

## Program Evaluation Annual Report

Academic Year: 2019-2020

MSEd School Counseling  
MSEd Student Affairs/College Counseling

### Summary of Program Evaluation Results

#### Assessment Data:

Assessment Name	Met	Not Met	Total
Assessment 1 (SC & SACC) - Self Reflection & Research Paper	19	0	19
Assessment 2 (SC) - ASCA Model Project	26	0	26
Assessment 2 (SACC) - Midterm Exam	5	0	5
Assessment 3 (SC & SACC) - Bias Disruption Presentation	7	0	7
Assessment 4 (SC & SACC) - Group Leadership	34	0	34
Assessment 5 (SC & SACC) - Autobiographical Career Paper	26	0	26
Assessment 6 (SC & SACC) - Theory Portfolio Paper	17	0	17
Assessment 7 (SC) - Anti-Bullying Unit	0	25	25
Assessment 7 (SACC) - Legal & Issue Analysis	8	0	8
Assessment 8 (SC & SACC) - Theory Portfolio Paper	36	0	36

#### Disposition Data:

Disposition Survey	Met	Not Met	Total
Disposition Check 1	21	0	21
Disposition Check 2	21	0	21
Disposition Check 3	14	0	14
Disposition Check 4	31	0	31
Disposition Check 5 (SC)	27	0	27
Disposition Check 5 (SACC)	8	0	8

### Key Performance Indicators Data:

Key Performance Indicators	Assessments									
	1	2 (SC)	2 (SACC)	3	4	5	6	7 (SC)	7 (SACC)	8
KPI #1 - Students will gain the knowledge and skills associated with professional counseling and ethics. (2.F.1.a & 2.F.1.e)	Met = 19 Not Met = 0	Met = 26 Not Met = 0	Met = 5 Not Met = 0	Met = 7 Not Met = 0	Met = 34 Not Met = 0	Met = 26 Not Met = 0	Met = 17 Not Met = 0	Met = 0 Not Met = 25	Met = 8 Not Met = 0	
KPI #2 - Students will gain the knowledge and skills associated with social and cultural diversity. (2.F.2.c & 2.F.2.h)	Met = 19 Not Met = 0			Met = 7 Not Met = 0		Met = 26 Not Met = 0	Met = 17 Not Met = 0	Met = 0 Not Met = 25	Met = 8 Not Met = 0	Met = 36 Not Met = 0
KPI #3 - Students will gain the knowledge and skills associated with growth and development across the lifespan. (2.F.3.f & 2.F.3.i)	Met = 19 Not Met = 0	Met = 26 Not Met = 0	Met = 5 Not Met = 0		Met = 34 Not Met = 0	Met = 26 Not Met = 0				
KPI #4 - Students will gain the knowledge and skills associated with career development. (2.F.4.b & 2.F.4.h)	Met = 19 Not Met = 0				Met = 34 Not Met = 0	Met = 26 Not Met = 0		Met = 0 Not Met = 25	Met = 8 Not Met = 0	
KPI #5 - Students will gain the knowledge and skills associated with counseling and helping relationships. (2.F.5.f & 2.F.5.n)	Met = 19 Not Met = 0			Met = 7 Not Met = 0	Met = 34 Not Met = 0	Met = 26 Not Met = 0	Met = 17 Not Met = 0			
KPI #6 - Students will gain the knowledge and skills associated with group counseling. (2.F.6.d & 2.F.6.g)	Met = 19 Not Met = 0			Met = 7 Not Met = 0	Met = 34 Not Met = 0			Met = 0 Not Met = 25	Met = 8 Not Met = 0	
KPI #7 - Students will gain the knowledge and skills associated with assessment and testing. (2.F.7.f & 2.F.7.m)	Met = 19 Not Met = 0							Met = 0 Not Met = 25	Met = 8 Not Met = 0	Met = 36 Not Met = 0
KPI #8 - Students will gain the knowledge and skills associated with research and program evaluation. (2.F.8.b & 2.F.8.j)	Met = 19 Not Met = 0	Met = 26 Not Met = 0	Met = 5 Not Met = 0				Met = 17 Not Met = 0	Met = 0 Not Met = 25	Met = 8 Not Met = 0	Met = 36 Not Met = 0
KPI #9 - Students will gain the knowledge and skills associated with school counseling (School Counseling only - 5.G.3.f & 5.G.3.h)	Met = 19 Not Met = 0	Met = 26 Not Met = 0		Met = 7 Not Met = 0				Met = 0 Not Met = 25		
KPI #10 - Students will gain the knowledge and skills associated with college counseling and student affairs (Student Affairs/College Counseling only -- 5.E.2.i & 5.E.2.j)	Met = 19 Not Met = 0		Met = 5 Not Met = 0	Met = 7 Not Met = 0					Met = 8 Not Met = 0	

