



Fall 2025 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 2025 Annual Report, reflecting the 2024-2025 academic year, is separated into four sections. First, the School Counseling program's overall assessment plan is introduced. Second, Academic Quality Indicator (AQI) data, which allows the program to assess whether it has met its objectives and goals, 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.

As a CACREP-accredited program, the GSE School Counseling program is guided by five Program Objectives, aligned with nine AQIs, that allow the program to determine whether it is meeting its mission and program-level outcomes. Additionally, the program developed nine key Learning Goals that build upon the GSE and the program's vision and mission. These goals are selected 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 Objectives and 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 is designed to assess specific CACREP Standards, which are aligned to the program's 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.

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. Additionally, the School Counseling program meets most of its program-level objectives.



School Counseling Program Mission Statement

The mission of the GSE School Counseling program is to prepare culturally competent professional school counselors for the roles and responsibilities of school counseling in the twenty-first century, towards promoting equity, inclusion, and social justice for students in K-12 schools. In response to the increasingly diverse demographic landscape of the United States and New Jersey in particular, the School Counseling program aims to recruit and admit diverse student cohorts and has a multicultural programmatic focus dedicated to empowering all students, increasing parent engagement, eliminating the achievement gap, and addressing biopsychosocial and systemic strengths and challenges that interact with academic success.

To this end, faculty members will effectively train professional school counselors who are culturally competent as well as sensitive to the diverse and changing needs of youth in pre-kindergarten through 12th grade, their families, the schools that they attend, and the communities in which they live. The program curriculum provides a wide range of didactic, experiential, and transformative learning opportunities emphasizing the preparation of school counselors as leaders, social justice advocates, and consultants, who engage school leaders, teachers, and community stakeholders to tend to the needs of all students. Graduates will excel in developing and implementing culturally responsive, comprehensive school counseling programs and support services based on data-driven and ethical decision-making models that promote academic achievement, personal and social-emotional development, and post-secondary educational and career development for all students.



Program Objectives and Academic Quality Indicators (AQIs)

School Counseling Program Objectives	Academic Quality Indicators (AQIs)
<p>1. The program actively recruits quality candidates interested in school counseling and in serving the needs of diverse populations across the state of New Jersey.</p>	<p>1. The program actively recruits quality candidates interested in school counseling and receives 30 complete applications for review each year</p>
<p>2. Graduate students possess the counseling knowledge, skills, and dispositions required to function effectively as professional school counselors.</p>	<p>2. 100% of students meet each key assessment’s benchmark for satisfactory progress, including on:</p> <ul style="list-style-type: none"> a. key course assignments, b. key evaluations/assessments, and c. dispositional assessments
	<p>3. 100% of students meet the benchmark for aligned KPIs on all key assessments, including:</p> <ul style="list-style-type: none"> a. key course assignments, b. key evaluations/assessments, and c. dispositional assessments
<p>3. Graduate students are placed in partner school districts in the state of New Jersey, where they receive practicum and internship experiences that meet program, state, and CACREP expectations.</p>	<p>4. 100% of students will secure an appropriate placement before the start of the semester in both Practicum and Internship</p>
<p>4. Graduate students complete all program, state, and CACREP requirements in a timely fashion in order to become certified school counselors in the state of New Jersey.</p>	<p>5. 80% of students will graduate within 3 years or will still be enrolled in the program</p>
<p>5. Graduate students complete the school counseling program prepared to enter the school counseling workforce or continue their education.</p>	<p>6. 75% of students will graduate within 3 years</p>
	<p>7. 100% of graduates earn their state certificate</p>
	<p>8. 100% of graduates who seek employment as school counselors or in counseling secure such employment.</p>
<p>9. 100% of graduates who seek to attend a doctoral program enroll in a doctoral program</p>	



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				



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	1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15



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 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)



Key Data Sources Collected Over the Life Cycle of a Typical Student

Time Period	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	<ul style="list-style-type: none"> • <i>Counselor Perceptual Rating Scale (CPRS)</i> Self-Assessment • <i>Mock Counseling Video Session (MCVS)</i> Course Assignment • <i>Multi-Tiered Systems of Support (MTSS)</i> Course Assignment 		
Year One / First Spring	<ul style="list-style-type: none"> • <i>Knowledge, Skills, and Values (KSV)</i> Self-Assessment • <i>CPRS</i> Self-Assessment • <i>KSV</i> Faculty Assessment • <i>CPRS</i> Faculty Assessment • <i>Site Supervisor Evaluation</i> (mid- and end of semester) 		<i>Site Supervisor Survey</i> – administered every spring to every site supervisor who worked with students during that academic year.
Year Two / Second Fall	<ul style="list-style-type: none"> • <i>Capstone 1</i> Course Assignment • <i>Site Supervisor Evaluation</i> 		
Year Two / Second Spring	<ul style="list-style-type: none"> • <i>Capstone 2</i> Course Assignment • <i>KSV</i> Self-Assessment • <i>CPRS</i> Self-Assessment • <i>KSV</i> Faculty Assessment • <i>CPRS</i> Faculty Assessment • <i>Site Supervisor Evaluation</i> 		<p><i>Site Supervisor Survey</i> – administered every spring to every site supervisor who worked with students during that academic year.</p> <p><i>End of Year Survey</i> – administered in late spring to those who are not expected to graduate from the program.</p> <p><i>End of Program Survey</i> – administered in late spring to those who are expected to graduate from the program.</p> <p><i>Dispositions and Beliefs Survey</i> – administered after program completion.</p>
After Program Completion		Program Completer Data provided by OSAS	<p><i>Alumni Survey</i> – administered every spring to students who graduated 2 years prior.</p> <p><i>Employer Survey</i> – administered every spring to employers of students who graduated 2 years prior.</p>



Academic Quality Indicators (AQIs)

The GSE School Counseling program is guided by five Program Objectives, aligned with nine Academic Quality Indicators (AQIs), that allow the program to determine whether it is meeting its program-level outcomes. These AQIs cover a broad range of areas important to the program as it assesses itself, including recruitment, academic performance of students, clinical placement, retention and graduation, and employment. The Program Objectives and AQIs also map more broadly to the CACREP standards related to a Diverse Learning Community, Aggregate Assessment of Student Success, Fieldwork, and Graduate Outcomes.



