Fall 2023
Program Evaluation Outcomes Report for the Ed.M. Program in School Counseling

Rutgers, The State University of New Jersey – New Brunswick
Graduate School of Education (GSE)

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Program Learning 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 Assessments 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.
Mock Counseling Video Assignment		a, c, f, h	h, i	a, b, j	d, f, g, i				3.f, h
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 ASSESSMENTS
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	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	Mock Counseling Video Assignment, 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	Mock Counseling Video Assignment, 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	Mock Counseling Video Assignment, KSV and Site Supervisor Evaluation
5. COUNSELING AND HELPING RELATIONSHIPS	2.F.5.g: Essential interviewing, counseling, and case conceptualization skills	Skill	Mock Counseling Video Assignment, 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 and 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 and Legal Standards	Abides by Standards of Legal and Ethical Practice	Section 4: Counseling Skills (CS2) Section 6: Clinical Practice Overall Assessment (POC9, IC4)

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Student Learning & Dispositional 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 2022-2023 academic year include:

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

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 6 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
Mock Counseling Video Session (MCVS) Course Assignment	8	0	4.0	2.5	One student did not submit the assignment in LiveText
Multi-Tiered Systems of Support (MTSS) Course Assignment	8	1	4.0	2.5	One student's average score was 2.0
Capstone 1 Course Assignment	6	0	4.0	2.5	
Capstone 2 Course Assignment	6	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	Comments
KSV Assessment (Part-time Student)	1	0	4.0	2.0		
KSV Assessment (Practicum)	7	0	4.0	2.0		
KSV Assessment (Internship)	6	0	4.0		3.0	
CPRS Assessment (Part-time Student)	1	0	7.0	3.0		
CPRS Assessment (Practicum)	6	1	7.0	3.0		
CPRS Assessment (Internship)	6	0	7.0		5.0	
Site Supervisor Evaluation (Practicum Mid-semester)	7	0	5.0	2.0		
Site Supervisor Evaluation (Practicum Final)	7	0	5.0	2.0		
Site Supervisor Evaluation (Internship 1)	3	0	5.0		3.0	No evaluation for three students
Site Supervisor Evaluation (Internship 2)	6	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	Comments
KSV Assessment - *Values Section* (Part-time Student)	1	0	4.0	2.0		
KSV Assessment - *Values Section* (Practicum)	7	0	4.0	2.0		
KSV Assessment - *Values Section* (Internship)	6	0	4.0		3.0	
CPRS Assessment (Part-time Student)	1	0	7.0	3.0		
CPRS Assessment (Practicum)	6	1	7.0	3.0		One student's average score was 2.5
CPRS Assessment (Internship)	6	0	7.0		5.0	
Site Supervisor Evaluation - *Selected Items* (Practicum Mid-semester)	7	0	5.0	2.0		
Site Supervisor Evaluation - *Selected Items* (Practicum Final)	7	0	5.0	2.0		
Site Supervisor Evaluation - *Selected Items* (Internship 1)	3	0	5.0		3.0	No evaluation for three students
Site Supervisor Evaluation - *Selected Items* (Internship 2)	6	0	5.0		3.0	

Students are assessed by core program faculty, course instructors, and school-based site supervisors, providing multiple perspectives on the students' progress and development through the program. 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 students' knowledge, skills and dispositions meet program expectations during and at completion of the program. Almost all students in the School Counseling program in 2022-2023 met all assessment benchmarks for satisfactory progress.

Key Assignments
The first of the three tables above include data for the four key course-based assignments collected during 2022-2023: the *Mock Counseling Video Session (MCVS)*, *Multi-Tiered Systems of Support (MTSS)* and two *Capstone* assignments. One student did not submit the MCVS assignment in LiveText, the assessment platform used by the GSE. The faculty member who taught this course has since left the University, before identifying that a key assignment was not submitted/scored. One student scored below the benchmark for satisfactory progress of 2.5 on the MTSS Assignment, with an average score of 2.0 across rubric components. She transferred into another program at the GSE prior to the end of the semester, so no additional action was taken. All students met the benchmarks set for the two Capstone key course assignments, completed during the second/final year of the program. Collectively, the four key assignments assess student knowledge and skills aligned to all Program Learning Objectives and all CACREP Standards over the course of the program.

