Fall 2024 Annual Report:
Ed.M. Program in School Counseling

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

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Introduction and Overview

The Rutgers Graduate School of Education (GSE) School Counseling program's 2024 Annual Report, reflecting the 2023-2024 academic year, is separated into four sections. First, five charts outline the program's assessment plan. Second, Academic Quality Indicator data is presented and analyzed. Third, Community Partner Engagement and Accountability efforts are documented and discussed. Finally, the Annual Report concludes with a summary of the program's Modifications and Changes for Continuous Improvement.

The GSE School Counseling program developed nine key Learning Goals that build upon the GSE and the program's mission and vision. These goals are aligned with and built from the principles expressed in the CACREP Foundational Counseling Curriculum Areas and School Counseling Specialty Area Standards. By aligning the program's Learning Goals with the CACREP Foundational Counseling Curriculum and School Counseling Specialized Practice Area Standards, the GSE School Counseling program faculty have built a comprehensive assessment system that is nimble enough to assess the program's Learning Goals using the CACREP Standards as a more nuanced level of analysis.

Student learning data is at the core of assessing program quality because it aims to tell us what our students know and can do. By assessing students' knowledge, skills, and dispositions, the program faculty can determine whether individual students are meeting benchmarks and offer appropriate support if they are not, and identify cohort trends in assessment data to examine the quality of assignments, instruction, courses, and the overall program. Cohort analysis of the student learning data provides the basis for program evaluation and decisions for continuous improvement of program quality.

Each key assessment of student learning within the assessment plan is designed to assess specific CACREP Standards, which are aligned to GSE School Counseling program Learning Goals. They are further aligned with specific Key Performance Indicators (KPIs) for each of the CACREP Standards. Each KPI is assessed multiple times and on multiple key assessments. There are seven key assessments – four are course-based assignments and three are assessments conducted by faculty, site supervisors, and the students as self-assessments. The three assessments conducted by faculty and site supervisors also serve as assessments of dispositions.

Benchmark and survey data and accompanying analysis in this report suggest that students in the School Counseling program meet or exceed program requirements and expectations and, by the time they graduate, are prepared to serve the students of New Jersey's public schools as certified school counselors.

Program Learning Goals Aligned to CACREP Standards

Rutgers GSE School Counseling Program Learning Goals	CACREP Foundational Counseling Curriculum & Specialized Practice Area Standards								
	3.A.	3.B.	3.C.	3.D.	3.E.	3.F.	3.G.	3.H.	5.H.
1. School counseling students will develop knowledge and expertise necessary to implement a comprehensive school counseling program to address academic, career planning, and social-emotional development of their own students, as well as a deep understanding of contemporary issues that impact school counseling practice.	X	X	X	X	X	X	X	X	X
2. Students will learn models of school counseling programs; the roles of school counselors to include advocates, leaders, and systems change agents in PK-12 schools promoting equity in student achievement; and learn advocacy for comprehensive school counseling programs and various roles including crisis management.									X
3. Students will develop professional relationships through participation in clinical placements in school settings, as well as in counseling organizations such as ASCA, ACA and the New Jersey School Counselor Association (NJSCA).	X								X
4. Foster Diversity, Equity, Inclusion, and Belonging: Students will acquire skills and historical context to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement; and use evidence-based and culturally sustaining interventions to promote academic development.	X	X	X	X	X	X	X	X	X
5. Integrate Evidence-Based Research: Students will learn the importance of research in advancing the counseling profession, including the use of research to inform counseling practice; and identification and evaluation of the evidence base for counseling theories, interventions, and practices.	X	X	X	X	X	X	X	X	X
6. Students will learn about program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy assessment models and approaches, and how to effectively apply these methods to assess the impact of school counseling programming on youths' academic/education, career, personal, and social development.	X	X		X	X	X	X	X	X
7. Students will engage in multiple opportunities for self-reflection through coursework that incorporates self-reflection as a key component of applying theory to practice and addressing one's biases and assumptions as students build a professional counseling identity.	X	X	X	X	X	X	X	X	X
8. Students will maintain the ethical standards set forth by the ACA and ASCA, guiding their professional conduct and competency in school counseling.	X	X	X	X	X	X	X	X	X
9. Prioritize School Counselor Self-Care: Students will learn balanced self-care among aspiring counselors, recognizing its essential role in sustaining personal well-being and professional effectiveness.	X	X	X	X	X				

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2024 CACREP STANDARDS –

SECTION 3: FOUNDATIONAL COUNSELING CURRICULUM

3.A. Professional Counseling Orientation & Ethical Practice

3.B. Social & Cultural Identities & Experiences

3.C. Lifespan Development

3.D. Career Development

3.E. Counseling Practice & Relationships

3.F. Group Counseling & Group Work

3.G. Assessment & Diagnostic Processes

3.H. Research & Program Evaluation

SECTION 5: ENTRY-LEVEL SPECIALIZED PRACTICE AREAS

5.H. School Counseling

Key Assessments Aligned to CACREP Standards

CACREP Standards in black are aligned to one component of the assessment rubric. Those in green are aligned to multiple components of the assessment rubric. Standards in **bold/purple** are the KPI and are aligned to one component of the assessment rubric, and those in **bold/blue** are the KPI and are aligned to multiple components of the assessment rubric.

KEY ASSESSMENT	3.A.	3.B.	3.C.	3.D.	3.E.	3.F.	3.G.	3.H.	5.H.
Mock Counseling Video Session (MCVS) Assignment		2, 3, 4, 9	1, 7, 8	1, 2, 7, 10, 12	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 14				6, 11, 14
Multi-Tiered Systems of Support (MTSS) Assignment		3, 4, 6, 7, 8, 9	1, 3, 7, 10, 11, 12, 13		2, 3, 9, 10, 11, 12, 13, 14, 15	1, 2, 3, 5, 7, 8, 9	2, 5, 7, 8, 13, 15, 16	1, 2, 3, 4, 7, 8	1, 3, 5, 6, 10, 11, 12, 13, 14, 15, 19
Capstone 1 Assignment	10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 7, 10, 11, 12		1, 2, 3, 4, 6, 7, 10, 11, 12, 13, 14, 15, 21			1, 2, 4, 7	1, 2, 3, 4, 10, 11, 12, 13, 14, 15, 16, 19
Capstone 2 Assignment	4, 6, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 13		1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 15, 17		3, 4, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Counselor Perceptual Rating Scale (CPRS)		3, 5, 9	7, 8		3, 8, 9, 10, 11, 12, 14	4			
Knowledge, Skills, and Values (KSV)	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	1, 2, 3, 4, 5, 6, 7, 9, 10, 11	1, 2, 3, 4, 5, 7, 10, 11, 12, 13	9, 12	1, 2, 3, 5, 6, 7, 8, 10, 13, 14, 15, 17, 19, 20	3, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 5, 6, 7, 8, 9, 10, 11	3, 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 17, 19
Site Supervisor Evaluation (SSE) - Practicum and Internship	2, 3, 4, 5, 10, 11, 12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 7, 10, 11	1, 2, 3, 5, 6, 9, 10, 11, 12	3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 21	4, 5, 7, 8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17	1, 2, 5, 6, 7, 8, 10, 11	2, 3, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 19
Site Supervisor Evaluation (SSE) - Practicum Section ONLY	1, 2, 3, 4, 5, 8, 10, 11, 12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	3, 4, 8, 9			6, 10, 11, 14
Site Supervisor Evaluation (SSE) - Internship Section ONLY	1, 2, 3, 4, 5, 6, 7, 8, 10, 12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1	1	1, 3, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17	1, 2, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16, 17	3, 4, 7, 8	1, 2, 3, 4, 7, 8, 10, 11	1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

