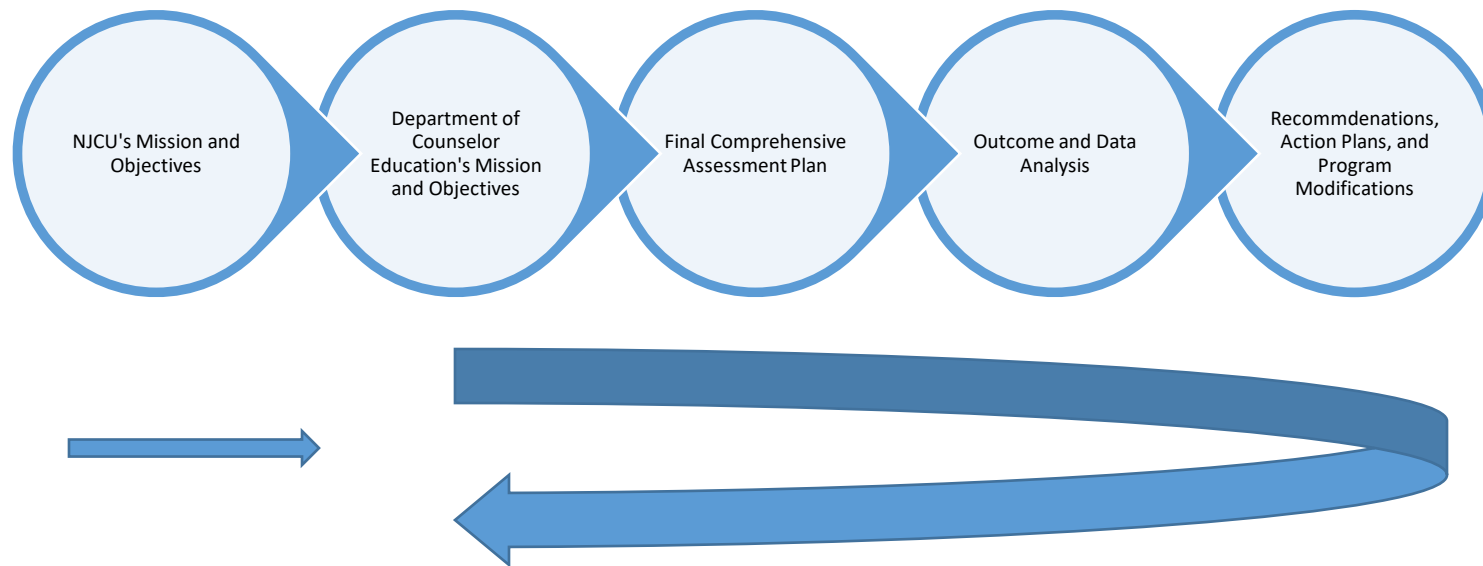


Figure 1

Program Evaluation Process at NJCU's Counselor Education Department



Figure 2 Final Comprehensive Assessment Timeline

Table 1: Clinical Mental Health Counseling (CMHC) Objectives and Assessment Plan/Report

Clinical Mental Health Counseling (CMHC) Objectives	Assessment and Measure	Schedule for Data Collection	Results
<p>1. Graduates will gain foundational knowledge, skills, and attitudes to become culturally and ethically competent professional counselor.</p>	<p>Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses</p>	<p>Core and Specialization Courses; every semester</p>	<p>Signature assignments were used to assess KPIs in TK-20 via Blackboard</p> <p>COUN 601: Orientation to Professional Counseling and Ethics.</p> <p>Signature Assignment: Ethical Analysis Paper</p> <p>KPI# 2.F.1.i</p> <p>Fall 2023 semester: 100 % (10) students achieved full proficiency Spring 2024 100% (15) students achieved full proficiency</p> <p>COUN 605: Counseling Theories</p> <p>Signature Assignment: Case Application</p> <p>KPI#2.F.5.a</p> <p>Fall 2023: No data is available to report Spring 2024: No data is available to report</p> <p>COUN 629: Multicultural Counseling</p> <p>Signature Assignment: Cultural Immersion Experience</p> <p>KPI# 2.F.2.b</p> <p>Fall 2023: No data is available to report</p>

			COUN 663: Career Counseling and Development Signature Assignment: Career Counseling Project KPI # 2.F.4.j Spring 2024 (84.21%) Achieved exceptional level (15.79 %) Achieved competency level
	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	The average score on practicing ethical behavior in clinical practice of NJCU's students ranged from 3.00 (Agree) to 4.00 (Strongly Agree)
	Alumni follow-up survey (3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared: 6 Prepared: 2
	Employer Survey (6 months and 3 yrs)	Biannually	Employer reported NJCU's students very well prepared for the role and responsibilities of the position.
	NCE	Two times a year	78% Passing rate for Spring 2024 55% Passing rate for Fall 2024
2. Graduates will develop necessary counseling skills and techniques to work effectively with	Aggregate and individual student assessment data of student	Core and Specialization Courses;	Signature assignments were used to assess KPIs in TK-20 via Blackboard COUN 603: Human Development

<p>diverse clients in the formats of individual, couples, families, and group counseling to accomplish mental health, wellness, education, and career goals through in-person or telehealth platforms.</p>	<p>knowledge and skills including KPIs based on CACREP standards for core and specialization courses</p>	<p>every semester</p>	<p>Assignment-Integrated Development Paper</p> <p>KPI#2.F.3.i</p> <p>Spring 2024 90 % (9) -- Competent 10% (1)- Emerging competency</p> <hr/> <p>COUN 608: Counseling Skills</p> <p>Skills Assessment</p> <p>Signature Assignment: Video Tape Critique #3</p> <p>KPI#2. F.5.g</p> <p>Fall 2023 semester 1st assessment: 95% (19) Proficient and 5% (1) Competent 2nd assessment: 100% (10) Proficient</p> <p>Spring 2024 semester 1st assessment: 100% (18) Proficient</p> <p>COUN632: Family and Couples Counseling</p> <p>Signature Assignment: Written Exam</p> <p>KPI#2. F.5.b</p> <p>Spring 2024</p> <p>1st assessment 100% (11) Proficient 2nd assessment 100% (11) Proficient</p>
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			<p>COUN 607: Group Process</p> <p>Signature assignment: Final Examination</p> <p>KPI# 2.F.6.b</p> <p>Spring 2024 1st assessment 100% (11) Proficient 2nd assessment 100% (11) Proficient</p> <p>Fall 2023 1st assessment 91% (19) Proficient 9% (2) Incompetent 2nd assessment 95% (20) Proficient 4.7% (1) Incompetent</p> <p>COUN 636: Group Counseling Theory and Practice</p> <p>Signature assessment: Essay</p> <p>KPI# 2.F.6.d</p> <p>Fall 2023 1st assessment 95.24% (20) competency 4.76% emerging competency 2nd assessment 90.48% (19) competency 9.52% (2) emerging competency</p> <p>Spring 2024 1st and 2nd assessment 100% (11) competency</p>
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	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	Total average score of final site supervisor's evaluation ranged from 3.00 (Agree) to 4.00 (Strongly Agree) for CMHC students
	Alumni follow-up survey (3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared: 6 Prepared: 2
	Employer Survey (6 months and 3 yrs)	Biannually	Employer reported NJCU's students very well prepared for the role and responsibilities of the position.
	Follow-up studies of Site Supervisors	Biannually	No data is available to report in this reporting period
3. Graduates will demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.	Aggregate and individual student professional dispositions data (PDCA)	COUN 601, 605, 607, 608, 690, 964, 695, and other courses as needed; every semester	All students either met or exceeded the expectations of PDCA (3.00 to 5.00).