Key Evaluations/Assessments
The three key evaluations/assessments are the *Knowledge, Skills, and Values (KSV) Assessment*, *Counselor Perceptual Rating Scale (CPRS) Assessment*, and *Site Supervisor Evaluation (SSE)*, with data presented in the second of the three tables above. The KSV, CPRS, and SSE assessments are used by the School Counseling program, faculty, and site supervisors to assess each students' counseling behaviors, attitudes, and ability to be effective in the role of a professional school counselor. The KSV is scored by core faculty who teach the Practicum and Internship courses annually. It is also scored by core faculty for part-time students who are not in either of the previously mentioned courses. All Practicum, Internship, and part-time students met the benchmark for the KSV. Like the KSV, the CPRS is scored by core faculty who teach the Practicum and Internship courses annually and is also scored by core faculty for part-time students. One Practicum student scored below the 3.0 benchmark, with an average score of 2.5. The student was given support by the faculty through advisement and close supervision by their faculty advisor, and faculty and site supervisor during Internship the following semester. All students met the benchmarks set for the SSE, which is scored by the student's site supervisor. A site supervisor responsible for supervision of three students went out on emergency medical leave and did not submit their Internship 1 SSEs. Without this data available, the faculty reviewed data from the Internship 1 mid-semester SSE for the three students, and all students had met the benchmark for Internship 1 at the midway point of the semester. They each continued at their site placements in the spring semester and continued to meet or exceed the benchmark for Internship 2. The KSV, CPRS, and SSE serve as valuable tools that provide data on students' counseling status and progress as it pertains to their attitudes, behaviors, and skills as effective helpers.

Dispositional Assessments
The final table above contains dispositional data taken from the three key evaluations/assessments. This includes the *Values* section of the KSV, the entire CPRS, and selected items of the SSE. Further details about the assessed dispositions and how they are captured on these three evaluations can be found in the Counselor Characteristics and Dispositions for Effective Practice table earlier in this report. When

isolating the *Values* section of the KSV, across all cohorts, nine students' average scores were higher than on the full KSV, two students' scores were slightly lower, and three students' average score was the same. While all students met the benchmark, two Practicum students and two Internship students' averages were the benchmark exactly. The CPRS in full is used as a key assessment/evaluation and a dispositional assessment. Thus, again, all but one Practicum student scored at or above the benchmark. Upon review of selected dispositional items of the SSE, all Practicum and Internship students exceeded the benchmarks as scored by their site supervisors. Students meeting the program's dispositional benchmarks indicates the ability to demonstrate key characteristics important to being a helping professional, and that they understand their ethical, legal, and professional role as a school counselor.

Survey Data Results

During the 2022-2023 academic year, surveys were administered to Site Supervisors, Alumni, and Employers of Alumni. The End of Program Survey was also sent to May 2023 graduates as they neared completion of the program. What follows is a summary of findings that may inform program and curricular decisions as a result of these four surveys.

Site Supervisor Survey Results

The purpose of the 2023 Site Supervisor Survey was to collect feedback about the experience serving as a site supervisor. The survey was sent to 14 site supervisors from the 2022-2023 academic year. Twelve responded (including an incomplete response) for an 86% response rate. Of the respondents, four supervised Practicum students, seven supervised Internship students, and one supervised both Practicum and Internship students.

The majority of site supervisors felt they provided positive Practicum and Internship experiences, and that GSE students were prepared and had a positive impact on P-12 students. Most site supervisors had an excellent experience with GSE student(s). When asked how Rutgers GSE could better support site supervisors, some suggestions included: providing professional development opportunities for site supervisors as well as providing a digital format for site supervisors to complete paperwork. The faculty will use the information gleaned from this survey to implement future changes in how to better support site supervisors, and has already begun to digitize and automate several processes outlined below in the Subsequent Program Modifications section of this report.

Site supervisor feedback helps program faculty assess if students are meeting the program's learning objectives (PLOs). Overall, this feedback indicates that through their Practicum and Internship experiences, students are developing the knowledge and skills needed for success as professional counselors (PLO 1) and had opportunities to successfully perform a range of school counselor responsibilities with guidance and support from their site supervisor (PLO 2).