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Key Performance Indicators (KPIs) Assessed by the Program

CACREP Foundational Curriculum and Specialized Practice Area Standards	KPI	Knowledge or Skill	Alignment with Assessments - Where is this KPI is Assessed?
Professional Counseling Orientation & Ethical Practice	**3.A.10:** ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	Skill	Capstone 1, Capstone 2, KSV, and SSE
Social & Cultural Identities & Experiences	**3.B.9:** strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Skill	MCVS, MTSS, Capstone 1, Capstone 2, CPRS, KSV, and SSE
Lifespan Development	**3.C.7:** models of resilience, optimal development, and wellness in individuals and families across the lifespan	Skill	MCVS, MTSS, Capstone 1, Capstone 2, CPRS, KSV, and SSE
Career Development	**3.D.1:** theories and models of career development, counseling, and decision-making	Knowledge	MCVS and SSE
Counseling Practice & Relationships	**3.E.10:** counseling strategies and techniques used to facilitate the client change process	Skill	MCVS, MTSS, Capstone 1, Capstone 2, CPRS, KSV, and SSE
Group Counseling & Group Work	**3.F.7:** types of groups, settings, and other considerations that affect conducting groups	Knowledge	MTSS and SSE
Assessment & Diagnostic Processes	**3.G.2:** basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Knowledge	MTSS, KSV, and SSE
Research & Program Evaluation	**3.H.1:** the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	Knowledge	MTSS, Capstone 1, Capstone 2, KSV, and SSE
Entry-Level Specialized Practice Area - H. School Counseling	**5.H.6:** school counselor roles as leaders, advocates, and systems change agents in PK-12 schools	Knowledge	MCSV, MTSS, Capstone 2, KSV, and SSE

Assessment of Dispositions: Counselor Characteristics and Dispositions for Effective Practice

Broad Dispositional Category	Specific Counselor Characteristics and Dispositions for Effective Practice	Disposition Definition	KSV Rubric Component
Professional Ethics	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
Respect for Diversity	Cross-Cultural Competencies	Respects and appreciates individual and cultural differences, talents, and perspectives	V.2. Appreciates individual, cultural, and linguistic differences and demonstrates respect for diverse talents and perspectives
Professionalism	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
Professional Ethics	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
Interpersonal Behavior	Genuineness and Empathy	Expresses and affirms an ethic of caring for all people	V.5. Affirms an ethic of caring for all people
			CPRS Scale
Intrapersonal Behavior	Self-Regulation and Adaptability	Is flexible and engaging with others	Perception of Self
Professionalism	Practices Professional Behavior	Sees others as capable and worthy of respect	Perceptions of Others
Professionalism	Positive Regard	Warm and accepting of others	Perception of Purpose
Interpersonal Behavior	Genuineness and Empathy	Shows interest in others and is interested in their thoughts and feelings	Frame of Reference
			SSE Components
Professionalism	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)
Intrapersonal Behavior	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)
Interpersonal Behavior	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)
Respect for Diversity	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)
Professional Ethics	Ethics & 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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Key Data Sources Collected Over the Life Cycle of a Typical Student

	Student Learning and Dispositional Data	Demographic Data	Survey Data
Pre-Admission		Application / Enrollment Demographic Data provided by the Office of Student & Academic Services (OSAS)	
Year One / First Fall	• *Counselor Perceptual Rating Scale (CPRS)* Self-Assessment* • *Mock Counseling Video Session (MCVS)* Course Assignment • *Multi-Tiered Systems of Support (MTSS)* Course Assignment		
Year One / First Spring	• *Knowledge, Skills, and Values (KSV)* Self-Assessment** • *CPRS* Self-Assessment* • *KSV* Faculty Assessment ** • *CPRS* Faculty Assessment* • *Site Supervisor Evaluation*** (mid- and end of semester)		*Site Supervisor Survey* – administered every spring to every site supervisor who worked with students during that academic year.
Year Two / Second Fall	• *Capstone 1* Course Assignment • *Site Supervisor Evaluation****		
Year Two / Second Spring	• *Capstone 2* Course Assignment • *KSV* Self-Assessment** • *CPRS* Self-Assessment * • *KSV* Faculty Assessment ** • *CPRS* Faculty Assessment* • *Site Supervisor Evaluation****		*Site Supervisor Survey* – administered every spring to every site supervisor who worked with students during that academic year. *End of Year Survey* – administered in late spring to those who are not expected to graduate from the program. *End of Program Survey* – administered in late spring to those who are expected to graduate from the program. New in 2024-2025: *Dispositions and Beliefs Survey* – administered after program completion.
After Program Completion		Program Completer Data provided by OSAS	*Alumni Survey* – administered every spring to students who graduated 2 years prior. *Employer Survey* – administered every spring to employers of students who graduated 2 years prior.

Academic Quality Indicators

Aggregate Assessment of Student Success

Key Assignments / Evaluations assessing student knowledge, skills and professional dispositions, and aligned to the program's Learning Goals, CACREP Standards, and KPIs from the 2023-2024 academic year include:

1. Mock Counseling Video Session (MCVS) Course Assignment
2. Multi-Tiered Systems of Support (MTSS) Course Assignment
3. Capstone 1 Course Assignment
4. Capstone 2 Course Assignment
5. Site Supervisor Evaluation (SSE)
6. Knowledge, Skills and Values (KSV) Assessment (Faculty)
7. Knowledge, Skills and Values (KSV) Student Self-Assessment
8. Counselor Perceptual Rating Scale (CPRS) Assessment (Faculty)
9. 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 and KPI benchmarks in the School Counseling program. Note that items 7 and 9 above are self-assessments that 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 and site supervisor assessments of students' knowledge, skills, and dispositions are reviewed when determining if students have met benchmarks.

