



Ed.M. Program in School Counseling Program Evaluation Outcomes Report – Fall 2021

We begin this annual program evaluation outcomes report with several tables showing the alignment of our program objectives with the CACREP Standards, the alignment of our key assignments and evaluations with the CACREP Standards, the alignment of our key assignments and evaluations with our selected KPIs, and our assessed counselor dispositions. With our objectives and alignments to ground us, and in accordance with CACREP Standard 4.D, this report includes a summary of the program evaluation results, including Student Learning & Disposition Data Results **(1)**, Survey Data Results **(2)**, and Demographic Data Results **(3)**. Additionally, we include Subsequent Program Modifications **(4)** and Other Substantial Program Changes **(5)**.

Program Objectives Aligned to CACREP Standards

Rutgers GSE School Counseling Program Learning Objectives	CACREP CORE and SPECIALTY AREAS								
	2.F.1.	2.F.2.	2.F.3.	2.F.4.	2.F.5.	2.F.6.	2.F.7.	2.F.8.	5.G.
1. Develop a professional identity that demonstrates foundational knowledge and skills necessary for success as professional school counselors.	X	X	X	X	X	X	X	X	X
2. Possess the knowledge and skills needed to perform a range of school counselor responsibilities (i.e., counseling, coordinating, consulting).	X	X	X	X	X	X	X	X	X
3. 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.	X	X	X		X			X	X
4. 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.	X	X	X	X	X	X	X	X	X
5. Demonstrate sensitivity to socio-cultural factors that affect help-seeking behaviors and develop culturally appropriate counseling practices informed by counseling research.		X	X		X			X	X

CACREP Common Core Foundational Areas of Professional Counseling Identity:

- 2.F.1. Professional Counseling Orientation and Ethical Practice
- 2.F.2. Social and Cultural Diversity
- 2.F.3. Human Growth and Development
- 2.F.4. Career Development
- 2.F.5. Counseling and Helping Relationships
- 2.F.6. Group Counseling and Group Work
- 2.F.7. Assessment and Testing
- 2.F.8. Research and Program Evaluation

CACREP Specialty Area:

- 5.G. School Counseling



Key Assignments Aligned to CACREP Standards

KEY ASSESSMENT	2.F.1.	2.F.2.	2.F.3.	2.F.4.	2.F.5.	2.F.6.	2.F.7.	2.F.8.	5.G.
Counseling Skills Exam	d, e, i	a, b, c, d, e, f, g, h	a, c, e, f, h, i		a, b, c, d, f, g, h, j, n				
Multi-Tiered System of Support (MTSS) Assignment		a, e, h	a, b, e, f, i		b, g, h, i, j	a, b, c, e, f, g	e, f, i, j, m	a, b, c, d, e	1.b, d, e; 2.a, b, g, k; 3.b, c, d, f, h, i, k, l, n, o
Capstone 1 Assignment		a, b, c, d, e, f, g, h	a, e, f, i		a, b, c, d, g, h, i, j, n			a, b, e	1.b, d; 2.g, k, n; 3.c, d, f, h, i, k
Capstone 2 Assignment	e, f, i	a, b, c, d, e, h	a, b, c, e, f, g, h, i		a, b, c, d, e, f, g, h, i, j, k, l, m, n		e, f, g, h, i, j, m	a, b, c, d, e, f, g, h, i, j	1.a, b, d; 2.a, b, c, d, e, f, g, h, i, j, k, l, m; 3.a, b, c, d, e, f, g, h, i, j, k, l, m, n, o
Knowledge, Skills, and Values (KSV)	b, c, d, e, f, g, h, i, j, k, l, m	a, b, c, d, e, f, g, h	b, c, d, e, h, i	a, h, j	a, b, d, e, f, g, h, i, j, k, l, m	a, c, g	a, b, e, f, g, h, i, j, k, l, m	a, b, c, d, e, f, g, h, i, j	1.d; 2.a, b, d, e, f, k, m, n; 3.a, b, c, d, i, j, k, l, m, n
Counselor Perceptual Rating Scale (CPRS)		c, e, f, h	h, i		b, f, g, i	d			
Site Supervisor Evaluation - Practicum and Internship Versions	b, c, d, e, i, k, m	a, b, c, d, e, f, g, h	a, b, c, e, f, i	a, b, c, e, f, h, i, j	b, d, e, f, g, i, n	d, e, f, g	a, b, c, d, e, f, g, h, j, k, l, m	a, b, c, e, g, h, i, j	2.a, d, j, k; 3.e, l
Site Supervisor Evaluation - Practicum Version ONLY	a, b, c, d, e, i, l, m	a, b, c, d, e, f, g, h			a, b, c, e, f, h, i, j, l, m, n	d, g, h			2.a, b, d, k, l, m, n; 3.d, f
Site Supervisor Evaluation - Internship Version ONLY	a, b, c, d, e, g, i, m	a, b, c, d, e, f, g, h	a	a	a, b, d, g, j	a, b, d, e, g	e, h, m	a, b, c, e, f, i, j	1.b; 2.g, k, m, n; 3.l