Summary of Program Objectives and AQI Data

Program Objectives	CACREP AQI Category	Type of AQI	AQIs	AQI Met or Not Met
1. The program actively recruits quality candidates interested in school counseling and in serving the needs of diverse populations across the state of New Jersey.	Diverse Learning Community	Recruitment	1. The program actively recruits quality candidates interested in school counseling and receives 30 complete applications for review each year	Met (see p. 22)
2. Graduate students possess the counseling knowledge, skills, and dispositions required to function effectively as professional school counselors.	Aggregate Assessment of Student Success	Academic	2. 100% of students meet each key assessment’s benchmark for satisfactory progress, including on: a. key course assignments, b. key evaluations/assessments, and c. dispositional assessments	a. Not Met b. Met c. Met (see p. 13)
			3. 100% of students meet the benchmark for aligned KPIs on all key assessments, including: a. key course assignments, b. key evaluations/assessments, and c. dispositional assessments	a. Not Met b. Met c. Met (see p. 13)
3. Graduate students are placed in partner school districts in the state of New Jersey, where they receive practicum and internship experiences that meet program, state, and CACREP expectations.	Fieldwork	Clinical Placement	4. 100% of students will secure an appropriate placement before the start of the semester in both Practicum and Internship	Met (see p. 27)
4. Graduate students complete all program, state, and CACREP requirements in a timely fashion in order to become certified school counselors in the state of New Jersey.	Graduate Outcomes	Retention and Graduation	5. 80% of students will graduate within 3 years or will still be enrolled in the program	Met (see p. 25)
			6. 75% of students will graduate within 3 years	N/A (see p. 25)
5. Graduate students complete the school counseling program prepared to enter the school counseling workforce or continue their education.	Graduate Outcomes	Employment	7. 100% of graduates earn their state certificate	Not Met (see p. 24)
			8. 100% of graduates who seek employment as school counselors or in counseling secure such employment.	Met (see p. 25)
		Further Education	9. 100% of graduates who seek to attend a doctoral program enroll in a doctoral program	Met (see p. 25)



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 2024-2025 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

Program Objective 2, graduate students possess the counseling knowledge, skills and dispositions required to function effectively as professional school counselors, is measured by two AQIs, 2: *100% of students meet each key assessment’s benchmark for satisfactory progress, including on: a. key course assignments, b. key evaluations/assessments, and c. dispositional assessments* and 3: *100% of students meet the benchmark for aligned KPIs on all key assessments, including: a. key course assignments, b. key evaluations/assessments, and c. dispositional assessments*). In aggregate, the program did not meet AQI 2.a. as 100% of students met the benchmark for satisfactory progress for three of the four key course assignments. It did meet AQI 2.b. for all three key evaluations /assessments each time they were assessed. The program also met AQI 2.c. for all dispositional assessments. Finally, the program did not meet AQI 3.a. as 100% of students met the benchmark for aligned KPIs for every key course assignment except for one, the MTSS course assignment, as the benchmark was only met for three of the seven aligned KPIs. It did meet AQI 3.b. for all three key evaluations /assessments each time they were assessed. The program also met AQI 3.c. for all dispositional assessments. This is summarized in the following two tables.



	Minimum Threshold for Aggregate Program Performance / Goal	Goal Met or Not Met
Assessments and Evaluations, including Dispositional Assessments		
Key Course Assignments		
Mock Counseling Video Session (MCVS) Course Assignment	100%	Met
Multi-Tiered Systems of Support (MTSS) Course Assignment	100%	Not Met
Capstone 1 Course Assignment	100%	Met
Capstone 2 Course Assignment	100%	Met
Key Evaluations/Assessments		
Site Supervisor Evaluation (Practicum Mid-semester)	100%	Met
Site Supervisor Evaluation (Practicum Final)	100%	Met
Site Supervisor Evaluation (Internship 1)	100%	Met
Site Supervisor Evaluation (Internship 2)	100%	Met
KSV Assessment (New Student)	100%	Met
KSV Assessment (Continuing Student)	100%	Met
KSV Assessment (Practicum)	100%	Met
KSV Assessment (Internship)	100%	Met
CPRS Assessment (New Student)	100%	Met
CPRS Assessment (Continuing Student)	100%	Met
CPRS Assessment (Practicum)	100%	Met
CPRS Assessment (Internship)	100%	Met
Dispositional Assessments		
Site Supervisor Evaluation - <i>Selected Items</i> (Practicum Mid-semester)	100%	Met
Site Supervisor Evaluation - <i>Selected Items</i> (Practicum Final)	100%	Met
Site Supervisor Evaluation - <i>Selected Items</i> (Internship 1)	100%	Met
Site Supervisor Evaluation - <i>Selected Items</i> (Internship 2)	100%	Met
KSV Assessment - <i>Values Section</i> (New Student)	100%	Met
KSV Assessment - <i>Values Section</i> (Continuing Student)	100%	Met
KSV Assessment - <i>Values Section</i> (Practicum)	100%	Met
KSV Assessment - <i>Values Section</i> (Internship)	100%	Met
CPRS Assessment (New Student)	100%	Met
CPRS Assessment (Continuing Student)	100%	Met
CPRS Assessment (Practicum)	100%	Met
CPRS Assessment (Internship)	100%	Met



Assessments and Evaluations	Minimum Threshold for Aggregate Program Performance / Goal	Goal Met or Not Met								
Aligned KPIs		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
Mock Counseling Video Session (MCVS) Course Assignment	100%	NA	Met	Met	Met	Met	NA	NA	NA	Met
Multi-Tiered Systems of Support (MTSS) Course Assignment	100%	NA	Not Met	Not Met	NA	Met	Met	Not Met	Not Met	Met
Capstone 1 Course Assignment	100%	Met	Met	Met	NA	Met	NA	NA	Met	NA
Capstone 2 Course Assignment	100%	Met	Met	Met	NA	Met	NA	NA	Met	Met
Site Supervisor Evaluation (Practicum Mid-semester)	100%	Met								
Site Supervisor Evaluation (Practicum Final)	100%	Met								
Site Supervisor Evaluation (Internship 1)	100%	Met								
Site Supervisor Evaluation (Internship 2)	100%	Met								
KSV Assessment (New Student)	100%	Met	Met	Met	NA	Met	NA	Met	Met	Met
KSV Assessment (Continuing Student)	100%	Met	Met	Met	NA	Met	NA	Met	Met	Met
KSV Assessment (Practicum)	100%	Met	Met	Met	NA	Met	NA	Met	Met	Met
KSV Assessment (Internship)	100%	Met	Met	Met	NA	Met	NA	Met	Met	Met
CPRS Assessment (New Student)	100%	NA	Met	Met	NA	Met	NA	NA	NA	NA
CPRS Assessment (Continuing Student)	100%	NA	Met	Met	NA	Met	NA	NA	NA	NA
CPRS Assessment (Practicum)	100%	NA	Met	Met	NA	Met	NA	NA	NA	NA
CPRS Assessment (Internship)	100%	NA	Met	Met	NA	Met	NA	NA	NA	NA