Students are assessed by core program faculty, course instructors, and school-based site supervisors, providing multiple perspectives on each student's progress and development through the program. All assignments and evaluations are aligned to program Learning Goals, 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 2023-2024 met all benchmarks for satisfactory progress and all KPI benchmarks. One student who did not meet several benchmarks – from the assessment level down to specific KPIs assessed, withdrew from Practicum, then withdrew from the program.

Ability of Students to Meet Student Learning, Dispositional, and KPI Benchmarks

Key Course Assignments	N	% Met Benchmark for Satisfactory Progress	Maximum Score	Assignment Average Score for Satisfactory Progress
Mock Counseling Video Session (MCVS) Course Assignment	16	100%	4.0	2.0
Multi-Tiered Systems of Support (MTSS) Course Assignment	15	100%	4.0	2.5
Capstone 1 Course Assignment	5	100%	4.0	2.5
Capstone 2 Course Assignment	4	100%	4.0	2.5

Key Evaluations / Assessments	N	% Met Benchmark for Satisfactory Progress	Maximum Score	Practicum / Part-time: Assessment Average Score for Satisfactory Progress	Internship: Assessment Average Score for Satisfactory Progress
Site Supervisor Evaluation (Practicum Mid-semester)	15 *	93%	5.0	2.0	
Site Supervisor Evaluation (Practicum Final)	14	100%	5.0	2.0	
Site Supervisor Evaluation (Internship 1)	5	100%	5.0		3.0
Site Supervisor Evaluation (Internship 2)	4	100%	5.0		3.0
KSV Assessment (Part-time Student)	3	100%	4.0	2.0	
KSV Assessment (Practicum)	15 *	93%	4.0	2.0	
KSV Assessment (Internship)	4	100%	4.0		3.0
CPRS Assessment (Part-time Student)	3	100%	7.0	3.0	
CPRS Assessment (Practicum)	15	100%	7.0	3.0	
CPRS Assessment (Internship)	4	100%	7.0		5.0

Student who did not meet benchmark withdrew from Practicum and left the program after the semester ended.

Dispositional Assessments	N	% Met Benchmark for Satisfactory Progress	Maximum Score	Practicum / Part-time: Assessment Average Score for Satisfactory Progress	Internship: Assessment Average Score for Satisfactory Progress
Site Supervisor Evaluation - *Selected Items* (Practicum Mid-semester)	15	100%	5.0	2.0	
Site Supervisor Evaluation - *Selected Items* (Practicum Final)	14	100%	5.0	2.0	
Site Supervisor Evaluation - *Selected Items* (Internship 1)	5	100%	5.0		3.0
Site Supervisor Evaluation - *Selected Items* (Internship 2)	4	100%	5.0		3.0
KSV Assessment - *Values Section* (Part-time Student)	3	100%	4.0	2.0	
KSV Assessment - *Values Section* (Practicum)	15 *	93%	4.0	2.0	
KSV Assessment - *Values Section* (Internship)	4	100%	4.0		3.0
CPRS Assessment (Part-time Student)	3	100%	7.0	3.0	
CPRS Assessment (Practicum)	15	100%	7.0	3.0	
CPRS Assessment (Internship)	4	100%	7.0		5.0

Student who did not meet benchmark withdrew from Practicum and left the program after the semester ended.

% Met Benchmark for Aligned KPIs											
Key Assessments	N	3.A.10	3.B.9	3.C.7	3.D.1	3.E.10	3.F.7	3.G.2	3.H.1	5.H.6	Comments
Mock Counseling Video Session (MCVS) Course Assignment	16	NA	100%	100%	100%	100%	NA	NA	NA	100%	
Multi-Tiered Systems of Support (MTSS) Course Assignment	15	NA	100%	100%	NA	100%	100%	73%	100%	100%	Four students who did not meet this benchmark all had an average of 2.0 (benchmark is 2.5). Three met the benchmark on the SSE Mid-semester and Final, and one was marked Don't Know. All met the benchmark on the KSV.
Capstone 1 Course Assignment	5	100%	100%	100%	NA	100%	NA	NA	100%	NA	
Capstone 2 Course Assignment	4	100%	100%	100%	NA	100%	NA	NA	100%	100%	
Site Supervisor Evaluation (Practicum Mid-semester)	15 *	100%	100%	100%	100%	93%	100%	91%	93%	93%	N = 14 for 3.C.7 & 3.D.1; N = 11 for 3.G.2
Site Supervisor Evaluation (Practicum Final)	14	100%	100%	100%	100%	100%	100%	100%	100%	100%	N = 12 for 3.D.1; N = 11 for 3.G.2
Site Supervisor Evaluation (Internship 1)	5	100%	100%	100%	100%	100%	100%	75%	100%	100%	N = 4 for 3.E.10 & 3.G.2; Student who did not meet benchmark had an average of 2.0 (benchmark is 2.5). Met the benchmark on the SSE in Internship 2 and on the KSV.
Site Supervisor Evaluation (Internship 2)	4	100%	100%	100%	100%	100%	100%	100%	100%	100%	N = 3 for 3.G.2
KSV Assessment (Part-time Student)	3	100%	100%	100%	NA	100%	NA	100%	100%	100%	
KSV Assessment (Practicum)	15 *	93%	93%	93%	NA	93%	NA	100%	100%	100%	
KSV Assessment (Internship)	4	100%	100%	100%	NA	100%	NA	100%	100%	100%	
CPRS Assessment (Part-time Student)	3	NA	100%	100%	NA	100%	NA	NA	NA	NA	
CPRS Assessment (Practicum)	15	NA	100%	100%	NA	100%	NA	NA	NA	NA	
CPRS Assessment (Internship)	4	NA	100%	100%	NA	100%	NA	NA	NA	NA	

* *Student who did not meet benchmark withdrew from Practicum and left the program after the semester ended.*

NA = KPI Not Assessed on this Key Assessment

Key Assignments Data Analysis

The first of the three tables above include data for the four key course-based assignments collected during 2023-2024: the *Mock Counseling Video Session (MCVS), Multi-Tiered Systems of Support (MTSS)* and two *Capstone* assignments. All students met the benchmarks set for the four key course assignments. The first two are completed during the first semester of the program, while the *Capstone* assignments are completed during the second/final year of the program. Collectively, the four key assignments assess student knowledge and skills aligned to all CACREP Foundational Curriculum and School Counseling Areas (Standards 3.A-3.H and 5.H), and thus all program Learning Goals, over the course of the program. All four assignments are aligned to Standards 3.B, 3.C, 3.E and 5.H, and the remaining standards are aligned with at least one of the four assignments. This alignment is detailed in the [Key Assessments Aligned to CACREP Standards](#) table earlier in this report.

