Report for Ed.M. Program in School Counseling

Introduction: CACREP Data Points

The first section presents recent data from the Program in School Counseling 2017 Vital Statistics Report. These four data points are:

1. Combined total number of graduates from Summer 2016, Fall 2016, and Spring 2017: 9

2. Completion rate of students in the past year: 69%

Please note the following cited from the CACREP 2017 Vital Stats Report: “A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. If you admit both full-time and part-time students into the program, you may have two completion rates based on differences between full-time and part-time students' expected time from admission to graduation. If this is the case, your program's completion rate is the average of the full-time student completion rate and the part-time student completion rate”.

3. Percentage passing licensure in the past year: 75%

4. Average employment rate: 90%

Section 1: Program Learning Goals

Program in School Counseling faculty offer a variety of didactic and experiential courses and activities to prepare culturally aware professional school counselors. Consistent with the program mission, the following eight measurable objectives were developed to ensure that program graduates achieve school counseling competencies needed to work with pre-K through 12th grade students in a culturally and linguistically diverse society, with specific attention to the diverse landscape of the state of New Jersey. Program objectives are assessed using feedback and program evaluations from faculty, current and former students, and supervisors. The employment history and professional activities of former students are used to assess program objectives, determining if graduates are successfully working as professional school counselors in New Jersey school settings.

With ongoing review and evaluation, the program faculty agreed to collapse the 13 previous program objectives into 5 comprehensive and measurable program objectives that guide the curriculum and program outcomes. Program objectives in the School Counseling program are based on the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards, the
American School Counseling Association (ASCA) National Standards and School Counselor Competencies.

Program Objectives

School Counseling graduates will:

- Develop a professional identity that demonstrates foundational knowledge and skills necessary for success as professional school counselors.

- Possess the knowledge and skills needed to perform a range of school counselor responsibilities (i.e., counseling, coordinating, consulting).

- Demonstrate capacity and skills for empowering students, families and communities and adhere to ACA and ASCA ethical standards in their roles as leaders, advocates, and consultants.

- Demonstrate the skills needed to coordinate a comprehensive, developmental school counseling program (i.e., foundation, management, delivery, accountability) using a data driven model to address academic, career and social-emotional development of K-12 students.

- Demonstrate sensitivity to socio-cultural factors that affect help-seeking behaviors and develop culturally appropriate counseling practices informed by counseling research.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Primary Course</th>
<th>Assessments</th>
<th>Assessed By</th>
<th>Time-Line</th>
<th>Relevant CACREP Core Area Standard</th>
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<tbody>
<tr>
<td>1</td>
<td>15:297:501</td>
<td>Reflection Paper</td>
<td>Instructor</td>
<td>Semester 1</td>
<td>2.F.1.c., e. 2.F.2.e.</td>
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<td></td>
<td>15:297:512</td>
<td>Field Study Observation</td>
<td>Instructor</td>
<td>Semester 4</td>
<td>2.F.1.b.,c.,d. 2.F.8.b.,c.,e.,j.</td>
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<td>15:297:627</td>
<td>Supervision</td>
<td>Instructor</td>
<td>Semester 3</td>
<td>2.F.1.d.,e.,f.,g.,k. 2.F.2.c.,e.,g.,m.</td>
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<td>2</td>
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<td>Mock Counseling</td>
<td>Instructor</td>
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<td>2.F.2.a.,d. 2.F.5.a.,b.,d.,f.,g.,n.</td>
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<td>Semester 2</td>
<td>2.F.6.a.,b.,c.,d.,e.,g.</td>
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<td>15:297:628</td>
<td>Site Supervisor’s Evaluations</td>
<td>Site Supervisors</td>
<td>Semester 3 &amp; 4</td>
<td>2.F.2.b.,c.,d.,e.,j 2.F.3.a.,f.,g.,h. 2.F.4.a.,h. 2.F.5.g.</td>
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<td>3</td>
<td>15:297:508</td>
<td>Family Observation Paper, Mock Family Genogram Paper; Mock Family Genogram Paper Presentation; Class Participation and Skill</td>
<td>Instructor</td>
<td>Semester 1</td>
<td>2.F.2 a-h, 3a, 3f, 5b; F1 e, I, 8 a, b, f, j; Section 5G: 2b, 3h</td>
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<td>15:297:627</td>
<td>Comprehensive Data-Driven School Counseling Program Seminar Discussion</td>
<td>Instructor</td>
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<td>2.F.7.a-m. 2.F.8.a-j.</td>
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<td>Capstone Experience</td>
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<td>Semester 3 &amp; 4</td>
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<td>Instructor</td>
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The Program in School Counseling curriculum consists of curricular experiences and demonstrated knowledge in eight common core areas and is required of all students. Curricular experiences and demonstrated knowledge are integrated throughout the coursework and training experiences. Each area is identified below along with the courses and experiences that are designed to provide the knowledge base required in each of the common core areas.

| 15:297:501 | X | X | X | X | X | X |
| 15:297:505 | X | X | X | X | X | X |
Section 2: Plans for Current Academic Year

Section 2A. Closing-the-loop activities proposed last year.