### Intercultural Development Inventory (IDI) Data:

Intercultural Development Inventory (IDI)	PO	PO Name	DO	DO Name	OG	Total
Intercultural Development Inventory (IDI) 1	123.18	Acceptance	98.6	Minimization	24.59	N=21
Intercultural Development Inventory (IDI) 2	124.85	Acceptance	101.1	Minimization	23.75	N=41

#### **IDI 1:**

The group's Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions, and behaviors.

The group's Developmental Orientation (DO) Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 24.59 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of

how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

**IDI 2:**

The group's Perceived Orientation (PO) Score indicates that the group rates its own capability in understanding and appropriately adapting to cultural differences within Acceptance, reflecting an orientation that recognizes and appreciates patterns of cultural difference in one's own and other cultures in values, perceptions, and behaviors.

The group's Developmental Orientation (DO) Score indicates that the group's primary orientation toward cultural differences is within Minimization, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

The Orientation Gap between the group's Perceived Orientation score and its Developmental Orientation score is 23.75 points. A Perceived Orientation (PO) score that is higher than the Developmental Orientation (DO) score indicates your group has overestimated its level of intercultural competence. A DO score that is higher than the PO score indicates that the group has underestimated its intercultural competence. A Perceived Orientation score that matches the Developmental Orientation score indicates the group is generally accurate in its assessment of how it adapts to. The group overestimates its level of intercultural competence and may be surprised their DO score is not higher.

## Exit Survey Data:

*2019 and 2020 Exit Survey Data  
Monmouth University School Counseling Program*

	2019 N=17	2020 N=14
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of skills in the social arena ]	4.73	4.64
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of skills in the career arena ]	4.60	4.57
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of skills in the personal arena ]	4.53	4.71
Professional Orientation. Do you feel exiting MU's Counselor Preparation Programs that you can demonstrate: [An understanding of the New Jersey HIB law as it pertains to schools (K12) and/or universities ]	3.80	4.21
Professional Orientation Subscore	4.42	4.54
Consultation. Do you feel exiting MU's Counselor Preparation Programs that you are able to: [Create a classroom guidance lessons or workshops ]	4.33	4.14
Consultation. Do you feel exiting MU's Counselor Preparation Programs that you are able to: [Consult teachers/professors and administration to improve student success]	4.33	4.57
Consultation. Do you feel exiting MU's Counselor Preparation Programs that you are able to: [Consult parents and families in regards to student success as needed]	4.00	4.36
Consultation Subscore	4.22	4.36
Bounseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Effectively use active listening skills to work with students]	4.73	4.77
Bounseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Incorporate a theoretical orientation displayed in counseling/advising sessions ]	4.40	4.46
Bounseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Use effective clarification and questioning techniques]	4.60	4.62
Bounseling. Do you feel exiting MU's Counselor Preparation Programs that you: [Effectively respond to crisis and trauma]	4.27	4.38
Counseling Subscore	4.50	4.56
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Self-reflect]	4.79	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Maintain accurate records.]	4.36	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Collaborate with colleagues to improve counseling/advising practices.]	4.50	4.77
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Contribute professionally to the school/district and/or university ]	4.57	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Respect privacy and confidentiality.]	4.79	4.77
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate commitment to continuous lifelong learning.]	4.79	4.54
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate honesty, enthusiasm, sensitivity, and dedication.]	4.77	4.77
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate leadership abilities.]	4.64	4.62
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate thoughtful and responsive listening.]	4.71	4.69