Key Evaluations/Assessments Data Analysis

The three key evaluations/assessments are the *Site Supervisor Evaluation (SSE),* the *Knowledge, Skills, and Values (KSV) Assessment*, and the *Counselor Perceptual Rating Scale (CPRS) Assessment*, with data presented in the second of the three tables above. The SSE, KSV, and CPRS 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. All but one student met the benchmarks set for the SSE, which is scored by the student's site supervisor. It is scored twice during Practicum, once at the end of Internship 1, and once at the end of Internship 2. The tool is largely the same, with one section that differs on the Practicum and Internship versions of the evaluation. One Practicum student withdrew from Practicum between the Mid-semester SSE and Final SSE. This student did not meet the benchmark on the Mid-semester SSE and was not scored on the Final SSE as they were no longer participating in the Practicum experience. The KSV is scored by core faculty for all students annually at the end of the spring semester. Data is disaggregated into three cohorts – Practicum students, Internship students, and part-time students (which includes anyone who was not enrolled in a Practicum or Internship course during the year). One Practicum student did not meet the benchmark for the KSV. This is the same student mentioned above who withdrew from the Practicum course. This student completed their other spring courses and withdrew from the program upon completion of the semester. This student recognized that their aspirations did not align with the focus of school counseling, though they appreciated the high quality of the program and valued what they learned. Ultimately, they determined that their career goals would be better served in the GSE's special education program, and as a result, transferred. Like the KSV, the CPRS is scored by core faculty for all students annually at the end of the spring semester. All students met the benchmark for satisfactory progress, including the student who withdrew from Practicum and then the program. The SSE, KSV, and CPRS 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. The SSE and KSV are aligned to CACREP Standards 3.A-3.H and 5.H, and the CPRS is aligned to CACREP Standards 3.B, 3.C, 3.E and 3.F, and collectively they are aligned to all of the program's Learning Goals.

Dispositional Assessments Data Analysis

The third table above contains dispositional data taken from the three key evaluations/assessments. This includes selected items of the SSE, the *Values* section of the KSV, and the entire CPRS. Further details about the assessed dispositions and how they are captured on these three evaluations can be found in the [Assessment of Dispositions: Counselor Characteristics and Dispositions for Effective Practice](#) table, found above in this report. While the program reviews each student's scores for each disposition listed in the table, results are reported in aggregate by assessment tool. Upon review of selected dispositional items of the SSE, all Practicum and Internship students met the benchmarks as scored by

their site supervisors. When isolating the *Values* section of the KSV, the same Practicum student who did not meet the KSV benchmark as a whole also did not meet the benchmark for the section focused on dispositions. All other students met the benchmark. The CPRS, in full, is used as a key assessment/evaluation and a dispositional assessment. Thus, again, all students met the benchmark. Students meeting the program's dispositional benchmarks indicates their 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.

KPI Benchmarks Data Analysis
The fourth table summarizes the ability of students to meet each KPI benchmark each time it is assessed throughout the program. KPI benchmarks for each of the assessments are the same as the overall benchmarks for satisfactory progress, which are outlined in the blue/right-most columns of the first three tables. The benchmark for the SSE, KSV, and CPRS varies based on when the evaluation is completed, and is lower during earlier parts of the program and higher toward the end of the program. Our KPIs and where they are assessed is outlined on the following table: [Key Performance Indicators (KPIs) Assessed by the Program](). The School Counseling program is reviewing KPI benchmarks for the first time in this report, and it has been a helpful way to reveal places in the assessment process where students are excelling and also what can be further focused on in the future. For almost every KPI, each time it was assessed, all students met the benchmark with a few notable exceptions. The same student discussed above, who did not meet the benchmark for the Practicum Midsemester SSE and the KSV also did not meet several of the KPI benchmarks for these assessments. Specifically, this student did not meet the following SSE KPI benchmarks: 3.E.10, 3.G.2, 3.H.1 and 5.H.6, or the following KSV KPI benchmarks: 3.A.10, 3.B.9, 3.C.7, and 3.E.10. As mentioned above, this student decided school counseling was not the best fit and has transferred to another program at the GSE. There are only two other occasions where a KPI was not met by all students for a particular assessment. First, the benchmark for KPI 3.G.2 (Assessment & Diagnostic Processes) was not met by four students on the MTSS course assignment, completed in fall 2023. In this case, the benchmark is 2.5, and their score was 2.0. On this course assignment, the KPI score for 3.G.2 comes from just one item on the rubric, and in each case, the four students scored a 2.0/4 on that one particular rubric item. Following those same students, however, three met the benchmark for this KPI on both the Mid-semester SSE and Final SSE in the spring. One was marked DK (Don't Know) for all items aligned to this KPI on both SSEs. All four students met this KPI benchmark on the KSV at the end of the spring semester. Second, the benchmark for KPI 3.G.2 was not met by one student on the Internship 1 SSE in fall 2023, however this student did meet the benchmark on the Internship 2 SSE and the KSV in spring 2024. So, while a few students missed the KPI 3.G.2 benchmark once, they all met it on other assessments. This KPI review helped the faculty to discover that KPI 3.G.2, in particular, appears to be difficult to assess at times on the SSE. There were several instances where site supervisors marked DK rather than a numeric score for items that aligned to this KPI, and as a result, some students were not assessed on the SSE for this KPI. This happened occasionally for several other KPIs but not enough to indicate a pattern or trend. The faculty will monitor assessment of KPI 3.G.2, and consider adjustments to its assessment if warranted. Finally, the KPI benchmark review helped faculty to identify that KPI 3.D.1 (Career Development) is not assessed as thoroughly as the other KPIs. This was enlightening, and the faculty may consider the creation of an additional key assignment to assess this KPI, and Standard 3.D, more robustly.