Key Performance Indicators (KPIs) Assessed by the Program

CACREP STANDARD	KPI	KNOWLEDGE OR SKILL	ALIGNED KEY ASSIGNMENTS
1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	2.F.1.i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Skill	Counseling Skills Exam, Capstone 2 Assignment, KSV, and Site Supervisor Evaluation
2. SOCIAL AND CULTURAL DIVERSITY	2.F.2.h: Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Skill	Counseling Skills Exam, MTSS Assignment, Capstone 1 Assignment, Capstone 2 Assignment, KSV, CPRS, and Site Supervisor Evaluation
3. HUMAN GROWTH AND DEVELOPMENT	2.F.3.i: Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Skill	Counseling Skills Exam, MTSS Assignment, Capstone 1 Assignment, Capstone 2 Assignment, KSV, CPRS, and Site Supervisor Evaluation
4. CAREER DEVELOPMENT	2.F.4.a: Theories and models of career development, counseling, and decision making	Knowledge	KSV and Site Supervisor Evaluation
5. COUNSELING AND HELPING RELATIONSHIPS	2.F.5.g: Essential interviewing, counseling, and case conceptualization skills	Skill	Counseling Skills Exam, MTSS Assignment, Capstone 1 Assignment, Capstone 2 Assignment, KSV, CPRS, and Site Supervisor Evaluation
6. GROUP COUNSELING AND GROUP WORK	2.F.6.f: Types of groups and other considerations that affect conducting groups in varied settings	Knowledge	MTSS Assignment and Site Supervisor Evaluation
7. ASSESSMENT AND TESTING	2.F.7.f: Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Knowledge	MTSS Assignment, Capstone 2 Assignment, KSV and Site Supervisor Evaluation
8. RESEARCH AND PROGRAM EVALUATION	2.F.8.a: The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Knowledge	MTSS Assignment, Capstone 1 Assignment, Capstone 2 Assignment, KSV, and Site Supervisor Evaluation
SPECIALTY AREA: SCHOOL COUNSELING	5.G.2.a: School counselor roles as leaders, advocates, and systems change agents in P-12 schools	Knowledge	MTSS Assignment, Capstone 2 Assignment, KSV, and Site Supervisor Evaluation