<p>4. Graduates will acquire knowledge and skills in evidence-based practices (EBPs) or best practices, including assessment, diagnosis, prevention and intervention treatment, for a wide range of mental health and substance use issues.</p>	<p>Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses</p>	<p>Core and Specialization Courses; every semester</p>	<p>Signature assignments were used to assess KPIs in TK-20 via Blackboard</p> <p>COUN 604: Assessment and Testing</p> <p>Signature Assignment: Assessment Evaluation Project</p> <p>KPI#2. F.7.e</p> <p>Fall 2023: No data is available to report</p> <p>Spring 2024: No data is available to report</p> <p>COUN 606: Research and Program Evaluation</p> <p>Signature Assignment: Program Evaluation Project</p> <p>KPI#2. F.8.e</p> <p>Fall 2023</p> <p>100% (16) Full Proficiency</p> <p>Spring 2024</p> <p>69% (9) full proficiency</p> <p>31% (4) emerging competence</p> <p>COUN610: Introduction to Clinical Mental Health Counseling</p> <p>Signature Assignment: Becoming a CMHC counselor</p> <p>KPI# 5.C.2.a</p> <p>Fall 2022</p> <p>87% (26) Exceed the competency</p> <p>13% (4) Emerging competency</p>
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			Spring 2023 100% (17) Exceed the competency
5. Graduates will demonstrate leadership and advocacy skills to promote social justice and support both individual and systemic change for the purpose of promoting clients' well-being.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	COUN 629: Multicultural Counseling Signature Assignment: Cultural Immersion Experience KPI# 2.F.2.b Fall 2023: No data is available to report

Table 2: School Counseling (SC) Objectives and Assessment Plan/Report

School Counseling (SC) Objectives	Assessment and Measure	Schedule	Results
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<p>1. Graduates will gain foundational knowledge, skills, and attitudes to become culturally and ethically competent school counselors.</p>	<p>Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses</p>	<p>Core and Specialization Courses; every semester</p>	<p>Signature assignments were used to assess KPIs in TK-20 via Blackboard</p> <p>COUN 601: Orientation to Professional Counseling and Ethics.</p> <p>Signature Assignment: Ethical Analysis Paper</p> <p>KPI# 2.F.1.i</p> <p>Fall 2023 semester: 100 % (10) students achieved full proficiency Spring 2024 100% (15) students achieved full proficiency</p> <p>COUN 605 : Counseling Theories</p> <p>Signature Assignment: Case Application</p> <p>KPI#2.F.5.a</p> <p>Fall 2023- No data is available to report Spring 2024- No data is available to report</p> <p>COUN 629: Multicultural Counseling</p> <p>Signature Assignment: Cultural Immersion Experience</p> <p>KPI# 2.F.2.b</p> <p>Fall 2023- No data is available to report</p> <p>COUN 663: Career Counseling and Development</p> <p>Signature Assignment: Career Counseling Project</p>
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			KPI # 2.F.4.j Spring 2024 16 (84.21%) Achieved exceptional level 3 (15.79%) Achieved competency level
	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	Average score on practicing ethical behavior in clinical practice of NJCU's students ranged from 3.00 (Agree) to 4.00 (Strongly Agree)
	Alumni follow-up survey (3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared: 2 Prepared: 5 Neutral: 1 Unprepared: 1
	Employer Survey (6 months and 3 yrs)	Biannually	No data is available to report in this reporting period
2. Graduates will develop necessary counseling skills and techniques to work effectively with diverse students either in-person or telehealth modality in individual, groups, and school counseling curriculum to meet students' social-emotional, academic, and career needs.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard COUN 603: Counseling and Development Across the Lifespan Signature Assignment: Integrated Development Paper KPI#2.F.3.i Spring 2024 9 (90%) –Competent 1 (10)- Emerging competency

			<p>COUN 608: Counseling Skills</p> <p>Skills Assessment</p> <p>Signature Assignment: Video Tape Critique #3</p> <p>KPI#2. F.5.g</p> <p>Fall 2023 semester 1st assessment: 95% (19) Proficient and 5% (1) Competent 2nd assessment: 100% (10) Proficient</p> <p>Spring 2024 semester 1st assessment: 100% (18) Proficient</p> <p>COUN632: Family and Couples Counseling</p> <p>Signature Assignment: Written Exam</p> <p>KPI#2. F.5.b</p> <p>Spring 2024 1st assessment 100% (11) Proficient 2nd assessment 100% (11) Proficient</p> <p>COUN 607: Group Process</p> <p>Signature assignment: Final Examination</p> <p>KPI# 2.F.6.b</p> <p>Spring 2024 1st assessment</p>
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			<p>100% (11) Proficient 2nd assessment 100% (11) Proficient</p> <p>Fall 2023 1st assessment 91% (19) Proficient 9% (2) Incompetent 2nd assessment 95% (20) Proficient 4.7% (1) Incompetent</p> <p>COUN 636: Group Counseling Theory and Practice Signature assessment: Essay</p> <p>KPI# 2.F.6.d Fall 2023 1st assessment: 95.24% (20) competency 4.76% emerging competency 2nd assessment: 90.48% (19) competency 9.52% (2) emerging competency Spring 2024 1st and 2nd assessment 100% (11) competency</p>
	Final Site Supervisor Evaluation	COUN 690, 694, and 695; every semester	The total average score of the final site supervisor's evaluation ranged from 3.05 to 4.00 for SC students