Diverse Learning Community and Graduate Outcomes

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	2023
Female	**23**
Admitted, Accepted Admissions Offer	16
Admitted, Did Not Accept Admissions Offer	4
Denied Admission	3
Male	**2**
Admitted, Accepted Admissions Offer	2
Grand Total	**25**

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

Race/Ethnicity	2023
Asian American or Pacific Islander	**4**
Admitted, Accepted Admissions Offer	2
Admitted, Did Not Accept Admissions Offer	1
Denied Admission	1
Black or African American	**4**
Admitted, Accepted Admissions Offer	3
Denied Admission	1
Hispanic or Latino	**3**
Admitted, Accepted Admissions Offer	3
Multiracial or Biracial	**1**
Admitted, Accepted Admissions Offer	1
White or Caucasian	**13**
Admitted, Accepted Admissions Offer	9
Admitted, Did Not Accept Admissions Offer	3
Denied Admission	1
Grand Total	**25**

Application Data Analysis
There were twenty-five applications for the School Counseling program, including two (8%) from males and twenty-three (92%) from females. Historically, and again this year, the School Counseling program attracted significantly more female than male applicants. However, last year and again this year, the program attracted an almost equal number of Black, Indigenous, and People of Color (BIPOC) and White applicants. Twelve applicants (48%) were BIPOC and thirteen (52%) were White. This is an improvement

over prior years 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.

Rutgers University recently adopted the Salesforce platform to manage the application process, which as of fall 2023, offers more detailed information about applicant status, and particularly about applications previously coded as "Withdrawn". Until 2023, "withdrawn" could mean several things – either an applicant let Rutgers know they no longer wished to be considered for the program before a decision was made, or an applicant may have submitted an incomplete application. Rutgers' coding of applications did not differentiate between these two categories. Beginning with the fall 2023 entering cohort, this data is now available. While not included in the tables above, there was one applicant who withdrew their application from consideration and three who submitted incomplete applications. These applications, though not considered by the faculty, are tracked for two reasons. First, the faculty wish to have an efficient and timely application review process, and don't want to lose qualified applicants who might have received an admissions decision earlier from another program. Second, the faculty wants to ensure that there are no unreasonable hurdles in the application process itself that disproportionately impact underrepresented populations and their likelihood of submitting a complete application.

Demographics of New Students by Starting Term – Gender

Gender	Fall 2023
Female	16
Male	2
Grand Total	18

Demographics of New Students by Starting Term – Race/Ethnicity

Race/Ethnicity	Fall 2023
Asian American or Pacific Islander	2
Black or African American	3
Hispanic or Latino	3
Multiracial or Biracial	1
White or Caucasian	9
Grand Total	18

Enrollment Data Analysis
We continue to have a significantly larger number of female applicants. Out of the twenty-three female applicants, twenty (87%) were admitted, sixteen of whom (80%) enrolled and out of the two male applicants, both (100%) were admitted and enrolled. These numbers are higher than last year, in terms of the percent of female applicants admitted – 55% last year – and the percent who enrolled – 58% last year. As for male applicants, the same pattern exists – last year, 57% were admitted and 50% enrolled. Of the twelve BIPOC applicants, ten (83%) were admitted and nine (90%) enrolled, while twelve (92%) of the thirteen White applicants were admitted and nine (75%) enrolled. While a high percentage of female and male applicants were admitted into the program and chose to enroll, a somewhat lower percentage of BIPOC applicants were admitted compared to White applicants, and a lower percentage

of White applicants than BIPOC applicants chose to enroll in the School Counseling program. This results in 50% of the entering 2023 cohort being female and White, lower than last year where two-thirds were female and White. As the applicant pool becomes more diverse than the past, so too does the student body. Despite gains, 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.

The School Counseling program added two virtual open houses in fall 2022 and a second interview day in spring 2023. This led to an increase in applicants, accepted students, and enrollment in fall 2023. The GSE made great effort to engage with prospective students through social media (Instagram), as well as the virtual open houses, which were comprehensive and included an extensive Q&A. The data suggests that the role of a school counselor is in demand due to a number of factors, including the rising awareness of mental health, especially post-Covid. The current students have this in common, as most navigated their undergraduate education during the pandemic and often speak about these experiences in class. This generation reports that they want to make a positive difference in the lives of students and are passionate about helping young people succeed academically, personally, and in their careers. The last two cohorts were directly affected by the pandemic and societal challenges, which must be considered in understanding, at least in part, the increase and trend in the enrollment of school counseling students.

Demographics of Graduates by Year – Gender

Gender	2024
Female	2
Male	2
Grand Total	4

Demographics of Graduates by Year – Race/Ethnicity

Race/Ethnicity	2024
Black or African American	1
White or Caucasian	3
Grand Total	4

Graduate Data Analysis and Outcomes

The School Counseling program had four graduates in the 2023-2024 academic year (May 2024), which included three students who began in fall 2022 and one student who began in fall 2021 (part-time). Over the past four years, the program has graduated 26 students.

All four May 2024 graduates earned their state license, and no examination is required in New Jersey or by Rutgers. Additionally, 100% of graduates over the past four years have earned their state license. The program's goal is that 100% of its graduates earn their state license. When students complete the program, it means they have met all requirements for the license, however they must still formally apply for it and pay a fee. The GSE walks students through the process of securing their license but does not cover the cost.

All four May 2024 graduates secured employment as school counselors following completion of the program. For the past four years, 100% (24/24) of graduates seeking employment as school counselors

or in counseling (e.g. at a counseling center) have secured such employment, while two have not sought employment as a school counselor or in counseling. The program's goal is that 100% of its graduates who seek employment as school counselors or in counseling secure such employment.

Of the nine students who began in fall 2022, three graduated in May 2024. Two began part-time, one of whom remains enrolled. Another student who began full-time remains enrolled and is on track to graduate in 2024-2025. Thus, the graduation rate of full-time students is 43% (3/7 students) while 56% of all who began in fall 2022 (5/9 students) have graduated or are still enrolled in the program. The faculty do not expect that every single student who enters the program will graduate. Some students will determine that school counseling isn't right for them, while in other cases the faculty may counsel some students out of the program. As a result, the program's *2-year graduation rate* goal is 75%. Additionally, when including part-time students or others who may have begun full-time but haven't yet graduated, the program's *graduation or still enrolled* goal is 80%. Thus, on both accounts, this cohort's rates are below the program's goals. Of note, however, all four who left the program did not stop pursuing their education. Two switched to other programs at the GSE while the other two switched to other programs at Rutgers, which were better fits for them. Over the past four years, 70% (23/33) of full-time students have graduated within two years and, including part-time students, 74% (29/39) have graduated or are still enrolled in the program. While cumulatively, these rates are still below the program's goals, they are closer than this particular cohort where an uncharacteristically large number of students left the program. When students who entered the program after it switched from 48 to 60 credits near their graduation, the program will calculate a 3-year graduation rate rather than a 2-year rate, as students will not be expected to complete the 60-credit program in 2 years.