Counselor Characteristics and Dispositions for Effective Practice

General Dispositional Category	Dispositions	KSV Rubric Component
Ethics & Legal Standards	Abides by Standards of Legal and Ethical Practice	V.1. Abides by ACA ethical and legal standards in assessment, practice, and research.
Cross-Cultural Competencies	Respects and appreciates individual and cultural differences, talents, and perspectives.	V.2. Appreciates individual, cultural, and linguistic differences and demonstrate respect for diverse talents and perspectives.
Positive Regard	Values and creates a positive climate and serves as a role model.	V.3. Establishes a positive climate for change and serves as positive role models and change agents.
Commitment to Personal and Professional Growth as a Counselor	Is committed to personal and professional growth	V.4. Commits to continual personal and professional growth and competence.
Genuineness and Empathy	Expresses and affirms an ethic of caring for all people.	V.5. Affirms an ethic of caring for all people.
General Dispositional Category	Dispositions	CPRS Scale
Self-Regulation and Adaptability	Is flexible and engaging with others	Perception of Self
Practices Professional Behavior	Sees others as capable and worthy of respect.	Perceptions of Others
Positive Regard	Warm and accepting of others	Perception of Purpose
Genuineness and Empathy	Shows interest in others and is interested in their thoughts and feelings	Frame of Reference
General Dispositional Category	Dispositions	Site Supervisor Evaluation Component
Practices Professional Behavior	Dependable, prepared and able to work independently and cooperatively, developing a professional identity	Section 1: Professionalism (All) Section 6: Clinical Practice Overall Assessment (POC4, POC8, IC6, IC7)
Self-Regulation and Adaptability	Self-regulated and self-aware, open to feedback and able to adjust	Section 2: Personal Characteristics (All) Section 6: Clinical Practice Overall Assessment (POC5)
Genuineness and Empathy	Genuine interest in students and ability to develop a caring working relationship	Section 3: Attitude Toward Students (ATS1-4) Section 4: Counseling Skills (CS1) Section 6: Clinical Practice Overall Assessment (POC1, POC2)
Cross-Cultural Competencies	Ability to work with diverse populations; ongoing development of cultural competencies.	Section 3: Attitude Toward Students (ATS5) Section 6: Clinical Practice Overall Assessment (POC6, IC2)
Ethics & Legal Standards	Abides by Standards of Legal and Ethical Practice	Section 4: Counseling Skills (CS2) Section 6: Clinical Practice Overall Assessment (POC9, IC4)



1. Student Learning & Disposition Data Results

Key Assignments / Evaluations assessing student knowledge, skills and professional dispositions, and aligned to the program’s objectives, CACREP Standards, and KPIs from the 2020-2021 academic year include:

1. Counseling Skills Exam
2. Multi-Tiered Systems of Support (MTSS) Course Assignment
3. Capstone 1 Course Assignment
4. Capstone 2 Course Assignment
5. Site Supervisor Evaluation
6. Knowledge, Skills and Values (KSV) Assessment (Faculty)
7. Knowledge, Skills and Values (KSV) Student Self-Assessment
8. Counselor Perceptual Rating Scale (CPRS) Student Self-Assessment

The following tables summarize the ability of students to meet student learning and dispositional benchmarks for satisfactory progress in the School Counseling program. Note that items 7 and 8 above are self-assessments which provide program faculty with important information about students’ perceptions of their knowledge, skills, and dispositions, however their scores are not included in the tables below. Only faculty assessment of students’ knowledge, skills, and dispositions are reviewed when determining if students have met benchmarks.

Ability of Students to Meet Student Learning and Dispositional Benchmarks

Key Assignments	# Met Benchmark for Satisfactory Progress	# Did Not Meet Benchmark for Satisfactory Progress	Maximum Score	Assignment Average Score for Satisfactory Progress	Comments
Counseling Skills Exam	9	1	100%	80%	One student scored a 75%.
Multi -Tiered Systems of Support (MTSS) Course Assignment	9	0	4.0	2.5	
Capstone 1 Course Assignment	6	1	4.0	2.5	One student had an average score of 2.0.
Capstone 2 Course Assignment	8	0	4.0	2.5	

Key Evaluations / Assessments	# Met Benchmark for Satisfactory Progress	# Did Not Meet Benchmark for Satisfactory Progress	Maximum Score	Year 1 Assessment Average Score for Satisfactory Progress	Year 2 Assessment Average Score for Satisfactory Progress
Knowledge, Skills, and Values (KSV) Assessment (Practicum)	8	0	3.0	2.0	
Knowledge, Skills, and Values (KSV) Assessment (Internship)	8	0	3.0		3.0
Site Supervisor Evaluation (Practicum Mid-semester)	8	0	5.0	2.0	
Site Supervisor Evaluation (Practicum - Final)	8	0	5.0	2.0	



Site Supervisor Evaluation (Internship 1)	8	0	5.0		3.0
Site Supervisor Evaluation (Internship 2)	8	0	5.0		3.0