	Alumni follow-up survey (3 yrs)	Annually	NJCU's Counseling Program prepared you to be an effective school or clinical mental health counselor: Very Prepared: 6 Prepared: 2
	Employer Survey (6 months and 3 yrs)	Biannually	Employer reported NJCU's students very well prepared for the role and responsibilities of the position.
	Follow-up studies of Site Supervisors	Biannually	No data is available to report in this reporting period
3. Graduates will demonstrate the highest standards of professional dispositions including but not limited to ethical behavior, self-awareness, and interpersonal skills.	Aggregate and individual student professional dispositions data (the Professional Disposition Competence Assessment(Revised; PDCA-R)	COUN 601,605, 607, 608, 690, 964, 695, and other courses as needed; every semester	Only one student scored below the expectation level (2.70) on PDCA; the rest of the students either met or exceeded the expectations of PDCA (3.00 to 5.00).
4. Graduates will develop knowledge and skills in developing, implementing, and evaluating a comprehensive developmental school counseling program for PreK-12 to address students' academic, career, and social-emotional needs.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	Signature assignments were used to assess KPIs in TK-20 via Blackboard COUN 604: Assessment and Testing Signature Assignment: Assessment Evaluation Project KPI#2. F.7.e Fall 2023: No data is available to report Spring 2024: No data is available to report

5. Graduates will acquire knowledge and skills to effectively implement evidence-based practices (EBPs), consultation and collaboration, leadership, advocacy, and systemic change to ensure education equity.	Aggregate and individual student assessment data of student knowledge and skills including KPIs based on CACREP standards for core and specialization courses	Core and Specialization Courses; every semester	COUN 606: Research and Program Evaluation Signature Assignment: Program Evaluation Project KPI#2. F.8.e Fall 2023 100% (16) Full Proficiency Spring 2024 69% (9) full proficiency 31% (4) emerging competence COUN 616: Introduction to School Counseling Signature Assignment: SPECIAL TOPIC RESEARCH KPI#: 5.G.2.a Spring 2024 87.5% (16) exceeded standards 12.5% (2) Met standards

Key Performance Indicators of Student Learning

The NJCU's Counselor Education Department has developed a series of Key Performance Indicators that each student will be assessed on using multiple measures and over multiple points of time. There are twelve KPIs for eight CACREP content areas and two KPIs for School Counseling and three KPIs for Clinical Mental Health Counseling specialty area.)

KPI is assessed for both Knowledge and Skill. Each Knowledge KPI and Skill KPI is assessed at least twice (formatively and summatively). If a student receives a grade less than a "B" (or 84 points), on his or her KPI (formative assessment) in any of the nine areas, the faculty member who gave the grade will discuss with the student ways that the student can improve in this area prior to being assessed on the

second KPI (summative assessment). A summative assignment is a signature assignment for each of the nine areas and has KPI which is tied to NJCU's Program Objectives. If the student who has scored below a "B" ("84") on the second KPI (summative assessment), a remediation development plan will be devised for the student with the student's advisor.

Table 3: Key Performance Indicators, CACREP Standards, Courses Measured, Signature Assignments, & Data

CACREP Core Areas	Course Number	Course Name	Signature Assignment	Responsible Person	Key Performance Indicator (KPI)	
Professional Counseling Orientation and Ethical Practice	COUN 601	Orientation to Professional Counseling and Ethics	Ethical Analysis Paper/ The Professional <i>Disposition</i> Competence Assessment— Revised (PDCA-R)	I/CC/CL	2. F.1.i	No data is available to report in AY 2023-2024 Students will demonstrate knowledge of ACA Code of Ethics and ASCA Ethical Standards and the ability to apply relevant ethical codes/standards in ethical dilemma situations. (Program objective: CMHC #1 and SC #1)
Human Growth and Development	COUN 603	Counseling and Development Across the Lifespan	Integrated Development Paper	I/CL	2.F.3.i	Spring 2024 9 (90%) Competent 1 (10)- Emerging competency Students will develop skills and techniques for developing ethically and culturally appropriate strategies for promoting resilience, optimum

						development, and wellness across the lifespan. (Program objectives: CMHC # 2; SC # 2)
Assessment and Testing	COUN 604	Appraisals and Assessment in Counseling	Assessment Evaluation Project	I/CL	2. F.7.e	No data is available to report in AY 2023-2024 The student will gain knowledge and skills of psychological tests and assessments useful in CMHC and SC settings (Program objective: CMHC#4 and SC#4)
Counseling and Helping Relationships	COUN 605	Counseling Theories	Case Application/ The Professional <i>Disposition</i> Competence Assessment— Revised (PDCA-R)	I/ CC/CL	2.F.5.a	No data is available to report in AY 2023-2024 Students will gain foundational knowledge of counseling theories and relevant techniques and become able to apply them to cases. (Program objectives: CMHC #1; SC#1)
		Counseling Skills	Video Tape Critique #3/ The Professional <i>Disposition</i> Competence Assessment— Revised (PDCA-R)	I/ CC/CL	2. F.5.g	Fall 2023 semester 1 st assessment: 95% (19) Proficient and 5% (1) Competent 2 nd assessment: 100% (10) Proficient Spring 2024 semester

						<p>1st assessment: 100% (18) Proficient</p> <p>Students will develop essential interview and counseling skills to work effectively with diverse clients through in-person or telehealth modalities in either community or school settings (program objective: CMHC #2 and SC #2)</p>
	COUN 632	Family and Couples Counseling	Written Exam	I/CL	2. F.5.b	<p>Fall 2023</p> <p>1st assessment 90% (9) Proficient 10% (1) Emerging competent</p> <p>2nd assessment 80% (8) Proficient 20% (2) Emerging competent</p> <p>Spring 2024 1st assessment 100% (11) Proficient 2nd assessment 100% (11) Proficient</p> <p>Apply systems theory and systemic and developmentally appropriate assessment</p>

						and interventions to individuals, couples, and families (program objective: CMHC #2 and SC #2)
	COUN 690	Practicum	Practicum Video Presentation / The Professional Disposition Competence Assessment—Revised (PDCA-R)	I/ CC/CL	2. F.5.g	No data to report at this reporting period Demonstrate basic counseling skills in both individual and group counseling (program objective: CMHC #2 and SC #2)
Research and Program Evaluation	COUN 606	Research and Program Evaluation	Appraising Evidence-Based Practice (EBP)/Program Evaluation Project	I/CL	2. F.8.e	Fall 2023 100% (16) Full Proficiency Spring 2024 69% (9) full proficiency 31% (4) emerging competence Critically evaluate research relevant to the practice of clinical mental health counseling and school counseling (2. F.8.e; Program Objectives-CMHC#4; SC#5)
	COUN 607	Group Process	Final Examination/The Professional	I/ CC/CL	2. F.6.b	Spring 2024 1 st assessment