NA = KPI Not Assessed on this Key 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 key assignments / evaluations 7 and 9 (listed above) are student 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 that follow. 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 2024-2025 met all benchmarks for satisfactory progress and all KPI benchmarks. One student did not meet the benchmark for satisfactory progress on the Multi-Tiered Systems of Support (MTSS) course assignment, as well as 4 KPIs assessed through that assignment (3.B.9, 3.C.1, 3.G.2 and 3.H.1). However, this student did meet all other benchmarks across all other assessments, and met the benchmarks for the 4 KPIs all other times they were assessed. Three additional students missed the KPI benchmark for 3.G.2 and one of these students also missed the KPI benchmark for 3.H.1. Again, these students met all other benchmarks during the academic year, including for these particular KPIs when they were assessed elsewhere. A more detailed description is available below, in the [KPI Benchmarks Data Analysis](#) section of this report.



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	16	94%	4.0	2.5
Capstone 1 Course Assignment	13	100%	4.0	2.5
Capstone 2 Course Assignment	14	100%	4.0	2.5

Key Evaluations / Assessments	N	% Met Benchmark for Satisfactory Progress	Maximum Score	Practicum / Continuing / New: Assessment Average Score for Satisfactory Progress	Internship: Assessment Average Score for Satisfactory Progress
Site Supervisor Evaluation (Practicum Mid-semester)	15	100%	5.0	2.0	
Site Supervisor Evaluation (Practicum Final)	15	100%	5.0	2.0	
Site Supervisor Evaluation (Internship 1)	13	100%	5.0		3.0
Site Supervisor Evaluation (Internship 2)	14	100%	5.0		3.0
KSV Assessment (New Student)	6	100%	4.0	2.0	
KSV Assessment (Continuing Student)	4	100%	4.0	2.0	
KSV Assessment (Practicum)	15	100%	4.0	2.0	
KSV Assessment (Internship)	13	100%	4.0		3.0
CPRS Assessment (New Student)	6	100%	7.0	3.0	
CPRS Assessment (Continuing Student)	4	100%	7.0	3.0	
CPRS Assessment (Practicum)	15	100%	7.0	3.0	
CPRS Assessment (Internship)	13	100%	7.0		5.0



Dispositional Assessments	N	% Met Benchmark for Satisfactory Progress	Maximum Score	Practicum / Continuing / New: Assessment Average Score for Satisfactory Progress	Internship: Assessment Average Score for Satisfactory Progress
Site Supervisor Evaluation - <i>Selected Items</i> (Practicum Mid-semester)	15	100%	5.0	2.0	
Site Supervisor Evaluation - <i>Selected Items</i> (Practicum Final)	15	100%	5.0	2.0	
Site Supervisor Evaluation - <i>Selected Items</i> (Internship 1)	13	100%	5.0		3.0
Site Supervisor Evaluation - <i>Selected Items</i> (Internship 2)	14	100%	5.0		3.0
KSV Assessment - <i>Values Section</i> (New Student)	6	100%		2.0	
KSV Assessment - <i>Values Section</i> (Continuing Student)	4	100%	4.0	2.0	
KSV Assessment - <i>Values Section</i> (Practicum)	15	100%	4.0	2.0	
KSV Assessment - <i>Values Section</i> (Internship)	13	100%	4.0		3.0
CPRS Assessment (New Student)	6	100%		3.0	
CPRS Assessment (Continuing Student)	4	100%	7.0	3.0	
CPRS Assessment (Practicum)	15	100%	7.0	3.0	
CPRS Assessment (Internship)	13	100%	7.0		5.0



% Met Benchmark for Aligned KPIs: 2024-2025											
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	16	NA	94%	94%	NA	100%	100%	75%	88%	100%	One student who was below the benchmark on 3.B.9, 3.C.7, 3.G.2 and 3.H.1 met them on all other aligned assessments, except the SSE where the aligned item was marked N/A. Three students below the benchmark for 3.G.2 met it on all other aligned assessments, and one student below the benchmark for 3.H.1 met it for all other aligned assessments.
Capstone 1 Course Assignment	13	100%	100%	100%	NA	100%	NA	NA	100%	NA	
Capstone 2 Course Assignment	14	100%	100%	100%	NA	100%	NA	NA	100%	100%	
Site Supervisor Evaluation (Practicum Mid-semester)	15	100%	100%	100%	100%	100%	100%	100%	100%	100%	N = 13 for 3.F.7 and N = 12 for 3.G.2
Site Supervisor Evaluation (Practicum Final)	15	100%	100%	100%	100%	100%	100%	100%	100%	100%	N = 14 for 3.D.1, 3.F.7 and 3.G.2
Site Supervisor Evaluation (Internship 1)	13	100%	100%	100%	100%	100%	100%	100%	100%	100%	N = 12 for 3.D.1 and N = 10 for 3.G.2
Site Supervisor Evaluation (Internship 2)	14	100%	100%	100%	100%	100%	100%	100%	100%	100%	
KSV Assessment (New Student)	6	100%	100%	100%	NA	100%	NA	100%	100%	100%	
KSV Assessment (Continuing Student)	4	100%	100%	100%	NA	100%	NA	100%	100%	100%	
KSV Assessment (Practicum)	15	100%	100%	100%	NA	100%	NA	100%	100%	100%	
KSV Assessment (Internship)	13	100%	100%	100%	NA	100%	NA	100%	100%	100%	
CPRS Assessment (New Student)	6	NA	100%	100%	NA	100%	NA	NA	NA	NA	
CPRS Assessment (Continuing Student)	4	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)	13	NA	100%	100%	NA	100%	NA	NA	NA	NA	