Alumni Survey Results

The 2023 Alumni Survey was sent to the eight graduates from the class of 2021 to gather their 2022-2023 employment information, feedback on their program experience, and their perceptions of their preparation. Four completed the survey for a 50% response rate.

Three alumni reported working as school counselors while one was pursuing graduate or professional school. Those who were working seemed satisfied with their current employment. Alumni generally had positive responses to questions about their coursework, Practicum, Internship, site supervisors and faculty, and would recommend the program to prospective students.

Alumni were asked a series of questions aligned to CACREP Standards, and thus also the PLOs. While responses were generally very positive, alumni indicated they felt they had been least prepared in developing strategies for student academic and personal development (3.25/4), which connects to PLOs 4 and 5. Over the last two years, since this cohort graduated, a series of Case Conceptualization assignments were added to the Counseling Theories course that focused on connecting student needs and issues to theories and interventions. It should also be noted that this cohort moved to virtual

instruction and site placement due to COVID in March of their first year in the program, during Practicum, and virtual programming lasted in a variety of forms through graduation. This impacted their experience of working in schools and being able to connect instruction in class to the normal level of application at their sites. Development of strategies for student academic and personal development will continue to be an area that program faculty will monitor, with the expectation that future surveys will indicate students and alumni feel better prepared for their professional assessment responsibilities.

Employer Survey Results
The intent of the Employer Survey is to collect feedback from those who, in 2022-2023, supervised or employed the program's May 2021 graduates. The distribution list for the Employer Survey is generated in two ways. On the Alumni Survey, graduates are asked to provide the name and contact information for their professional, school-based supervisor, and to indicate their permission for the program to contact the listed person. Additionally, Rutgers GSE reaches out to the New Jersey Department of Education (NJDOE) to request employment information for graduates. The NJDOE can provide this information for graduates who are employed in New Jersey public schools. In total, six of the 2021 graduates were employed during 2022-2023 in a New Jersey public school and the NJDOE provided contact information for the principals of those six schools. Additionally, two alumni provided contact information for their direct supervisor. In response to last year, where no responses were collected on the Employer Survey, this year the survey was sent out earlier in the school year – May 2023, and then again in September 2023. May 2023 was the earliest the survey could be sent based on when the NJDOE is able to provide employment information for program graduates. Unfortunately, this year the Employer Survey received only one response from a professional, school-based supervisor. However, the feedback was positive, stating the graduate's work was beneficial to the P-12 students' academic growth and personal development, met milestones for advancement, and their experience with the GSE graduate was positive. The supervisor indicated that they felt that the graduate was least knowledgeable in using a variety of assessments (PLO 2). The program will continue to explore strategies for increasing response rates on the Employer Survey so that more feedback can be collected and guide program improvement.

End of Program Survey Results
The 2023 End of Program Survey was sent to the six May 2023 graduates at the end of the academic year to collect information about their future employment, their overall satisfaction with the program, and their perceptions of their preparation. This year, the survey was a graduation requirement, yielding a 100% response rate.

At the time the survey was sent out (late April), five students were still figuring out their plans for the next year. They indicated they would like to work in school counseling, while one noted they would be doing something other than school counseling or graduate school.

Students had positive responses to questions about their coursework, Practicum, Internship, site supervisors and faculty. They felt their preparation to be school counselors was effective and would recommend the program to prospective students. They were asked a series of questions aligned to CACREP Standards, and thus also the PLOs. Students indicated feeling most prepared to work with multicultural and diverse people (PLO 5), to use appropriate career counseling theories (PLO 2), and use data to evaluate interventions and programs (PLO 4). Areas where they indicated feeling less prepared

included using a variety of assessments (PLO 2), using counseling interventions for different learning styles (PLO 2), and using data to design and implement curriculum aligned with the school learning environment (PLO 4).

Demographic Data Results

School counseling student data is collected from the point of application, during the program, and at completion to identify any potential bias in the program's procedures. Part of the program's mission has been to increase the recruitment and enrollment of diverse individuals to join the school counseling program to reflect the student body in New Jersey. Expanding on this goal, faculty continue to work with the Rutgers GSE recruitment and marketing teams to explore other avenues to encourage potential students from diverse backgrounds to apply to the program, which is central to the program's mission.