Group Counseling and Group Work			<i>Disposition</i> Competence Assessment— Revised (PDCA-R)			100% (11) Proficient 2 nd assessment 100% (11) Proficient Fall 2023 1 st assessment 91% (19) Proficient 9% (2) Incompetent 2 nd assessment 95% (20) Proficient 4.7% (1) Incompetent Describe dynamics associated with group process and development (program objective: CMHC #2 and SC #2)
	COUN 636	Group Counseling Theory and Practice	Essay	I/CL	2.F.6.d	Fall 2023 1 st assessment: 95.24% (20) competency 4.76% (1) emerging competency 2 nd assessment: 90.48% (19) competency 9.52% (2) emerging competency Spring 2024 1 st and 2 nd assessment 100% (11) competency Build and practice key characteristics and

						<p>functions of effective group leaders.</p> <p>Apply theoretical foundations of group counseling to a variety of populations.</p>
Social and Cultural Diversity	COUN 629	Multicultural Counseling	Cultural Research Group Project	I/CL	2.F.2.b	<p>No data to report at this reporting period</p> <p>Students will be able to understand multicultural and social justice competencies (CMHC program objective #1 and 5, SC Program Objective #1)</p>
Career Development	COUN 663	Career Counseling and Development	Career Counseling Project	I/CL	2.F.4.j	<p>Spring 2024 16(84.21%) Achieved exceptional level 3 (15.79 %) Achieved competency level</p> <p>Students will develop skills and techniques for developing ethically and culturally relevant strategies for addressing the career development of diverse clients. (Program objectives: CMHC #1; SC # 1) Spring 2023 Semester-N=18</p>

						16 85.72%%) Achieved exceptional level 2 (14.28%) Achieved competency level Summer 2023 –N=18 17 (94.4)- Achieved exceptionally well competency level 1 (5.56) Achieved competency level
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Key: I-Instructor; CC-Clinical Coordinator; CL-CACREP Liaison;  -SLO measuring skills of the students

Table 4: Key Performance Indicators, CACREP Standards, Courses Measured, Signature Assignments, & Data for CMHC Specialization

Course Number	Course Name	Signature Assignment	Responsible Person	Key Performance Indicator (KPI)	
COUN 609	Differential Diagnosis of Maladaptive Behavior	Movie Presentation	I/CL	<i>5.C.2.d</i>	Fall 2023 92% (12) Exceed the competency 8% (1) Emerging competency Spring 2024

					<p>94% (17) Exceed the competency 6% (1) Emerging competency</p> <p><i>Students will apply the DSM-5 5 and ICD-10-CM to counseling with attention to differential diagnosis, co-occurring disorders, cultural formulation, and distinction in developmentally appropriate normal and not normal distress (Program Objective CMHC#4)</i></p>
COUN 610	Clinical Mental Health Counseling	Becoming CMHC Counselor	I/CL	5.C.2.a	<p>Fall 2022</p> <p>87% (26) Exceed the competency 13% (4) Emerging competency</p> <p>Spring 2023 100% (17) Exceed the competency</p> <p>Students will understand the roles and settings of clinical mental health counselors (Program Objective CMHC # 4)</p>
COUN 686	Case Conceptualization and	Case Conceptualization and Treatment Planning	I/CL	5.C.1.C	<p>Develop and apply Case Conceptualization and Treatment Planning to a</p>

	Treatment Planning in Counseling				<p>wide range of mental health and substance use disorders. (Program Objective-CMHC#2)</p> <p>Spring 2024 1st assessment 97.3% (36) full-proficiency 2.7% (1) emerging competency 2nd assessment 94.59% (35) full-proficiency 5.41% (2) emerging competency 3rd assessment 78.38% (29) full-proficiency 5.41% (2) emerging competency 16.22%(6) incompetency 4th assessment 97.3% (36) full-proficiency 2.7% (1) emerging competency 5th assessment 67.57% (25) full-proficiency 21.62% (8) emerging competency 10.81%(4) incompetency 6th assessment 81.08% (30) full-proficiency</p>
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					2.7% (1) emerging proficiency 16.22% (6) incompetent
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Key: I-Instructor; CC-Clinical Coordinator; CL-CACREP Liaison;  -SLO measuring skills of the students

Table 5: Key Performance Indicators, CACREP Standards, Courses Measured, Signature Assignments, & Data for SC Specialization

Course Number	Course Name	Signature Assignment	Responsible Person	Key Performance Indicator (KPI)	
COUN 616	Counseling, Consultation, Referral, and Resources in Schools	Special Topic Research	I/CL	5.G.2.a	Students will acquire skills and techniques for advocating for the needs of diverse students and provide leadership in initiating systemic change. (Program objectives: SC#5, COUN 616: Ther.Interv.Tech -Cons Ed Set Signature Assignment: SPECIAL TOPIC RESEARCH KPI#: 5.G.2.a Spring 2024 87.5% (16) exceeded standards 12.5% (2) Met standards
COUN 627	Consultation and Management of Developmental School Counseling Programs	Special Population Research Paper	I/CL	5. G. 3. d	Students will gain knowledge and develop skills to work with the diverse student population and develop interventions that promote student's academic, career, and social-emotional

					development (Program objective SC # 2) Spring 2024 62.5 % (10) Exceeds Standards 18.75% (3) -Meets Standards 18.75% (3)-Developing
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Key: I-Instructor; CC-Clinical Coordinator; CL-CACREP Liaison;  -SLO measuring skills of the students

Table 6: Other Data Points from the Final Comprehensive Assessment Plan and Results

Assessment and Measurement	Schedule	Procedure for Collecting Data
Student demographics: <ol style="list-style-type: none"> 1. Number of applicants 2. Number of accepted students 3. Number of matriculated students 4. Applicant, student, and graduate ethnicity data 5. Applicant, student, and graduate gender data 6. Completion rates 7. Job Placement Rate 	Annually	NJCU's Office of Institutional Effectiveness (Please review the data from the Students Demographics section of this report)
NJCU Counselor Education Advisory Board Feedback	Biannually	Feedback from advisory board members