Historically, the School Counseling program has enrolled more females than males, however of the four program graduates in 2024, two were male and two were female. Three graduates began the program in 2022 and completed it in two years while one began as a part-time student in 2021 and completed it in three years. Graduates who identified as Black or African American represented 25% of the graduates while the remaining 75% of graduates identified as White or Caucasian. The GSE School Counseling program does not publish disaggregated race/ethnicity data merged with gender data when the student or graduate count is low to protect the identity of our graduates.

Enrollment and Graduation Trends
Student diversity and supporting program completion of BIPOC students is central to achieving the program's mission. Of the nine students who began the program in 2022, four transferred to other graduate programs at Rutgers – two (both) BIPOC students and two White students. The last two years have seen a higher percentage of students leave the program, and the faculty are monitoring these departures. The BIPOC students transferred to the School of Social Work and the School of Communication and Information, and the White students transferred to the GSE's special education and college student affairs programs. One of the students who transferred was male, and three were female. The five students who have graduated or remain enrolled are all White, and one is male while four are female. Over the past four years, students who started the program had a similar likelihood of persisting and completing it regardless of race/ethnicity and gender. Of the 39 students to begin the program, 74% (29) have graduated or are still enrolled, and when disaggregated by race/ethnicity (BIPOC/White) and gender (Female/Male), every group's graduation/persistence rate is between 73% and 76%. (See table below for details.) The faculty will continue to review enrollment and completion trends with a focus on race/ethnicity and gender, to identify if this year was unusual or if a trend is beginning to emerge, and think about why that might be and how to reverse course if needed.

Graduation/Persistence Rate for New Students, Fall 2019-2022			
Cohort	**N**	**# Grad or Still Enrolled**	**% Grad or Still Enrolled**
BIPOC	17	13	76%
White	22	16	73%
Female	28	21	75%
Male	11	8	73%

Full-Time Faculty Demographic Data and Retention
During the 2023-2024 academic year, the two full-time faculty members were both women; one was Black and Asian American and one was White. One faculty member was new to the GSE in 2023-2024 and the other began in 2019. Both returned for the 2024-2025 academic year.

Applicants for Open Faculty Positions
As a result of an unanticipated faculty departure at the end of the spring 2023 semester, a search for a new core faculty member began in fall 2023, resulting in the hiring of a faculty member who identifies as White and male. Finalist demographics for the position included two men, one woman, one person of color (self-identified as Latine), and two White people. The GSE conducted a holistic review of applicants to identify the applicant that would best meet the needs of the program. The GSE received and reviewed 10 complete applications which were submitted by December 8, 2023 when applicant review began. (An additional four applicants submitted their materials after review and interviews began and though they were reviewed, they were deemed not to meet established, below-mentioned criteria. One applicant did not submit a CV and could not be reviewed.) Criteria considered by the search committee included (but was not limited to):

- Holds a doctorate in counselor education and supervision from a CACREP-accredited program, or a related degree
- Strong school counselor identity
- Alignment with GSE's mission and vision, as well as a history of community engagement
- Research agenda and productivity (as Rutgers is an R1, top-tier research institution and this is a tenure-track position)

Applicant qualifications were tracked as the search committee reviewed and narrowed the pool to those who would be offered an interview. The following highlights qualifications of the applicant pool, with specific focus on educational background and school counselor identity/experience:

- Five applicants had doctoral degrees in counselor education or in a related field, including four with a focus in School Counseling. Four applicants anticipated earning doctoral degrees in counselor education or a related field in May/August 2024, including two with a focus in School Counseling. One applicant had a doctoral degree in an unrelated field.
- Two applicants worked as school counselors in urban settings for 4+ years. An additional three applicants worked as school counselors or in school settings for 1-2 years. Five applicants had no school counseling experience.

In January 2024, the search committee conducted first round virtual interviews with three applicants whom they felt best met the needs of the School Counseling program and the GSE. The three applicants all had PhD's in counselor education or a related field and experience in school counseling. Additionally, their previous work/research seemed to align with the GSE's mission. Another two applicants were considered but deemed not to meet GSE's standards for research productivity for a tenure-track position and lacked experience in School Counseling as well. Ultimately, two finalists were brought to

campus for in-person interviews and one was offered, and accepted, the position of Assistant Professor of School Counseling with a start date of September 1, 2024.

Practicum and Internship Placement
Each semester, faculty track when students secure their Practicum and Internship placements, as the expectation is that 100% of students will secure an appropriate placement before the start of the semester.

Practicum and Internship Placement Rate		
Placement	**N**	**% Met Benchmark**
Practicum	7	100%
Internship 1	5	100%
Internship 2	4	100%

Community Partner Engagement and Accountability

Routinely, the School Counseling program seeks feedback from school counseling students, graduates, partners and experts to help enhance and support the program. This includes the distribution of five annual surveys – to continuing students, graduating students, alumni, site supervisors, and employers of alumni. All but the Site Supervisor Survey are aligned with the CACREP Foundational Curriculum and School Counseling Practice Areas (Standards), and thus the program's Learning Goals (LG). Survey reports are reviewed by program faculty, and often lead to curricular and programmatic changes. Additionally, this year the program decided to join the GSE's advisory council and looks forward to the feedback it will receive from school counseling experts in the community in the future.

Follow-up Studies – Surveys
Below, findings of each of the program's five annual surveys are summarized.

Site Supervisor Survey Results
The Site Supervisor Survey is distributed annually to collect feedback about the experience of serving as a site supervisor. The 2024 Site Supervisor survey was sent to 16 site supervisors from the 2023-2024 academic year. Six responded for a 38% response rate. Of the respondents, one supervised a Practicum student and five supervised an Internship student.

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 their GSE student(s). When asked how Rutgers GSE could better support site supervisors, some suggestions included: more communication – including face-to-face discussions – between Rutgers GSE faculty and site supervisors, more information about program expectations, and closing the communication loop so site supervisors are aware of what students are sharing with faculty about their Practicum/Internship experiences, all to support students during their clinical placements. As a result of this feedback, faculty modified their site supervisor orientation for fall 2024, and plan to institute a monthly check-in form to use with site supervisors beginning in fall 2024 as well. The program plans to review professional development options provided to site supervisors, record any future professional development sessions they provide, and make them available to site supervisors asynchronously and continuously throughout their partnership with the School Counseling program.