Student Learning and Dispositional Assessments	# Met Benchmark for Satisfactory Progress	# Did Not Meet Benchmark for Satisfactory Progress	Maximum Score	Year 1 Assessment Average Score for Satisfactory Progress	Year 2 Assessment Average Score for Satisfactory Progress
Knowledge, Skills, and Values (KSV) Assessment (Practicum) - <i>Values Section</i>	8	0	3.0	2.0	
Knowledge, Skills, and Values (KSV) Assessment (Internship) - <i>Values Section</i>	8	0	3.0		3.0
Site Supervisor Evaluation (Practicum Mid-semester) - <i>Selected Items</i>	8	0	5.0	2.0	
Site Supervisor Evaluation (Practicum - Final) - <i>Selected Items</i>	8	0	5.0	2.0	
Site Supervisor Evaluation (Internship 1) - <i>Selected Items</i>	8	0	5.0		3.0
Site Supervisor Evaluation (Internship 2) - <i>Selected Items</i>	8	0	5.0		3.0

Almost all students in the School Counseling program in 2020-2021 met all assessment benchmarks for satisfactory progress. Students are assessed by course instructors (which may include non-core faculty), core program faculty, and school-based site supervisors, providing multiple perspectives on the students. All assignments and evaluations are aligned to program objectives, CACREP Standards, and KPIs, and as such the program faculty feel confident that meeting the benchmarks is a strong indication that student knowledge, skills and dispositions are where they need to be during and at completion of the program. In two cases, students did not meet the benchmark for a particular assignment. One student scored 75% on the Counseling Skills Exam, below the 80% threshold, taken typically during the first semester of the program. This student was monitored throughout the rest of the year, given the lower-than-expected score on this exam. Another student did not meet the benchmark score for the Capstone 1 assignment, and had an average score of 2.0, below the 2.5 threshold. This student received additional support including another formal evaluation from their site supervisor during the year.

2. Survey Data Results –

Surveys were administered in the 2019-2020 academic year and will next be administered in 2021-2022. Surveys scheduled to be administered include to: Site Supervisors, Alumni, and Employers of Alumni. We will also send our End of Program Survey to graduates upon completion of the program.

3. Demographic Data Results

School counseling student data is collected from the point of admission, during the program, and at completion to identify any potential bias in our procedures. Part of our program mission has been to increase the recruitment and enrollment of diverse individuals to join our school counseling cohorts to reflect the student body in New Jersey. Expanding on this goal, we continue to work with the Rutgers Graduate School of Education recruitment and marketing team to explore other avenues to encourage potential students from diverse backgrounds to apply to our program, which we see as central to our mission.



Demographics of Applicants by Admissions Outcome and Year – Gender

Gender	Fall 2020
Female	37
Admitted, Accepted Admissions Offer	8
Admitted, Deferred Admission	1
Admitted, Did Not Accept Admissions Offer	5
After Deferral, Did Not Accept Admissions Offer	1
Denied Admission	2
Withdrew Application Prior to Admissions Decision	20
Male	7
Admitted, Accepted Admissions Offer	1
Admitted, Did Not Accept Admissions Offer	1
Denied Admission	2
Withdrew Application Prior to Admissions Decision	3
Grand Total	44

Demographics of Applicants by Admissions Outcome and Year – Race/Ethnicity

Race/Ethnicity	Fall 2020
Asian (Non-Citizen)	3
Admitted, Did Not Accept Admissions Offer	2
Withdrew Application Prior to Admissions Decision	1
Asian (Permanent Resident)	1
Admitted, Accepted Admissions Offer	1
Black or African American	8
Admitted, Accepted Admissions Offer	1
Admitted, Deferred Admission	1
Admitted, Did Not Accept Admissions Offer	1
Withdrew Application Prior to Admissions Decision	5
Hispanic or Latino	6
Admitted, Accepted Admissions Offer	2
Admitted, Did Not Accept Admissions Offer	1
Denied Admission	1
Withdrew Application Prior to Admissions Decision	2
White (Permanent Resident)	1
Withdrew Application Prior to Admissions Decision	1
White or Caucasian	25
Admitted, Accepted Admissions Offer	5
Admitted, Did Not Accept Admissions Offer	2
After Deferral, Did Not Accept Admissions Offer	1
Denied Admission	3
Withdrew Application Prior to Admissions Decision	14
Grand Total	44