Students Demographics

As of November 30, 2023, there are 108 students enrolled in the CMHC and 43 students are enrolled in the SC program. Demographic information for students enrolled in the CACREP-accredited masters-level programs includes:

Table 7: CACREP Accredited Master's Students Demographics by Program

CMHC Students Demographics

	Male	Females
Disable Students		
African Americans/ Black	7	19
American Indian/Native Alaskan		
Asian American	1	7
Caucasian/ White	11	14
Hispanic/ Latino/ Spanish Americans	9	37
Native Hawaiian/ PI		
Multiracial		1
Other/Undisclosed	1	1
Nonresident Alien		
Total = students 108		

SC Students Demographics

	Male	Females
Disable Students		
African Americans/ Black	1	6
American Indian/Native Alaskan		
Asian American		1
Caucasian/ White	2	6
Hispanic/ Latino/ Spanish Americans	2	23
Native Hawaiian/ PI		
Multiracial	1	1

Other/Undisclosed		
Nonresident Alien		
Total = students 43		

Number of Applications from fall 2023 to Spring 2024

From fall 2023 to spring 2024, the Department received 61 ‘completed applications’ for CMHC program.

From fall 2023 to spring 2024, the Department received 21 ‘completed applications’ for the SC program.

Graduation and Completion Rate

In the academic year 2023-2024, 22 students graduated from the Clinical Mental Health Counseling program and 12 students graduated from the School Counseling program. 95% of the completers in 2024 CMHC graduated in 7 yrs or less. 91% CMHC graduated before 7 yrs. 100% of the 2024 SC graduates completed in 4 yrs or less.

Job Placement Rate

Of those who responded to follow-up surveys, 100% who wished to be employed were employed within three years of graduation. Of those who responded to follow-up surveys, 91% who wished to be employed were employed within six of graduation.

Thirteen out of 22 recent graduate students are employed in a position directly related to their training at NJCU within six months of graduation. Three graduate students are employed in a position somewhat (as a case manager, or counselor-aid) related to their training at NJCU within six months of graduation. Another four graduate students are employed but not in a position related to their training at NJCU within six months of graduation. Two graduate students reported that they were still unemployed after six months of graduation.

Licensure Examination Passing Rate

For spring 2024, ten Clinical Mental Health students sat for the National Counselor Examination (NCE). Out of nice, seven students (78%) passed the NCE.

For fall 2024, ten Clinical Mental Health students sat for the National Counselor Examination (NCE). Out of eleven, six students (55%) passed the NCE.

For School Counseling students, there is no mandatory requirement to pass any licensing or certification tests.

Current Student Survey (Exit Interview)

Strengths of the NJCU Counseling Program, faculty

The Counseling program here at NJCU has helped me as a counselor trainee to improve on my communication and interpersonal skills as well as gain a greater sense of self-acceptance and self-esteem as a counseling professional.

Professors are extremely understanding when going through personal hardships.

Great professors! after having taken all the course form this program I feel well prepared to become a counselor.

Dedicated and willing to see the student through all obstacles and or barriers.

I believe the biggest strengths that the Counseling dept. has is its staff. They have all been supportive, and understanding to each student. They have also been the greatest push any student has had as well to succeed through their journey in the counseling field.

great program.

The department's faculty is its greatest strength, alongside their flexibility in course modalities to accommodate post-COVID learning.

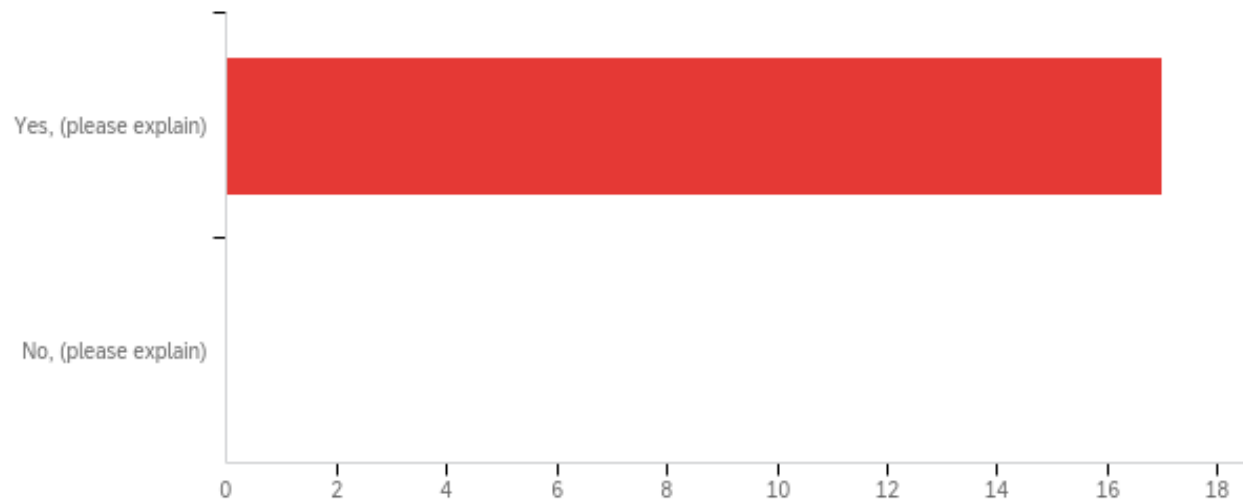
Areas of improvements for the NJCU Counseling Program/courses

Assisting students with internships. As well as helping with application and interview process before internships and during last semester.

I would say there should be more improvement for the fieldwork aspect of the program. Having more than one clinical coordinator for field work placement would have been good along with having a more extensive list of sites that interns can apply too. Lastly, having sites that have been properly vetted by professors before the interns go to it. A lot of sites weren't the best learning experience for interns .

Need to consider the impact of lectures on online learning platforms - it difficult to listen to lectures for 3 hours. - Stricter penalty for students who are not engaging in classes. Those driving, at work, and other distractions detract from the overall experience and participation. - Prioritize midterm grades being up-to-date at the time of midterms so students can self-evaluate their progress. - Facilitate more student connection outside of group work - during the pandemic, it was difficult to meet cohorts during classes as some teachers did not allow breakout rooms or chat discussions. Felt isolating at times. - The internship program needs work from liaising to placement, this was the most difficult experience. - Make NCE course subject matter more emphasized in the appropriate classes.