Recommendation 1: Provide a professional development opportunity

Recommendation 2: Continue to provide a professional development workshop on higher education advisement

Recommendation 3: Implement a professional development workshop on program development for interns and site supervisors

Section 2B. Plans for implementing the closing-the-loop activities.

Action Item for Recommendation 1: The school counseling faculty arranged two professional workshop series with the TLC for Responding Grief and Loss in School in the Fall of 2016 and Suicide Awareness Workshop in the Spring of 2017.
Action Item for Recommendation 2: The school counseling faculty has provided individualized-advising for current and incoming students at the beginning and/or end of each semester and discuss students’ career plans after graduation. Also, program faculty encouraged students to engage in professional development activities, which include attending conferences and seeking out mentors in school counseling field.

Action Item for Recommendation 3: The school counseling faculty invited the New Jersey Counseling Association and the New Jersey School Counseling Association in the Spring of 2017. The purpose of these meetings was to introduce professional counseling organizations for students in practicum and internship courses, to learn job seeking strategies, and to develop networking with professionals. We received very positive feedback from students about these events.
Section 3: Program Syllabi

Syllabi include the learning goals and specification of how that course meets the learning goals, align with the CACREP standards. Also, each syllabus reflects any changes needed to be made to syllabi as part of closing-the-loop activities. PTLs are provided with a syllabus that clearly identifies the learning goals they are to teach to students in their assigned courses.

Section 4: Methods

Section 4A, Measure: Systemic formal evaluations of student progress are an important part of the Program in School Counseling. Program faculty engage in an on-going and systemic process of student assessment to ensure overall program quality through (1) the admission of quality students, and (2) ensuring admitted and enrolled students obtain the requisite skills and knowledge throughout their program of study. The following figure describes the overall process of student assessment.

As per CACREP accreditation guidelines, the program evaluation process involved three surveys (i.e. the Employer Survey of Former Graduate Student, the Site Supervisor Perspective on the School Counseling Internship Experience, and the School Counseling Graduates Survey). The Program in School Counseling implements three surveys for its evaluation: The School Counseling Graduates Survey, the Employer Survey of Former Graduate Students, and the Site Supervisor Perspective on the School Counseling Internship Experience.

In addition to the three surveys, school counseling students complete pre-Internship self-assessment and Capstone project, which is an action research paper in the Internship course. The paper includes: (1) a review of literature identifying and contextualizing the stated problem (focus) and empirically supported interventions (if any), and (2) tailored recommendations for site consideration, including budget(s) necessary for implementation, time-lines, evaluation criteria and corresponding surveys.
Rutgers University was approved as a site to administer the National Counselor Exam (NCE) as part of the National Certified Counselor (NCC) certification. The first administration of the NCE occurred on October 18, 2014, the second occurred on April 18, 2015, and the third occurred on April 16, 2016. This year, we will administer the exam on April 22, 2017. Our examinee mean test scores were on average higher in comparison to other national professional scores, as reported by the National Board for Certified Counselors (NBCC).

**Section 4B, Standards:** Student progress is monitored and evaluated with regard to academic, ethical and professional performance according to CACREP core standards, ACA, and ASCA. Students are expected to demonstrate knowledge in the eight common core areas for school counseling. Acquisition of knowledge is based on course grades, observation of experiences, feedback and evaluations from on-site supervisors from practicum and internship. Faculty meet to discuss student progress mid-semester of the first fall semester. Students must maintain a minimum of a “B” in the core courses and an overall “B” average in the first semester to begin practicum in the spring of their first academic year. Students must receive faculty approval before beginning practicum and internship. A minimum average of “B” and satisfactory evaluations in practicum are required to apply for internship.

**Section 4C, Procedure:** Students are evaluated during their practicum experience and in their 2nd year during the internship. Overall academic performance in course work and clinical experiences are assessed. Additionally, program faculty sends out the three surveys (the Employer Survey of Former Graduate Student, the Site Supervisor Perspective on the School Counseling Internship Experience, and the School Counseling Graduates Survey) through the School Counseling Listserv and Site Supervisor Listserv. Also, students complete the self-assessment and capstone project during the Internship courses.

**Section 5: Results and Discussion**

**Section 5A, Results:** Survey data results are included in the addendum to the self-study.

**Section 5B, Discussion:** Systemic evaluations of student progress are continuously measured throughout the counseling program and also follow-up surveys conducted for school counseling graduates.

**Section 5C, Sharing:** Sharing will take place in program faculty meetings, and will include meetings with PTLs. The program coordinator also will email this report to program faculty.
Section 6: Plan for Closing the Loop in the Next Academic Year

For further closing of the loop in the next academic year, three specific targets of improvement for 2017-2018 are warranted by these results.

First, program faculty will continue to engage students in professional development activities to enhance their professional skill and identity.

Second, students have expressed their interests to gain the Licensed Professional Counselor (LPC). School counseling faculty is considering the ways of offering four additional courses to meet the LPC requirement.

Third, the program will offer the NCE exam to students again and talk with students about the process.