Demographics of New Students by Starting Term – Gender

Gender	Fall 2020
Female	8
Male	1
Grand Total	9

Demographics of New Students by Starting Term – Race/Ethnicity

Race/Ethnicity	Fall 2020
Asian (Permanent Resident)	1
Black or African American	1
Hispanic or Latino	2
White or Caucasian	5
Grand Total	9

Demographics of Graduates by Year – Gender

Gender	Spring 2021
Female	5
Male	3
Grand Total	8

Demographics of Graduates by Year – Race/Ethnicity

Race/Ethnicity	Spring 2021
Black or African American	1
Hispanic or Latino	3
Multiracial or Biracial	1
White or Caucasian	3
Grand Total	8

Application Data Tables

In general, the School Counseling Program attracts significantly more female than male applicants. Of the male applicants accepted in 2020, 50% enrolled in the program. During the same time period, female applicants make up approximately 84% of applications, and 53% of accepted female students enrolled in the program. White students make up 57% of those who applied and 47% of those accepted into the program in 2020.

Enrollment Data Tables

During 2020, 53% of female and 50% of male students who were accepted enrolled in the program. Based on race and ethnicity data, 63% of accepted White students enrolled. During this same period, 44% of accepted students of color went on to enroll.



Graduate Data Tables

As would be expected based on enrollment, most of our program graduates in Spring 2021 are female – 63%. Graduates identified as a person of color represented 63% of our graduates in Spring 2021. We see student diversity and supporting program completion of our BIPOC students as central to achieve our mission and program objectives.

Enrollment and Graduation Trends

In 2019, of the ten students that started the program, one White woman and one Hispanic/Latino man were part-time students. The female student transferred into the GSE's counseling psychology program after the first semester. The male student remains enrolled and is anticipated to graduate in Spring 2022. The remaining eight students who started the program in 2019 graduated in Spring 2021. In 2020, of the nine students that started the program, one Hispanic/Latino female and one White male were part-time students. The male student transferred into the GSE's administration and supervision program after the first semester. The female part-time student is expected to graduate in Spring 2023, while the remaining (full-time) students are on track to graduate in Spring 2022. In general, BIPOC students who start our program have a high probability of completing it, with all who started the program either graduating or still in the program.

4. Subsequent Program Modifications

Below we describe two program modifications that went into effect during the 2020-2021 academic year.

Introduction to Assessment, Applied Statistics, and Research Course and the MTSS Assignment

Several years ago, the program had limited evidence of student competency around assessment skills and the program coordinator was regularly receiving negative student feedback regarding the efficacy of the assessment course. To assure student learning and development of assessment and research skills, and to address student concerns, the course was redeveloped for Fall 2019 and revised further, based on student outcomes and feedback, for Fall 2020. These changes represent a fundamental shift from knowledge attainment to the application of skills necessary to effectively employ assessment in the counseling process. To this end, one of the new assignments in the Assessment course was the Multi-Tiered Systems of Support (MTSS) Assignment, which was designed as a culminating assessment of student learning.

Knowledge, Skills, and Values (KSV) Assessment Revisions

The *Knowledge, Skills, and Values (KSV)* assessment is completed by students and faculty at the end of each year. It was originally a 2-point scale with options of Does Not Meet or Meets Expectations for each item. The limited options led to almost universal outcomes of Meets Expectations across all items for both students and faculty. This lack of variation in results was not particularly helpful in assessing individual student growth or attainment of program learning objectives. A 3-point scale with options of Does Not Meet, Progressing Toward, and Meets Expectations was used for the faculty assessment in Spring 2021 to gather more nuanced information.

5. Other Substantial Program Changes

There were no other substantial program changes made during the 2020-2021 academic year.