It's a nice change to have Clinical mental health and school counseling students together for internship class but I felt as though I didn't get a ton of school counseling supervision because a lot of my classmates were in clinical mental health. And although it was interesting and a great point of view and educational, I would've liked to see more videos/talk more about school counseling situations/scenarios.

Current students who will recommend NJCU's Counseling program to others

Alumni Survey Results (six-months after graduation)

Strengths of our program, faculty, and/or resources

NJCU is committed to improving its programs and services to meet the needs of current students, alumni, and future students. Please identify any strengths of our program, faculty, and/or resources.

Great professor and opportunities to network with peers. I enjoyed the case studies

The program is great! The time that professors put into ensure that students learn the material and how understanding they are when it comes to practicum and internship phases in the program is truly amazing. The program is well broken down to teach the information that is needed to succeed in this profession.

The program has excellent professors, who are willing to work with their students one-on-one if needed. The program provided me with the information needed to establish a position as a clinical mental health counselor. Definitely, a great program.

Supportive staff and diverse community

The program was both helpful and engaging. I believe it would have been beneficial for both mental health counseling and school counseling students if the internship classes were separated a bit more. This way, discussions about internship experiences could focus more on each specific program. While I found it interesting to hear a few mental health counselors share their experiences, I would have preferred to hear more about the school counselors' experiences, as they are directly relevant.

Very good feedback and support during the program and internship experiences.

Support, continued encouragement, supervision that is connected with one's modality, motivation to challenge oneself, engraining the importance of constant self-reflection and so much more.

Flexibility. As a full-time graduate student , employee and part-time intern I appreciated how much my professors worked with me and how considerate they were when an assignment was late or when we needed more time.

I am so honored to have been in this program, it was more like family rather than school and I wouldn't trade my experience for any other program ❤️

Caring teachers who are accessible outside of the classroom and do an excellent job of helping students succeed in the program. Nice campus.

The program prepares you as a relevant professional member for counseling. It gives you a balance of clinical and education. This is crucial for the mental awareness in the schools regarding school counselors' profession/programs.

The faculty and program prepared students to service and use their skills in the real world.

Areas of improvement for the NJCU Counseling program

Though, I am very satisfied with the program; the only area of improvement for me would be to teach a bit more material that will help with the NCE test.

Consistency among faculty

Create a series of workshops for students interested in pursuing licensure on the process.

NA

I would consider making classes that require using/enhancing our skills to be in person to better prepare for internship. Some classes to consider would skills, family & group counseling , Internships. All other courses can be left remote but when we actually role play its better to be in person to get more comfortable with one another and in the field and this also helps us learn body language.

I believe that the program identifies its improvements and continues to grow the program for the students and faculty as necessary.

Professors have a wealth of knowledge but talk VERY little about their personal experiences or some of the things they have already gone through in the field. This seems like a huge missed opportunity because we do not learn as much as we can from them. The quality of some of the adjunct professors is not very good. The program is not intellectually challenging enough.

To keep an equal balance of the academic materials/content for clinical and school counseling programs.

Alumni Survey Results (3 years after graduation)

Alumni's Survey results on how the program prepared them in various areas

#	Question	Very Unprepared (1)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Well Prepared (5)	Not Applicable (0)	Total
1	Ethical and legal issues	0	0	0	3	5	0	8
2	Orientation to professional counseling	0	0	0	2	6	0	8
3	Lifespan Development	0	0	0	1	7	0	8
4	Assessment and appraisal	0	0	0	2	6	0	8
5	Counseling Theories	0	0	1	0	7	0	8
6	Individual counseling	0	0	0	1	7	0	8
7	Group counseling	0	0	0	1	7	0	8
8	Family/couple counseling	0	0	0	1	6	1	8
9	Counseling skills	0	0	0	2	6	0	8
10	Multicultural Counseling competencies	0	0	0	1	7	0	8
11	Research/Program Evaluation	0	0	0	1	6	1	8
12	Career Counseling	0	0	0	1	7	0	8
13	Crisis Interventions	0	0	1	2	5	0	8
14	Consultation and collaboration skills	0	0	1	1	5	1	8

15	Supervision	0	0	1	1	6	0	8
16	Client Advocacy	0	0	0	2	5	1	8

Clinical mental health counseling graduates reported on how the program prepared them in their specialty area

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Professional Issues related to Clinical Mental Health Counseling	4.00	5.00	4.80	0.40	0.16	5
2	Diagnosis by using current edition of the DSM	3.00	5.00	4.40	0.80	0.64	5
3	Case Conceptualization	3.00	5.00	4.60	0.80	0.64	5
4	Treatment Planning	3.00	5.00	4.40	0.80	0.64	5
5	Counseling Clients with substance use and co-occurring disorders	5.00	6.00	5.20	0.40	0.16	5
6	Management and evaluation of mental health services and programs	3.00	5.00	4.60	0.80	0.64	5
7	Counseling clients with your specialization (children, adolescents)	4.00	6.00	4.80	0.75	0.56	5

School counseling graduates reported on how the program prepared them in their specialty area

#	Question	Very Unprepared (0)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Well Prepared (5)	Not Applicable (0)	Total
1	Professional Issues related to School Counseling	0	0	0	1	2	0	3
2	Management and evaluation of comprehensive developmental school counseling programs	0	0	0	2	1	0	3
3	Classroom guidance to promote academic, career, and personal/social development of students	0	0	0	1	2	0	3
4	Assess students' needs and strengths	0	0	0	1	2	0	3
5	Leadership and consultation practices including collaboration, wellness, models, and advocacy	0	0	0	1	2	0	3
6	Counseling clients with your specialization (children, adolescents)	0	0	0	1	2	0	3

Clinical mental health counseling graduates reported on how program prepared them in their specialty area

#	Question	Very Unprepared (1)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Well Prepared (5)	Not Applicable (0)	Total
1	Professional Issues related to Clinical Mental Health Counseling	0	0	0	1	4	0	5
2	Diagnosis by using current edition of the DSM	0	0	1	1	3	0	5

3	Case Conceptualization	0	0	1	0	4	0	5
4	Treatment Planning	0	0	1	1	3	0	5
5	Counseling Clients with substance use and co-occurring disorders	0	0	0	0	4	1	5
6	Management and evaluation of mental health services and programs	0	0	1	0	4	0	5
7	Counseling clients with your specialization (children, adolescents)	0	0	0	2	2	1	5

Strengths of our program, faculty, and/or resources

It would be great if this master's program could assist alumni to stay more connected and offer professional growth opportunities like opening advanced training courses in different fields of counseling or providing more orientation sessions in doctoral programs options where we may apply once we finish the master's program.