NA = KPI Not Assessed on this Key Assessment



Key Assignments Data Analysis

The first of the four tables above include data for the four key course-based assignments collected during 2024-2025: the *Mock Counseling Video Session (MCVS)*, *Multi-Tiered Systems of Support (MTSS)* and two *Capstone* assignments. All students met the benchmarks set for three of the four key course assignments. One student just missed the benchmark for the MTSS assignment, with an average score of 2.4/4 where 2.5 is the benchmark. The first two assignments (MCVS and MTSS) are completed during what is typically 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 four tables above. The SSE, KSV, and CPRS assessments are used by the School Counseling program, faculty, and site supervisors to assess each student's counseling behaviors, attitudes, and ability to be effective in the role of a professional school counselor. All students 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, however during 2024-2025 the Practicum version was mistakenly used for the Internship students. (This has been corrected during the 2025-2026 academic year.) The KSV is scored by core faculty for all students annually at the end of the spring semester. Previously, data was 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). During the 2024-2025 academic year, the program began accepting new students to start in the spring and summer terms, in addition to the fall, so students who were previously considered part-time students are now either grouped as “New” or “Continuing” in the program. This is more inclusive and accurate terminology, as the students may be full-time, though not enrolled in Practicum or Internship. Like the KSV, the CPRS is scored by core faculty for all students annually at the end of the spring semester, and the way data is disaggregated has also been updated from three to four groups. All students met the benchmark for satisfactory progress. 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, all 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. KPIs and where they are assessed are outlined in the following table: [Key Performance Indicators \(KPIs\) Assessed by the Program](#). For almost every KPI, each time it was assessed, all students met the benchmark with a few exceptions. As discussed earlier, the benchmark for KPI 3.G.2 (Assessment & Diagnostic Processes) was not met by four students on the MTSS course assignment, completed in fall 2024. On this course assignment, the KPI score for 3.G.2 comes from just one component on the rubric, and in each case, the four students scored a 2.0/4 on that one particular rubric component, while the benchmark is 2.5. Two of these students also missed the benchmark for KPI 3.H.1 (Research & Program Evaluation), which is an average of two of the five rubric components. Finally, one of these students also missed the benchmark for KPI 3.B.9 (Social & Cultural Identities & Experiences), also an average of two rubric components, and KPI 3.C.7 (Lifespan Development), derived from three of the rubric components. Following those same students, the KPIs were met every other time they were assessed during the year. For KPI 3.G.2, it was assessed on both the Mid-semester SSE and Final SSE in the spring for two students in Practicum and the item aligned to this KPI was marked NA/DK (Not Applicable / Don't Know) on both SSEs for one student. The fourth student was not enrolled in a course where the SSE was completed. All four students met the KPI on the KSV scored by faculty at the end of the spring semester. For KPI 3.H.1, the two students met the benchmark on the Mid-semester SSE, Final SSE, and KSV. Finally, the student who missed the benchmark for KPI 3.B.9 and KPI 3.C.7 met it in fall 2024 on the MCVS assignment and on the Mid-semester SSE, Final SSE, KSV, and CPRS in the spring. So, while a few students missed KPI benchmarks on one key course assignment, they all met them on other assessments. For the second year in a row, there were several instances where a handful of students missed the benchmark for KPI 3.G.2, and in seeking out their performance on this KPI on other assessments, it appears that it is difficult to assess at times on the SSE as it was marked NA/DK by the site supervisor. As a result, some students were not assessed on the SSE for this KPI. Rubric components aligned to KPI 3.D.1 and KPI 3.F.7 were also occasionally marked NA/DK, but not enough to indicate a trend. The faculty will continue to monitor assessment of KPI 3.G.2 and, in particular, will consider adjustments to its assessment on future iterations of the SSE. The faculty are also considering additional training and recommendations for site supervisors on how to observe/assess items that are commonly marked NA/DK. This year marks the second time the School Counseling program has reviewed KPI benchmarks, and it has been a helpful way to identify areas where students are excelling and also areas that can be further focused on by the program in the future. Additionally, submitting last year's Annual Report as part of the program's Self-Study Report, as it seeks Reaffirmation of Accreditation, led to actionable feedback that the program is using to refine its assessment of KPIs throughout the program. In particular, faculty are considering the creation of a new key course assignment that would align to KPIs that have not been assessed as robustly as intended. They are also considering changes to the program of study / course sequence, which they hope might address some of what they are noticing in the data.



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. The program actively recruits quality candidates interested in school counseling and in serving the needs of diverse populations across the state of New Jersey (Program Objective 1) and measures its ability to meet this Objective with AQI 1: *The program actively recruits quality candidates interested in school counseling and receives 30 complete applications for review each year.* Faculty continue to work with the Rutgers GSE recruitment and marketing teams to explore avenues to encourage potential students from all backgrounds to apply to the program, which is central to the program’s mission and in 2024 received thirty-nine completed applications, meeting AQI 1.

Demographics of Applicants by Admissions Outcome and Year – Gender

Gender	2024
Female	36
Admitted, Accepted Admissions Offer	14
Admitted, Deferred Admission	1
Admitted, Did Not Accept Admissions Offer	13
Denied Admission	7
Reapplied - Admitted, Accepted Admissions Offer	1
Male	3
Admitted, Accepted Admissions Offer	1
Admitted, Did Not Accept Admissions Offer	2
Grand Total	39

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

Race/Ethnicity	2024
Asian (Non-Citizen)	2
Denied Admission	2
Black (Permanent Resident)	1
Denied Admission	1
Black or African American	1
Admitted, Deferred Admission	1
Hispanic or Latino	7
Admitted, Accepted Admissions Offer	3
Admitted, Did Not Accept Admissions Offer	3
Denied Admission	1
White or Caucasian	28
Admitted, Accepted Admissions Offer	12
Admitted, Did Not Accept Admissions Offer	12
Denied Admission	3
Reapplied - Admitted, Accepted Admissions Offer	1
Grand Total	39



Application Data Analysis

In 2024, there were thirty-nine applications for the School Counseling program, up from twenty-five in the prior year. Applications were received from three (8%) males and thirty-six (92%) females, the same gender ratio as last year. Historically, the School Counseling program attracts significantly more female than male applicants. In a change from the past two years, the program attracted fewer Black, Indigenous, and People of Color (BIPOC) applicants compared to White applicants. The numbers had been comparable, whereas this year eleven applicants (28%) were BIPOC and twenty-eight (72%) were White. This is comparable to 2021 and earlier, when roughly one-third of applicants were BIPOC.