Alumni Survey Results
The 2024 Alumni Survey was sent to all eight graduates from the class of 2022 to gather their 2023-2024 employment information, feedback on their program experience, and their perceptions of their preparation. Four completed the survey for a 50% response rate, which included complete and partial responses.

Three alumni reported working as school counselors in New Jersey public schools while one reported that they are currently employed in another educational organization/institution. (This graduate did not seek a position in school counseling upon graduation.) Alumni seemed satisfied with their current employment. They generally responded positively to questions about their School Counseling program coursework, Practicum, Internship, site supervisors, and faculty, and would recommend the program to prospective students.

Overall, the graduates reported a positive learning experience, which speaks to the program's comprehensive nature, and that the CACREP Standards were well-addressed. While responses were generally very positive, alumni indicated they felt they had been least prepared in understanding the ethical and legal considerations of using technology and utilizing technology in counseling settings (Standards 3.E and 3.F / LG 1 and 8). The faculty will use this information to make these connections clearer across courses. They are also considering creating a training called "Technology in School Counseling," which would be recorded and made available for current and future students.

Employer Survey Results
The intent of the Employer Survey is to collect feedback from those who, in 2023-2024, supervised or employed the program's May 2022 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, five of the 2022 graduates were employed during 2023-2024 in a New Jersey public school and the NJDOE provided contact information for the principals of those five schools. No alumni provided contact information for their direct supervisor. There were no survey responses this year. In previous years, the Employer Survey has collected low or no responses as well. Over the past few years, this constituency group has been the hardest to connect with. As described above, the program has sought employer feedback annually from the employers or direct supervisors of alumni from two years prior, but may need to consider expanding how it defines *employer*. Additionally, the program would like to seek support and guidance from the Advisory Council to help solicit this feedback. One idea is to identify employers on the Advisory Council who would be willing to complete this survey, and ask them to complete it during a meeting. Another idea is to ask the Advisory Council for ideas for gathering responses.

End of Program Survey Results
The 2024 End of Program Survey was sent to the four May 2024 graduates at the end of the spring semester to collect information about their future employment, their overall satisfaction with the program, and their perceptions of their preparation. Three completed the survey for a 75% response rate. At that time, one student had a school counseling position lined up and two students were still figuring out their plans for the next year. The two students indicated they would like to work in school counseling (and over the summer, did secure school counseling positions).

Students responded positively 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 the CACREP Standards, and thus also the program's LGs. Students indicated feeling most knowledgeable about counseling theories and using counseling techniques appropriately (Standards 3.A and 3.E / LG 1), and felt prepared to form and facilitate groups and use ethically and culturally relevant strategies in group work (Standard 3.F / LG 1 and 4). Areas where they indicated feeling less prepared included ethical concerns, including related to technology (Standard 3.E / LG 1), using a variety of assessments (Standard 3.G / LG 6), and while they felt they could identify barriers to student success, they felt less

prepared to advocate for the resources needed to address these barriers (Standards 3.A and 3.B / LG 1 and 4). Finally, students have not had many opportunities to participate in faculty research, as this has not been a top focus of the program. However, the faculty will consider options for engaging students in research, such as creating a student-faculty research group, sharing their research areas with students, and creating a Professional Development workshop related to research. Faculty hope the new *Research Methods in Counseling and Educational Settings* course will also help students feel more comfortable with a variety of assessments. Faculty will continue to monitor areas where graduating students feel least prepared to identify if their interventions have been successful.

End of Year Survey Results
The 2024 End of Year Survey was piloted in early summer 2024 with the 19 students continuing in the program. This newly developed survey was designed to collect information about students' experiences so far, focusing on the Practicum and Internship placement process, academic advising, and their overall satisfaction. Five completed the survey for a 26% response rate, which includes complete and partial responses.

The students who responded to this survey were generally dissatisfied. Faculty noted that this unusually high level of dissatisfaction (again, only a small subset of students completed the survey) coincided with a record number of students who needed remediation plans during the year. Faculty only have access to anonymous survey data, but hypothesize that some dissatisfied students may be the ones who struggled with meeting program expectations/requirements. The program faculty plan to have a program retreat where they can look at these survey results in more depth. Part of this review will also include revising questions that didn't provide data that was as meaningful as they would like. However, they have taken some steps already, including adding information about this survey in the Student Handbook, so students will know to expect it as part of their evaluation of the program. Starting in 2025, the survey will be disseminated in May, before the end of classes, rather than early in the summer. Together, these efforts should raise the response rate, which will make the data more representative of the entire student body.

Advisory Committee: GSE-CSPN Advisory Council
In spring 2024, program faculty decided to join the GSE's existing Advisory Council, expanding it to include school counseling experts from the community. The new members will begin their participation in the 2024-2025 academic year. The group will consider and provide feedback on problems of practice presented by GSE faculty and staff, including curriculum modifications, program improvements, and specific timely program needs. The new members will participate in an introductory meeting early in the new academic year, prior to the first whole group meeting scheduled for December 2024. While joining the Advisory Council was prompted by the new CACREP Standards, the faculty look forward to learning with and from the Council. They are excited about the opportunity to engage with the community for the betterment of the program.

Modifications and Changes for Continuous Improvement

The School Counseling program is consistently engaging in the continuous improvement process, reviewing data and feedback, enhancing systems, modifying assessments, adjusting survey tools, and ensuring compliance of the program with University and state requirements and CACREP Standards. These efforts over the past year are documented below, as Curriculum Modifications and Program Improvement as well as Significant Program Changes. The program categorizes changes as *significant* if they are not driven by program evaluation data, but instead are as a result of changing University, state or accreditation requirements or new funding for the program.

Curriculum Modifications and Program Improvement

Described below are seven curriculum and program modifications that went into effect or occurred during the 2023-2024 academic year. These changes were motivated by a desire to respond to feedback from stakeholders, adjust to the 2024 CACREP Standards, and continuously improve the School Counseling program.

Modernization of Processes / Removal of Paperwork

Based on a desire to continue to modernize systems and processes, and in response to feedback on the 2023 Site Supervisor Survey, beginning in fall 2023 the program transitioned all Practicum and Internship Agreement paperwork into digital formats. A Site Intake Form is now sent to school counseling students before the start of the semester to collect key information regarding their Internship or Practicum. The completion of this form then initiates a process where the appropriate Agreement Form is sent via DocuSign to the school counseling student and the site supervisor. The Agreement Form allows the program to capture necessary information regarding site supervisor qualifications, experience, and contact information and removes the process of capturing this information on paper and tracking hard copies of these important documents.