As an older student who proudly completed my MA at NJCU, I was very pleased with much of my experience. I had over 20 years of experience in the mental health field when I started your program. Faculty were knowledgeable, professional, and available. They went above and beyond in and out of class. I'm so grateful to have worked with them.

Areas of improvement for the NJCU Counseling program

The program may help students by providing workshops about the tests that we may take after we finish the graduate program.

More placement locations for internships.

Supervisor's Data

A. Final Site Supervisor's Evaluation

SC Students and CMHC students' Final and Mid-term Site Supervisor's Evaluations are available upon request in Excel format for the academic year 2024-2025.

- B. Follow-up Supervisor's studies-** Please review the Final Comprehensive Assessment Report of 2022-2023. The next site supervisor's study will take place in AY 2025-2026. Please review the timeline of the Final Comprehensive Assessment.

Employer of Graduates Survey Results

The Employers of Graduates Survey was launched in Spring 2024 after collecting information and consent from Graduate Students Surveys.

Which most closely describes the setting in which you supervise a recent NJCU counseling program graduate?

#	Answer	Count
1	Clinical or Community Mental Health setting	2
2	School, College or University	1
	Total	3

How many counselors trained at NJCU work at your organization?

2
1
2

How many years have you supervised or employed this NJCU counseling program graduate?

2

6

Please rate our graduate's preparation in each of the following areas. (Clinical or Community Mental Health setting)

#	Question	Very Unprepared (1)	Unprepared (2)	Neutral (3)	Prepared (4)	Very Prepared (5)	Not Applicable (0)	Total
1	Ethical understanding and behavior	0	0	0	1	0	0	1
2	Professional Identity and involvement	0	0	0	0	1	0	1
3	Counseling Theories	0	0	0	0	1	0	1
4	Individual Counseling	0	0	0	0	1	0	1
5	Group Counseling	0	0	0	0	1	0	1
6	Counseling Skills	0	0	0	0	1	0	1
7	Multicultural Counseling Competencies	0	0	0	1	0	0	1
8	Crisis Interventions	0	0	0	1	0	0	1
9	Consultation and Collaboration Skills	0	0	0	0	1	0	1
10	Client Advocacy	0	0	0	1	0	0	1
11	Understanding of own strengths and limitations	0	0	0	1	0	0	1
12	Management and evaluation of comprehensive developmental school counseling programs	0	0	0	0	0	1	1

13	Administrative Skills	0	0	0	1	0	0	1
14	Guidance Curriculum	0	0	0	0	0	1	1

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ethical understanding and behavior	4.00	4.00	4.00	0.00	0.00	1
2	Professional Identity and involvement	5.00	5.00	5.00	0.00	0.00	1
3	Counseling Theories	5.00	5.00	5.00	0.00	0.00	1
4	Individual Counseling	5.00	5.00	5.00	0.00	0.00	1
5	Group Counseling	5.00	5.00	5.00	0.00	0.00	1
6	Counseling Skills	5.00	5.00	5.00	0.00	0.00	1
7	Multicultural Counseling Competencies	4.00	4.00	4.00	0.00	0.00	1
8	Crisis Interventions	4.00	4.00	4.00	0.00	0.00	1
9	Consultation and Collaboration Skills	5.00	5.00	5.00	0.00	0.00	1
10	Client Advocacy	4.00	4.00	4.00	0.00	0.00	1
11	Understanding of own strengths and limitations	4.00	4.00	4.00	0.00	0.00	1
12	Management and evaluation of comprehensive developmental school counseling programs	6.00	6.00	6.00	0.00	0.00	1
13	Administrative Skills	4.00	4.00	4.00	0.00	0.00	1
14	Guidance Curriculum	6.00	6.00	6.00	0.00	0.00	1

Please provide narrative feedback regarding our recent graduate's preparation.

I think the NJCU graduate is very well prepared and openly acknowledges where she feels like she is not. She seeks feedback and is capable of being directed towards the appropriate sources for additional training or instruction.

What are the strengths of NJCU graduates?

Clarity about their role, ability to articulate their thoughts and conceptualization, strong professional identity.

What are the concerns or areas of improvement of NJCU graduates?

Confidence in the administration of their program. There have been multiple times NJCU graduates have been unsure about the future of the program because the stressors or fiscal challenges are well-known among the students.

Ultimately, why did your organization decide to hire this candidate?

She was clear about her professional goals and excelled in her internship. She was open about her areas of improvement and had excellent time management. She ended up being someone I could trust.

Use of Findings to Inform Program Modifications

During the 2023-2024 academic year, recommended program modifications were discussed during the faculty end-of-term CACREP retreat. After reviewing and analyzing the program and student learning outcomes data that was collected, program faculty made decisions to implement the following program and course modifications which are listed below in Table.

Table: 9: Subsequent Program and Course Modifications

Change	Reason(s) for change & Data Used to Make Informed Decision	Implementation
COUN 632 Family and Couples Counseling Extra content/review on the topic of prognosis and working with resistant families/couples was added to course curriculum. Extra content/review of overview of family counseling theories and related techniques was added to course curriculum.	Student learning outcomes data from spring 2024	Fall 2024
COUN 686 Case Conceptualization & Treatment Planning Extra content/review on the topic of SMART goals was added to course curriculum. Extra content/review of overview of validated treatment approaches and techniques with professional references was added to the course curriculum.	Student learning outcomes data from Spring 2024	Spring 2025
Implemented Supervision Assist to centralize the student's practicum/internship experience such as all practicum and internship documents are now in	Practicum/internship department meetings with faculty	Fall 2023-Spring 20204

Supervision Assist. This includes practicum applications, site contracts, clinical hour logs, midterm and final evaluations and PDCA-R.		
Internship II in the summer of 2024 was offered as a pilot project	Practicum/internship department meetings with faculty and feedback from students	Summer 2024
COUN 606- Research Methods and Program Evaluation will re-implement community-engaged learning	Student learning outcomes data and the University's commitment towards community-engaged learning and research	Fall 2024 and Spring 2025
The university will use adapt free book policies via BibliU	To offer more equitable learning opportunities for NJCU's students	University-wide implementation by AY 2024-2025