Demographics of Applicants by Admissions Outcome and Year – Gender

Gender	2022
Female	**31**
Admitted, Accepted Admissions Offer	6
Admitted, Did Not Accept Admissions Offer	3
Admitted, Must Prove Financial Ability (International Student)	1
After Deferral, Accepted Admissions Offer	1
After Deferral, Did Not Accept Admissions Offer	1
Denied Admission	10
Withdrew Application Prior to Admissions Decision	9
Male	**9**
Admitted, Accepted Admissions Offer	2
Admitted, Did Not Accept Admissions Offer	1
Denied Admission	3
Reapplied - Admitted, Did Not Accept Admissions Offer	1
Withdrew Application Prior to Admissions Decision	2
Grand Total	**40**

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

Race/Ethnicity	2022
Asian (Non-Citizen)	**3**
Admitted, Must Prove Financial Ability (International Student)	1
Denied Admission	2
Asian (Permanent Resident)	**1**
Admitted, Accepted Admissions Offer	1
Asian American or Pacific Islander	**2**
Admitted, Did Not Accept Admissions Offer	1
Denied Admission	1
Black (Non-Citizen)	**1**
Denied Admission	1
Black or African American	**4**
Admitted, Did Not Accept Admissions Offer	1
Reapplied - Admitted, Did Not Accept Admissions Offer	1
Withdrew Application Prior to Admissions Decision	2
Hispanic or Latino	**10**
Admitted, Accepted Admissions Offer	1
Denied Admission	4
Withdrew Application Prior to Admissions Decision	5
White or Caucasian	**19**
Admitted, Accepted Admissions Offer	6
Admitted, Did Not Accept Admissions Offer	2
After Deferral, Accepted Admissions Offer	1
After Deferral, Did Not Accept Admissions Offer	1
Denied Admission	5
Withdrew Application Prior to Admissions Decision	4
Grand Total	**40**

Demographics of New Students by Starting Term – Gender

Gender	Fall 2022
Female	7
Male	2
Grand Total	9

Demographics of New Students by Starting Term – Race/Ethnicity

Race/Ethnicity	Fall 2022
Asian (Permanent Resident)	1
Hispanic or Latino	1
White or Caucasian	7
Grand Total	9

Demographics of Graduates by Year – Gender

Gender	2023
Female	4
Male	2
Grand Total	6

Demographics of Graduates by Year – Race/Ethnicity

Race/Ethnicity	2023
Hispanic or Latino	2
White or Caucasian	4
Grand Total	6

Application Data Analysis

Counted within the application numbers in the tables above are those who withdrew their application prior to an admissions decision. This could mean several things – either an applicant let Rutgers know they no longer wish to be considered for the program before a decision was made, or an applicant may have submitted an incomplete application. Rutgers' coding of applications does not differentiate between these two categories; however, the institution recently adopted the Salesforce platform to manage the application process, which will offer more detailed information about applicant status – separating out those who request to be removed from consideration from those whose applications are incomplete. For now, the GSE's application data tables include all applications in this category combined, but starting next year this information should be available. Additionally, the application data includes two applicants who had applied in a previous year, been admitted, and deferred, one of whom officially decided to enroll and one who did not.

Without "withdrawn" applications, there were twenty-nine applications, including seven (24%) from males and twenty-two (76%) from females. Historically, and again this year, the School Counseling program attracts significantly more female than male applicants. This year, however, the program

attracted an almost equal number of Black, Indigenous, and People of Color (BIPOC) and White applicants. Fourteen (48%) applicants were BIPOC and fifteen (52%) were White. This is an improvement over the previous year where only one third of applicants were BIPOC. The program aims to recruit diverse individuals to join the School Counseling program in order for the applicant pool, and eventually the profession, to more closely match the P-12 student body in New Jersey. This data indicates there is still work to be done with respect to gender diversity in recruitment, but the program is making strides with racial/ethnic diversity of applicants.