Creation of Clinical Canvas Site for Students, Faculty, and Site Supervisors

In spring 2024, the program developed the Rutgers School Counseling Practicum and Internship Site on Canvas, our Learning Management System. This site houses and makes available clinical manuals, documents, and forms, allowing students and faculty supervisors to access necessary documentation and resources related to clinical practice whenever they need. It is also where we provide training and evidence-based resources for site supervisors.

Aligned Dispositions to Broad Dispositional Categories

When discussing dispositional expectations with students, program faculty typically use five broad dispositional categories (Interpersonal Behavior, Intrapersonal Behavior, Professional Ethics, Professionalism, and Respect for Diversity), however these were not reflected explicitly in the program's dispositional assessments. Faculty took the step of directly aligning these dispositional categories, which can be found in the Program in School Counseling Student Handbook, to the more specific dispositions the program measures on the KSV, CPRS, and SSE.

Mock Counseling Video Session (MCVS) Assignment – Benchmark Adjustment

Throughout the 2023-2024 academic year, program faculty discussed adjusting the benchmark for the Mock Counseling Video Session Assignment. After reviewing multiple cycles of student data, program faculty agreed to adjust the benchmark from 2.5/4 to 2.0/4. This key assignment is typically completed in the first semester of the program.

End of Year Survey

In 2024, an End of Year Survey was developed, creating an opportunity for continuing students (not those who are graduating) to provide feedback on their experience with the Practicum and Internship placement process, experience with and access to academic advising, and their overall satisfaction with the program thus far. Now, the School Counseling program, like other GSE programs leading to state licensure, also surveys continuing students so that feedback can be acted on in real-time and, hopefully, improve the experience of students while they are still enrolled in the program. This new survey was piloted shortly after the spring semester ended. In the future, the End of Year Survey will be sent out in May before the end of classes, to reach as many students as possible and increase survey response rates. The survey will also be included in the Student Handbook as an evaluation students should expect to complete while in the program.

Dispositions and Beliefs Survey

Over the past several years, three GSE committees (Teacher Education, Assessment, and DEI) have worked to revise and update a survey that will now be used across the GSE to assess the dispositions and beliefs of all GSE students. This survey aligns with the program's Learning Goal 4 and will be piloted in fall 2024 with those who graduated or completed any GSE program during the 2023-2024 academic year.

Establishment of Alpha Rho Upsilon Sigma Chapter of Chi Sigma Iota

The School Counseling program worked during the fall 2023 semester to open a Chi Sigma Iota chapter (Counseling Academic and Professional Honor Society International) at Rutgers. In February 2024, the Alpha Rho Upsilon Sigma chapter of Chi Sigma Iota (CSI) was officially approved. This chapter stands as a testament to GSE's commitment to excellence in counselor education and the ongoing professional development of future school counselors. The program hopes it will serve as a cornerstone for cultivating professional identity, fostering academic excellence, and strengthening recruitment and retention of graduate students. Membership in CSI is a prestigious honor, offered to students who have completed 9 credit hours within their School Counseling graduate program and maintain a 3.5 GPA. By joining, students are not only recognized for their outstanding academic achievements but also gain access to a network of like-minded professionals dedicated to growth and leadership in counseling. The chapter will officially hold its first initiation ceremony in spring 2025.

Significant Program Changes

Described below are four significant changes that went into effect or occurred during the 2023-2024 academic year, driven by initiatives at the GSE, CACREP requirements, and the updated 2024 CACREP Standards.

New 60-Credit Program

The program officially moved from 48 to 60 credits, beginning with the students who entered the program in 2023-2024. Changes that went 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*. Additionally, revised *Program Evaluation: An Introduction to Methods and Practice* and *Resources and Consultation in School Counseling* courses were taught for the first time. The *Foundations of School Counseling* course and revisions to the *Program Evaluation: An Introduction to Methods and Practice* and *Resources and Consultation in School Counseling* addressed 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. Faculty teaching new courses used course feedback to finetune courses for 2024-25. *Research Methods in Counseling and Educational Settings* is the only course that has yet to be taught. In the new 60-credit program sequence, it will be taught for the first time in spring 2025.

Updated Program Learning Goals

In 2022, program faculty began the process of reviewing, revising and updating their program Learning Goals in alignment with a GSE-wide effort to bring consistency across the unit as it relates to student learning. Learning Goals are now grouped into six broad categories across the GSE and within the School Counseling program – Knowledge/Understanding, Communication/Community Building, Diversity, Equity, and Inclusion, Research/Professional Practice, Assessment, and Professional Development/Self-Reflection. The faculty developed nine goal statements with these categories as anchors, and in 2024 aligned them to the updated 2024 CACREP Standards.

2024 CACREP Standards: Alignment of Key Assessments and Handbooks, and Revision of KPIs

In response to the updated 2024 CACREP Standards, program staff and faculty worked together to review and align all seven key assessment rubrics to the 2024 CACREP Standards. Additionally, faculty updated the KPIs to reflect the change in Standards. While most KPIs remained the same or similar, as they are all directly taken from the CACREP Standards, one was removed and replaced with a different Standard. Analysis of data collected in 2023-2024 and shared in this Annual Report is based on the new Standards and updated KPIs. While revising the Student Handbook and Clinical Handbook to address the 2024 CACREP Standards, faculty also used this as an opportunity to review procedures for assessment of the program and of students, as well as procedures for remediation and retention. This also contributed to the revision of forms in both the Handbooks, which were then distributed and used in fall 2024.

Advisory Committee

In early 2024, program faculty discussed joining the Graduate School of Education's existing Advisory Council, which consists of approximately 35-40 educational professionals, teachers, administrators, parents, and community members from the eight GSE-Community School Partnership Network (GSE-CSPN) districts, and GSE faculty and staff. After weighing the options of forming a new committee or joining the existing council, in order to meet the 2024 CACREP Standards, program faculty decided to join the GSE-CSPN Advisory Council and invited nine school counseling experts to participate, beginning in the 2024-2025 academic year. The Advisory Council will meet three times a year to discuss and collaborate on important topics of interest. The group will consider and provide feedback on problems of practice presented by GSE faculty and staff, including curriculum modifications, program improvements, and specific timely program needs. The first formal Advisory Council meeting for the 2024-2025 academic year will be held on December 17, 2024, with subsequent meetings in March 2025 and June 2025.