Recommendations For Program Improvement

After a review of program assessment data collected during the 2023-2024 academic year, recommendations for program improvement were formulated and are listed in the Table:10

Recommendation	Data Used to Support Recommendation
NCE –student preparation	Student feedback and test scores. The faculty is considering using an Exit test such as the Counselor Preparation Comprehensive Examination (CPCE) which will replace the current capstone project.
Offer more of a variety of electives such as an advanced skills course, something for those working with children and/or adolescents, trauma, etc.	Suggestions made by both past and current students. COUN 680 – Advanced Counseling Techniques has been offered in AY 2022-2023 and AY 2023-2024 Child and Adolescent Counseling as well as a Trauma course currently under development. COUN 618- Integrated Behavioral Health will be offered in spring semester
Hiring new adjunct for both the CMHC and SC tracks to cover additional material for the growing SC program as well as elective topics for CMHC students.	Students (current and past), site supervisors, and Advisory meeting feedback. Many new adjuncts were hired to teach courses in SC and CMHC courses. A new full-time faculty was hired who possess specialization in both school and clinical mental health
Internships I and II will be offered every summer from AY 2024-2025	Successful implementation of internship II in summer 2024 Internship1 will be offered in summer 2025
An updated absentee policy has been implemented as of Spring 2025. Will be reflected in Student Handbook and all syllabi as of Spring 2025. Zoom etiquette expectations listed in Student Handbook and all syllabi as of Spring 2025.	Past student issues warrant an updated policy as well as faculty inconsistencies within various syllabi. Faculty suggestion implementing a zoom etiquette appropriate for courses with a synchronous component.

<p>An explanation of CACREP’s assignment standards and the role it plays in the 8 core areas is now adopted in the Student Handbook and all syllabi as of Spring 2025.</p> <p>Two new School Counseling courses, Counseling Children and Adolescents (Spring 2025) and COUN 665 College and Other Postsecondary Career Coun for School Counselors (Fall 2025) to begin in 2025</p> <p>COUN 640 Counseling Children and Adolescents will also be used as an elective for Clinical Mental Health Students.</p>	<p>Students required a better understanding of the foundational aspects, and CACREP standards covered within each course and their assignments.</p> <p>Both School Counseling courses are part of the move from 48 to 60 credits for the SC program and are being implemented for the first time.</p> <p>Clinical Mental Health Students interested in working with children and adolescents have been asking for an elective course in this area of study.</p>
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Appendix I

Please review the Final Comprehensive Assessment Report for 2022-2023 and its timeline. The program's next advisory meeting will take place in AY 2024-2025.

Appendix II

KPIs across nine CACREP areas and Specializations

COUN 601- Orientation to Professional Counseling and Ethics

Students will demonstrate knowledge of the ACA Code of Ethics and ASCA Ethical Standards and the ability to apply relevant ethical codes/standards in ethical dilemma situations. (Program objective: CMHC #1 and SC #1- CACREP standard 2.F.1.i)

COUN 603- Counseling and Development Across the Life

Students will develop skills and techniques for developing ethically and culturally appropriate strategies for promoting resilience, optimum development, and wellness across the lifespan. (Program objectives: CMHC # 2; SC # 2-CACREP standard 2.F.3.i)

COUN 605- Counseling Theories

Students will gain foundational knowledge of counseling theories and relevant techniques and become able to apply them to cases. (Program objectives: CMHC #1; SC#1-CACREP standard 2.F.5.a)

COUN608- Counseling Skills

Students will develop essential interview and counseling skills to work effectively with diverse clients through in-person or telehealth modalities in either community or school settings (program objective: CMHC #2 and SC #2-CACREP standard 2.F.5.g)

COUN 632- Family & Couple Counseling

Apply systems theory and systemic and developmentally appropriate assessment and interventions to individuals, couples, and families (program objective: CMHC #2 and SC #2- CACREP standard 2.F.5.b)

COUN 690- Practicum

Demonstrate basic counseling skills in both individual and group counseling (program objective: CMHC #2 and SC #2, CACREP standard 2.F.5.g)

COUN 604- Appraisals and Assessment in Counseling

Students will gain knowledge and skills of psychological tests and assessment useful in CMHC and SC setting (program objective: CMHC#4 and SC#4- CACREP standard 2.F.7.e)

COUN 606- Research and Program Evaluation

Critically evaluate research relevant to the practice of clinical mental health counseling and school counseling (2. F.8.e; Program Objectives-CMHC#4; SC#5- CACREP standard 2. F.8.e)

COUN 607- Group Process

Describe dynamics associated with group process and development (program objective: CMHC #2 and SC #2-CACREP standard 2. F.6.b)

COUN 636- Group Counseling Theory and Practice

Build and practice key characteristics and functions of effective group leaders (program objective: CMHC #2 and SC #2-CACREP standard 2. F.6.d)

COUN 629- Multicultural Counseling

Students will be able to understand multicultural and social justice competencies (CMHC program objective #1, SC Program Objective #1-CACREP standard 2.F.2.b)

COUN 663- Career Counseling & Development

Students will develop skills and techniques for developing ethically and culturally relevant strategies for addressing the career development of diverse clients. (Program objectives: CMHC #1; SC # 1- CACREP standard 2.F.4.j)

CMHC

COUN 609- Differential Diagnosis of Maladaptive Behavior

Students will apply the DSM-5 and ICD-10-CM to counseling with attention to differential diagnosis, co-occurring disorders, cultural formulation, and distinction in developmentally appropriate normal and not normal distress (CACREP standard 5.C.2.d; Program Objective CMHC# 4)

COUN 610-Introduction to Clinical Mental Health Counseling

Students will understand the roles and settings of clinical mental health counselors.

(CACREP standard # 5. C.2.a; Program Objective CMHC # 4)

COUN 686- Case Conceptualization and Treatment Planning in Counseling

Develop and apply Case Conceptualization and Treatment Planning to a wide range of mental health and substance use disorders.

(CACREP standard #5.C.1.C; Program Objective-CMHC#2)

SC

COUN 616- Counseling, Consultation, Referral, and Resources in Schools

Students will acquire skills and techniques for advocating for the needs of diverse students and provide leadership in initiating systemic change. (CACREP standard **5.G.2.a**; Program objectives: SC#5)

COUN 627- Consultation and Management of Developmental School Counseling Programs

Students will gain knowledge and develop skills to work with the diverse student population and develop interventions that promote student's academic, career, and social-emotional development (CACREP standard **5. G. 3. d**; Program objective SC # 2)