While not included in the tables above, there were two applicants who withdrew their application from consideration and one who submitted an incomplete application. 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 want 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 2024
Female	15
Male	1
Grand Total	16

Demographics of New Students by Starting Term – Race/Ethnicity

Race/Ethnicity	Fall 2024
Hispanic or Latino	3
White or Caucasian	13
Grand Total	16

Enrollment Data Analysis

The program continues to have a significantly larger number of female applicants. Out of the thirty-six female applicants, twenty-nine (81%) were admitted, fifteen of whom (52%) enrolled. Both rates are lower than last year, when 87% of female applicants were admitted and 80% enrolled. Of the three male applicants, all three (100%) were admitted, and one (33%) enrolled. Last year, two male applicants were admitted and both enrolled, so enrollment of admitted applicants decreased across all genders. Of the eleven BIPOC applicants, a comparable total number to the previous year, seven (64%) were admitted and three (43%) enrolled. These rates are down from 83% and 90% respectively. Of the twenty-eight White applicants, twenty-five (89%) were admitted, and thirteen (52%) enrolled – the admissions rate is comparable to last year, while the enrollment rate is down from 75%. Generally, applicants who were not admitted did not accept an invitation to Candidate Interview Day, had low GPAs (2.5 or lower), or had content in their Letters of Recommendation that raised concerns. Across demographic groups, fewer admitted students enrolled compared to the previous year. A somewhat lower percentage of BIPOC applicants were admitted compared to White applicants, and a higher percentage of White applicants than BIPOC applicants chose to enroll in the School Counseling program. This results in 75% of the entering 2024 cohort being female and White, which is higher than last year,



when half were female and White, and the year before that, when two-thirds were female and White. As the applicant pool becomes less diverse by gender and race/ethnicity than the past, so too does the student body. 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.

The School Counseling program has continued to conduct virtual open houses to support recruitment efforts, which were comprehensive and included extensive Q&A time. 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. Most recently, attendees at open houses have expressed that they want to be the school counselor they did not feel they had during this challenging time. 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 three cohorts in particular were directly affected by the pandemic and societal challenges, which must be considered in understanding, at least in part, trends in the enrollment of school counseling students.

Demographics of Graduates by Year – Gender

Gender	2025
Female	13
Male	1
Grand Total	14

Demographics of Graduates by Year – Race/Ethnicity

Race/Ethnicity	2025
Asian American or Pacific Islander	1
Black or African American	1
Hispanic or Latino	2
Multiracial or Biracial	1
White or Caucasian	9
Grand Total	14

Graduate Data Analysis and Outcomes

The School Counseling program had fourteen graduates in the 2024-2025 academic year (January, May, and August 2025), which included twelve students who began in fall 2023 and two students who began in fall 2022 (one of whom began part-time).

Thirteen of the fourteen class of 2025 graduates were issued their state certificate, and no examination is required in New Jersey or by Rutgers. One way the program measures Program Objective 5, graduate students complete the school counseling program prepared to enter the school counseling workforce or continue their education, is through AQI 7: *100% of graduates earn their state certificate*. This is the first time since the program began aggregating licensure data, dating back to the 2017 graduating class, that a graduate did not receive their certificate. When students complete the program, it means they have met all requirements for the certificate, however they must still formally apply for it and pay a fee. The GSE walks students through the process of securing their certificate from the state, but does not cover the cost.



The other ways the program measures Program Objective 5, graduate students complete the school counseling program prepared to enter the school counseling workforce or continue their education, are through AQI 8: *100% of graduates who seek employment as school counselors or in counseling secure such employment* and AQI 9: *100% of graduates who seek to attend a doctoral program enroll in a doctoral program*. Ten graduates secured employment as school counselors following completion of the program. One enrolled in an EdD program at Rutgers, another is working in a counseling-related position in a school, and one chose to remain a teacher after completing the program with the expectation that a school counseling position may become available in her district soon. Employment is unknown for the graduate whose certificate was not issued, but they could not have been seeking employment as a school counselor without the requisite state certificate. Thus, 100% (11/11) of graduates seeking employment as school counselors or in counseling-related positions (e.g. at a counseling center, as a student assistance specialist in a school district) have secured such employment and 100% (1/1) seeking to attend a doctoral program are enrolled in a doctoral program.

Of the eighteen students who began in fall 2023, twelve graduated in May/August 2025. Three students remain enrolled as of fall 2025, one of whom began part-time in 2023. Thus, the two-year graduation rate of full-time students is 71% (12/17 students), while 83% of all who began in fall 2023 (15/18 students) graduated or are still enrolled in the program as of fall 2025. These rates represent improvements from last year, when they were 43% and 56%, respectively, and are not equal comparisons. The fall 2023 entering cohort was the first group to enroll after the program switched from 48 to 60 credits, and the program now expects students to graduate in three years. Thus, this most recent cohort outpaced the prior cohort in terms of graduation rates, despite completing a longer academic program. Additionally, 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. Of note, one of the three students from the 2023 cohort who left the program did not stop pursuing their education and switched to another program at the GSE, which was a better fit for them.

The program uses graduation and retention rate data to assess achievement of Program Objective 4, graduate students complete all program, state, and CACREP requirements in a timely fashion in order to become certified school counselors in the state of New Jersey, specifically AQI 6: *75% of students will graduate within 3 years* and AQI 5: *80% of students will graduate within 3 years or still be enrolled in the program*. Notably, this does not differentiate between students who began the program full-time or part-time, which is how the program reported graduation rates for the 48-credit program. With the option to now begin the program in the spring or summer, applicants and new admits are encouraged to start in these terms, often part-time, in order to complete all course requirements in time to begin a full-time school counseling position in the fall after graduating in May or August two+ years later. It is very difficult to do this without taking a few courses each summer or starting in the spring. Therefore, the three-year graduation rate of students who began the 60-credit program in 2023 will be reported next year, while 83% (15/18 students) graduated or are still enrolled in the program as of fall 2025. The program will report on this same starting cohort next year, when 3 years will have passed since they entered the program. At the two-year point, however, this cohort's rates are already close to and exceeding the program's 3-year goals.

Historically, the School Counseling program has enrolled more females than males, and of the fourteen program graduates in 2025, one was male and thirteen were female. Twelve graduates began the program in 2023 and completed it in two years while two began in 2021 and completed it in three years, including one part-time student. Up from 25% last year, graduates who identified as Asian American or



Pacific Islander, Black or African American, Hispanic or Latino, or Multiracial or Biracial represented 36% of the graduates, while the remaining 64% of graduates identified as White or Caucasian.