Enrollment Data Analysis
Out of the twenty-two female applicants, twelve (55%) were admitted, seven of whom (58%) enrolled and out of the seven male applicants, four (57%) were admitted, two of whom (50%) enrolled. Of the fourteen BIPOC applicants, six (43%) were admitted and two (33%) enrolled, while ten (67%) of the fifteen White applicants were admitted and seven (70%) enrolled. While an equivalent percentage of female and male applicants were admitted into the program and chose to enroll, a lower percentage of BIPOC applicants were admitted compared to White applicants, and a lower percentage of BIPOC applicants than White applicants chose to enroll in the School Counseling program. This leaves two-thirds of the entering 2022 cohort female and White. While the applicant pool was more diverse than last year, the student body is less diverse than the past year. However, the program continues to prioritize recruitment of a diverse student body in the School Counseling program that supports the needs of all students in the State of New Jersey.

Graduate Data Analysis
As would be expected based on the program's history of enrolling more female than male students, four (67%) graduates in Spring 2023 were female and two (33%) were male. Graduates who identified as BIPOC represented 33% of the six graduates in Spring 2023. This data includes one BIPOC female graduate who was a part-time student and began in 2020. The other five graduates began in 2021.

Enrollment and Graduation Trends
Student diversity and supporting program completion of BIPOC students is central to achieving the program's mission and program objectives. Of the eleven students who began the program in 2021, four left the program before reaching Practicum – two BIPOC females, one White female, and one White male. However, five students graduated in Spring 2023 and two BIPOC students – one female and one male – remain enrolled with one expected to graduate in Spring 2024. Thus, four (67%) of the White students in the cohort graduated and three (60%) of the BIPOC students in the cohort graduated or are still enrolled. Four (57%) of the female students in the cohort graduated or are still enrolled while three (75%) of the male students in the cohort graduated or are still enrolled. In general, students who start the program had a similar likelihood of persisting and completing it, regardless of race/ethnicity, and more males who began the program stuck with it.

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Subsequent Program Modifications

Described below are two program modifications that went into effect during the 2022-2023 academic year.

Site Supervisor Trainings as Digital Offerings

At the start of the Spring 2023 semester, program faculty developed and offered a two-part asynchronous Site Supervisor Training using video-based instruction, PowerPoint slides, and the Qualtrics survey platform. Part 1 covers best practices in counseling supervision in schools and Part 2 covers using models, methods, and relevant approaches for effective supervision. This training is required for any site supervisor who has not had prior site supervisor training. Upon completion of each training, site supervisors complete a quiz in Qualtrics and must correctly answer six of eight questions to receive a satisfactory score. This training is optional for site supervisors who already have appropriate site supervisor training. Any individual who receives a satisfactory score can request Continuing Education Units (CEUs). Program faculty hope this encourages participation in training for all GSE School Counseling Site Supervisors. This two-part Site Supervisor Training will be offered each semester.

***Knowledge, Skills, and Values* (KSV) Assessment Revisions**

Beginning in Spring 2022, faculty moved to a 4-point scale for the *Knowledge, Skills, and Values* (KSV) assessment, which they complete for all students at the end of each year. Previously, a 2-point scale with options of Does Not Meet (1) and Meets Expectations (2) was used, before evolving to a 3-point scale with options of Does Not Meet (1), Progressing Toward (2), and Meets Expectations (3) in Spring 2021 and the following year shifting to a 4-point scale with the addition of Exceeds Expectations (4). This shift has allowed the faculty to evaluate students in a more nuanced way and gather more useful information with these additional opportunities for differentiation of scores. A decision was made to shift the student self-assessment rubric into alignment with the faculty rubric in Spring 2023, so that both faculty and students are now using the 4-point scale.

Other Substantial Program Changes

There were no other substantial program changes made during the 2022-2023 academic year. However, the program will move to 60 credits in 2023-2024, which required significant planning work during the 2022-2023 academic year. Changes that go into effect in Fall 2023 include the introduction of three courses: *Foundations of School Counseling*, *School Mental Health Services for Children and Adolescents*, and *Research Methods in Counseling and Educational Settings*, as well as revisions to the Program Evaluation and Resources and Consultation in School Counseling courses. While these program changes will be elaborated on in next year's annual report, which will cover the 2023-2024 academic year, the design of the *Foundations in School Counseling* course and revisions to the *Program Evaluation: An Introduction to Methods and Practice* and *Resources and Consultation in School Counseling* courses during 2022-2023 address feedback from students collected on the 2022 End of Program Survey, addressing crisis response and connecting data to assessment and interventions earlier in the program and in more depth throughout the program.