Enrollment and Graduation Trends

Student diversity and supporting program completion of BIPOC students is central to achieving the program’s mission. Of the eighteen students who began the program in 2023, two White students left the program and one BIPOC student transferred to another graduate program at Rutgers GSE. The last few years have seen a higher percentage of students leave the program, and the faculty are monitoring these departures. From this cohort, so far all three students who left were female. Of the fifteen students who have graduated or remain enrolled, 53% are BIPOC and 47% are White, and 87% are female while 13% are male. Over the past five years, students who started the program had a similar likelihood of persisting and completing it regardless of race/ethnicity and gender. Of the 57 students to begin the program in this timeframe, 77% (44) 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 74% and 81%. (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 trends emerge.

Graduation/Persistence Rate for New Students, Fall 2019-2023			
Cohort	N	# Grad or Still Enrolled	% Grad or Still Enrolled
BIPOC	26	21	81%
White	31	23	74%
Female	44	34	77%
Male	13	10	77%

Full-Time Faculty Demographic Data and Retention

During the 2024-2025 academic year, the three full-time faculty members were two women and one man; one was Black and Asian American, and two were White. One faculty member joined the GSE in 2018-2019, another joined in 2023-2024, and a third was new to the GSE in 2024-2025. All three remained at the GSE for the current 2025-2026 academic year.

Applicants for Open Faculty Positions

There are no open faculty positions for the School Counseling program.



Practicum and Internship Placement

Each semester, faculty track when students secure their Practicum and Internship placements, as AQI 4: *100% of students will secure an appropriate placement before the start of the semester in both Practicum and Internship* is used to measure Program Objective 3, graduate students are placed in partner school districts in the state of New Jersey, where they receive practicum and internship experiences that meet program, state, and CACREP expectations. The faculty defines “securing an appropriate placement” as the point at which verbal agreements have been made with the site/site supervisor, faculty have reviewed the site supervisor’s credentials and determined eligibility to serve as a site supervisor, and they have initiated the process to formally complete the Practicum/Internship Agreement Forms in DocuSign. In 2024-2025, the placement rate was 100% across all three placements.

Practicum and Internship Placement Rate		
Placement	N	% Met Benchmark
Practicum	15	100%
Internship 1	13	100%
Internship 2	14	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 six annual surveys – to continuing students, graduating students, alumni, site supervisors, and employers and supervisors of alumni. Survey data provides another layer of understanding of how robustly the program is meeting its Program Objectives. Additionally, 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, in 2024-2025, the program began participating in the GSE’s Advisory Council which provides an additional pathway for seeking guidance and receiving feedback from school counseling experts in the community.

Follow-up Studies – Surveys

Below, findings of each of the program’s six annual surveys are summarized.

End of Year Survey Results (Continuing Students)

The 2025 End of Year Survey was distributed in May 2025 to the twenty-five students continuing in the program. This 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. Seventeen completed the survey for a 68% response rate, which includes complete and partial responses. This survey aligns with Learning Goal 7, allowing for multiple opportunities for self-reflection.

Compared to responses last year, when this survey was piloted and had a low response rate, students offered mostly positive feedback about their experience in the program so far and the support they have received. For example, everyone rated their experience in the program as average, good, or excellent, with none rating it terrible or poor, and everyone agreed or somewhat agreed they would recommend the program to prospective students. Additionally, they all agreed or somewhat agreed that their coursework and Practicum (if they were in Practicum last year) were helpful to their development as a school counselor, that their site supervisor helped in their development, that program requirements and expectations were clear, and that faculty were interested in their professional development.

However, some students expressed that the Practicum placement process wasn’t as clear or well-communicated as it could be. Program faculty plan to further review the survey responses at a program meeting, and the associate dean of academic affairs plans to meet with Practicum students in spring 2026 to collect feedback about the placement process in a focus group-style setting. The associate dean is also hoping to create a “clinical office” for the GSE, where GSE staff members would oversee the collection of placement documentation, with the aim of facilitating the most streamlined and seamless process and experience for students as possible. Program faculty are also considering creating a brief reflection survey, administered as a Practicum/Internship course assignment, and/or holding Q&A sessions for students in Practicum/Internship to address multiple aspects of the placement process. Finally, the program faculty have made updates and improvements to both the Student Handbook and Clinical Handbook, so students should have a better understanding of the placement process and expectations than in prior years.



Taken together, these responses support that Program Objective 3, graduate students are placed in partner school districts in the state of New Jersey, where they receive practicum and internship experiences that meet program, state, and CACREP expectations, is met. All students secured an appropriate placement (AQI 4) and had generally positive experiences in their placements, even if some felt the process to secure a placement could have been smoother.

End of Program Survey Results (Graduating Students)

The 2025 End of Program Survey was sent to the fourteen class of 2025 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. Twelve completed the survey for an 86% response rate.

At that time the survey was distributed, one graduate had a school counseling position lined up, and one had been accepted to graduate school. Ultimately, everyone else who sought positions as school counselors or in counseling secured employment, in alignment with Program Objective 5, graduate students complete the school counseling program prepared to enter the school counseling workforce or continue their education.

Questions in this survey ask graduates to self-assess what they learned in or were prepared to do as a result of the program, related to specific CACREP Foundational Curriculum and School Counseling Practice Area content standards, which align with the School Counseling Program's Learning Goals (LG) 1, 2, 4, 5, and 6. These questions also align with Program Objective 2, graduate students possess the counseling knowledge, skills, and dispositions required to function effectively as professional school counselors and Program Objective 5, graduate students complete the school counseling program prepared to enter the school counseling workforce or continue their education. Overwhelmingly, responses were positive, as all respondents agreed they were well-prepared to facilitate groups in counseling settings, and all agreed or somewhat agreed to most other questions related to counseling theories and strategies, working with multicultural and diverse individuals, and using data to design curricula, evaluate school counseling interventions and programs, and in their decision-making.

Graduates offered mostly positive feedback about their experience in the program and the support they received. For example, everyone rated their experience in the program as average or good, with none rating it terrible, poor, or excellent. Additionally, they all agreed or somewhat agreed that their coursework and Internship were helpful to their development as a school counselor, that their site supervisor as well as Practicum and Internship instructors helped in their development as school counselors, that the GSE support team (non-program faculty) were helpful, and that the preparation they received to be a school counselor was very effective. Graduates responded with more varied responses to questions related to academic advising, suggesting a few were unsatisfied with the level of advising they received. It is worth noting that members of this cohort, during their first year of the program, expressed an unusually high level of dissatisfaction on their end-of-year survey, and that this coincided with a record number of students who needed remediation plans during the year. It seems that overall response rates were more positive during their second year of the program.



In contrast to the feedback collected on the End of Year Survey, mostly completed by first year students, feedback about the Practicum/Internship placement process was mostly positive. All respondents agreed or somewhat agreed that they felt supported by the clinical coordinator, faculty, and their advisor, and that it was relatively easy to find a site supervisor that met program expectations and CACREP standards. Most agreed or somewhat agreed that the placement process was well-communicated, the process was easy to navigate/understand, and that additional resources like the Clinical Handbook provided the support needed.

Again, these responses support that Program Objective 3, graduate students are placed in partner school districts in the state of New Jersey, where they receive practicum and internship experiences that meet program, state, and CACREP expectations, is met. All students secured an appropriate placement (AQI 4) and had generally positive experiences in their placements, and the placement process itself seemed to run relatively smoothly.

Finally, faculty reflected that this was the first cohort to complete the 60-credit program, and they did so while the program brought on two new core faculty members, adjusted to the new 2024 CAEP Standards, and sought ways, curricularly, to support students' goals of applying for the Licensed Professional Counselor (LPC) license upon program completion. Additionally, faculty have been considering way to add more counseling-related offerings, including programs that lead to the Student Assistance Counselor (SAC) and Director of School Counseling certifications – which graduating students indicated on the survey they would be interested in.

Alumni Survey Results

The 2025 Alumni Survey was sent to all six graduates from the class of 2023 to gather their 2024-2025 employment information, feedback on their program experience, and their perceptions of their preparation. One completed the survey for a 17% response rate. This graduate is employed as a school counselor in a public school in New Jersey, and finds their work is related to their desired career path, is meaningful to them, and allows them to continue to grow and learn. Program faculty would like to focus on increasing the survey's response rate so that feedback is more robust. This cohort was and has continued to be an engaged group, with one participating in the Advisory Council, so the response rate was surprisingly low. The program faculty brainstormed ways to continue to engage this group, including sending them various GSE newsletters.

The graduate who completed the Alumni Survey shared extremely positive feedback, agreeing that their program experience was excellent and their coursework, Practicum and Internship, supervisors, faculty, and other supports were helpful for their development. They learned, among other things, counseling theories, techniques, and strategies and how to apply them, the theoretical foundations of group counseling and group work, how to use data, assessments, and technology in counseling, and how to work with multicultural and diverse individuals, all of which are related to the CACREP Foundational Curriculum and School Counseling Practice Area content standards, which align with the School Counseling Program's Learning Goals (LG) 1, 2, 4, 5, and 6. Survey questions, all answered positively, align with Program Objective 2, graduate students possess the counseling knowledge, skills, and dispositions required to function effectively as professional school counselors and Program Objective 5, graduate students complete the school counseling program prepared to enter the school counseling



workforce or continue their education. This graduate's self-assessment supports that the program met Program Objectives 2 and 5.

Site Supervisor Survey Results

The Site Supervisor Survey is distributed annually to collect feedback about the experience of serving as a site supervisor. The 2025 Site Supervisor survey was sent to 30 site supervisors from the 2024-2025 academic year. Twenty-four responded (and two emails bounced) for an 86% response rate. Of the respondents, 10 supervised a Practicum student and 14 supervised an Internship student.

All site supervisors felt they provided positive Practicum and Internship experiences, and that GSE students were prepared for their role and had a positive impact on P-12 students' academic growth and personal development. Additionally, most expressed that having a school counseling student helped them more effectively administer their school counseling program at their sites. They all agreed or somewhat agreed that the program faculty were easy to reach when necessary, that they felt knowledgeable about the program's expectations, and that they felt prepared to help their school counseling student to fulfill program requirements. They also all agreed or somewhat agreed that they provided an active learning experience, their student was able to perform independently in a manner consistent with their level of experience/preparation, had their student opportunities to utilize and implement components of the ASCA model. This positive feedback supports Learning Goals 1 and 2, and suggests students are on track to meet Program Objective 2, graduate students possess the counseling knowledge, skills, and dispositions required to function effectively as professional school counselors.

When asked how Rutgers GSE could better support site supervisors, some suggestions included: more communication and information about program expectations, and more dedicated course content about student interventions, IEPs, and 504 Plans before clinical experiences. Faculty discussed expanding their lessons on IEPs and 504 Plans in the Foundations of School Counseling course, to help address this site supervisor feedback. Additionally, beginning in spring 2025, a new lesson was developed and added to the second semester of the Internship course, where a director of special education from a local school district facilitated an IEP workshop, where school counseling students accessed redacted materials for an experiential case review. In order to better orient site supervisors, a virtual orientation module was developed in the summer of 2025 and used during the 2025-2026 academic year. This orientation provides site supervisors with information they will need about the program, documentation, and supervision expectations, to provide a quality placement experience to students. It is completed through a Canvas site that also contains two recorded supervisor trainings, as well as other resources. Program faculty brainstormed opportunities for more training and professional development opportunities, as this has been a continuous piece of feedback from site supervisors. They discussed updating the current supervisor trainings, holding an in-person luncheon to connect and hear directly from supervisors, and identify webinars or coursework that could be transformed and utilized for continuing education opportunities for site supervisors.

Employer Feedback

Each spring, the School Counseling program attempts to collect feedback from those who supervised or employed the program's graduates from two years prior (in this case, graduated in 2023). The distribution list for the Employer Survey was 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. As a result of the limited responses received from employers in the past, in spring 2025, two separate surveys were distributed to solicit feedback from this group, an Employer Survey for Direct Supervisors and an Employer Survey for Principals. In the Direct Supervisor version of the survey, the program graduate's name is included in the text of the email, so that the supervisor knows who is a graduate of the GSE program. Emails sent to recipients of the Principal version were also customized to inform them that we were interested in feedback about our program and graduates in particular, and also about trends they are seeing in their schools and general feedback that can help the program improve.

One of six School Counseling graduates provided contact information for their direct supervisor on the Alumni Survey. The survey was completed by the direct supervisor, for a 100% response rate. All six of the graduates from 2023 were employed during 2024-2025 in a New Jersey public school and the NJDOE provided contact information for the principals of those schools. One principal responded to the survey, for a response rate of 17% (1/6). Overall, seven supervisors and principals were contacted, and 29% (2/7) responded, and feedback was collected from supervisors or principals of 33% (2/6) of the graduates from 2023. This is a big improvement over past years of attempting to collect employer feedback, and the change to distributing two surveys with different strategies for developing distribution lists led to an increase in survey engagement. In addition to survey feedback, the GSE is planning to host an Employer Focus Group in May 2026 to create additional pathways for feedback from this important constituency group.

Employers are asked to identify if the graduates they employ possess the counseling knowledge, skills, and dispositions required to function effectively as professional school counselors (Program Objective 2) and if they had the necessary preparation to enter the school counseling workforce (Program Objective 5). The feedback received on both surveys was overwhelmingly positive. For example, specific to Program Objective 2, one respondent wrote: "Rutgers-trained school counselors have excellent communication skills, serve as advocates for their students, have a good base of knowledge of resources and understanding of student growth and development," while the other wrote: "The counselor that completed the Rutgers GSE program has shown a wide range and knowledge of effective counseling approaches, using data-driven decision-making strategies, recognizing the needs of students & families and utilizing district and community resources effectively." With respect to Program Objective 5, one respondent noted: "The counselor that completed the Rutgers GSE program was well prepared to enter the school setting even as a novice counselor," while the other wrote: "We have been very pleased with _____ in their position as a school counselor. _____ came to us with a good knowledge of counseling techniques, and is an effective listener, great problem solver, student advocate and overall exceptional school counselor." Finally, both respondents "agreed" or occasionally "somewhat agreed" to every question asked related to specific CACREP Foundational Curriculum and School Counseling Practice Area content standards, which align with the School Counseling Program's Learning Goals (LG) 1, 2, 4, 5, and 6.



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 began their participation in the 2024-2025 academic year and participated in an introductory meeting in September 2024, prior to the first whole group meeting in December 2024. During the September meeting, the school counseling-aligned Advisory Council members provided feedback on the program's mission statement and program objectives. This feedback was shared with program faculty and implemented accordingly. Later in the year, the Advisory Council considered and provided feedback on problems of practice presented by GSE faculty and staff. A major point of discussion was the implications of federal policy shifts across all programs at the GSE. The faculty enjoyed learning with and from the Council during their first year of participation and remain excited about the opportunity to engage with this community for the betterment of the program. Program faculty plan to develop school counseling-specific problems of practice to bring to the Council during the next academic year.



Modifications and Changes for Continuous Improvement

The School Counseling program consistently engages 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 a result of changing University, state, or accreditation requirements or new funding for the program.

Curriculum Modifications and Program Improvement

Described below are three curriculum and program modifications that went into effect or occurred during the 2024-2025 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.

New Research Methods Course in Counseling and Educational Settings Course

Over the past several years, graduating students have indicated on surveys that they have not had opportunities to participate in faculty members' research. While engagement in faculty member research has not been a priority of the program, it is something faculty have continued to ask about and track. During 2024-2025, a faculty member developed and taught a new research methods course, 15:297:615 Research in Counseling and Educational Settings, which provided students with an opportunity to complete action research projects, and resulted in three students applying to present posters at the New Jersey Counseling Association conference. This course aligns with CACREP Standards 3.H.1-7 and 3.H.9-11 and will become the new home of the Capstone 2 key assignment in the future.

Employer Survey Distribution

As a result of the limited responses received from employers in the past, in spring 2025, two separate surveys were distributed to solicit feedback from this group, an Employer Survey for Direct Supervisors and an Employer Survey for Principals. In the Direct Supervisor version of the survey, the program graduate's name is included in the text of the email, so that the supervisor knows who the person is that we are asking about, and that this person is a graduate of the GSE school counseling program. Emails sent to the Principal version were customized to inform them that we were interested in feedback about our program and graduates, and about trends they are seeing in their schools, as well as general feedback for program improvement – so that feedback can be collected broadly, even if they do not know who they employ that completed our program.

End of Program Survey Modifications

The End of Program Survey was updated with questions to align with the newly developed End of Year Survey. This provides opportunities to identify trends in data over time. Specifically, questions about the clinical placement process and advising experience are now asked on both surveys.



Significant Program Changes

Described below are three significant changes that went into effect or occurred during the 2024-2025 academic year, driven by initiatives at the GSE, CACREP requirements, and the updated 2024 CACREP Standards.

Updated Program Learning Goals and Mission Statement

Program faculty presented the School Counseling Program Learning Goals and Mission Statement during an introductory Advisory Council meeting in September 2024, held with just the school counseling representatives. Feedback, reflections, and recommendations were collected via a Qualtrics survey. The program faculty reviewed the results of the survey and implemented appropriate changes. The revised Program Learning Goals and Mission Statement were finalized in October 2024.

Mental Health Service Professional Demonstration Grant

The School Counseling program was awarded a \$3.3 million Mental Health Service Professional Demonstration grant from the U.S. Department of Education (DOE) in January 2025. Through a five-year funding period, the project would cover tuition for 30 new school counseling students who would be trained and placed in the New Brunswick, Rahway, Franklin Township, and Neptune school districts. The first cohort of 10 funded school counseling students began in 2025 with tuition, supplies, and textbooks covered by grant funding. This grant enabled the School Counseling program to hire a part-time administrative support staff member, who began in January 2025. Additionally, this grant opportunity allowed for the School Counseling program to consult with the American School Counselor Association (ASCA), which provided a workshop on the 5th edition of their National Model and a variety of books and online resources.

Due to the current administration's efforts to remove funding for grants supporting diversity, grant funding was cancelled in May 2025. An appeal was submitted in May 2025 and formally denied by the U.S. DOE in September 2025, resulting in the grant program being discontinued effective December 31, 2025. The 10 students who enrolled and joined this grant program secured funding for two semesters each. However, the School Counseling program was unable to begin recruitment for the 2025-2026 and 2026-2027 cohorts (20 additional students). Financial support for the part-time administrative support staff was also to be discontinued on December 31, 2025, however the staff member found other employment in October. The Rutgers University Chancellor's Office, in collaboration with the Graduate School of Education, stepped in to cover the remaining tuition costs (approximately 36 credits per student) to support the first cohort of students in completing the program.

Spring and Summer Available as Starting Terms

Prior to the 2024-2025 academic year, students enrolled in the program beginning in the fall. As a result of two factors, beginning in spring 2025, new students were admitted and could enroll in the spring or summer term as well. The two factors driving this change were the increase in program length from 48 to 60 credits and the above-mentioned grant. By allowing students to begin the program in the spring or summer, they could graduate 2+ years later in May or August, and then begin a full-time counseling position in the fall, rather than complete the program during the fall semester. This change also helped the program meet its enrollment goal of 10 new students per year who met the grant eligibility criteria. With the discontinuation of the grant, moving forward after spring 2026, only summer and fall will serve as new starting terms.