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*2019 and 2020 Exit Survey Data  
Monmouth University School Counseling Program*

Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate cultural sensitivity.]	4.79	4.69
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Interact with students in developmentally appropriate ways.]	4.57	4.54
Professionalism. Do you feel exiting MU's Counselor Preparation Program that you: [Demonstrate flexibility and responsiveness.]	4.71	4.69
Professionalism Subscore	4.67	4.66
Overall Means	4.54	4.58

Subscale Scores	2019	2020
Professional Orientation Subscore	4.42	4.54
Consultation Subscore	4.22**	4.36**
Counseling Subscore	4.50	4.56
Professionalism Subscore	4.67*	4.66*

Scale: 5: Strongly Agree; 4: Agree; 3: Neutral; 2: Disagree; 1: Strongly Disagree

\*Subscale High Scores: 2019 & 2020 Professionalism

\*\*Subscale Low Scores: 2019 & 2020 Consultation (However well above "agree")

2019 Are there any additional comments you would like to share about your experiences in the Counseling programs at Monmouth University?
The only thing I felt was lacking now that I'm working full time is learning more about academic counseling ( such as working with failing students or students who don't complete homework)
More education on mental health and and crisis scenarios so counselors can be better prepared on how to handle specific situations is there is no SAC in the building.
I more than loved my time at Monmouth University. I found the School Counseling program to be top-notch, and it more than prepared for my current role as a professional school counselor. I have found myself, in times of both personal and professional reflection, immensely grateful for the program, professors, internship experiences, and friends I made along the way. My internship experiences, especially, built upon the knowledge learned within the classroom through lectures, discussions, and experiential-based activities. My internship supervisors themselves were profoundly knowledgeable, supportive, and helpful. A year out from graduation, and I still find myself reaching out to them for consultation or just to chat. I am a better counselor not only because of their leadership and guidance, but because of Monmouth as a whole. There are many experiences I had at Monmouth that I would not have had elsewhere (e.g. time in the Monmouth Future Scholars Program, which resulted in my experiencing 4 internships; leadership roles in ECSA; and two graduate assistantships in relevant roles - Special Education and Career Services). Whenever I meet someone interested in school counseling, I cannot recommend the program enough.
This program was outstanding. It made me the counselor I am today. My former professors were helpful, inspiring and knowledgeable. The only suggestion I have as a school counselor is to have more learning on tasks that are in the role. For example, HIB investigations, 504s, testing, school safety team, climate and culture, etc. Although all of these are not counseling tasks, most school counselors have this as their responsibility.
The program is great, however I would like to see a course for scheduling.

2020 Are there any additional comments you would like to share about your experiences in the Counseling programs at Monmouth University?
Overall my experience was fantastic at MU!!! However I would like to point out a few of things that really bothered me about the program while I attended.
<ol style="list-style-type: none"> <li>1. I would have appreciated better academic advising and not feel like I was that check in the box in getting it done and over and documented for a "file". I wish someone had of talked to us in person about continuing on with the University to achieve a 60 credit degree.... while making ourselves more employable and valuable upon leaving the University. I now have to do 4 Masters Level Classes to achieve the 60 credits so I can take the NCE.</li> <li>2. Our program revolved around social justice and equity however it was not always demonstrated within the University. Specifically an internship was offered to a select few students while I had to wait 6 months to resume my degree for the classes I needed to complete my Masters. There was no notification or opportunity to take advantage of that unbelievable opportunity. Consequently I had to continue working a poorly paying job for 6 months, not graduate for an additional 6 months when it was the most opportune time to apply for school counseling jobs that were open for September 2019. Since we graduated Dec 2019, we now are still looking for jobs for Sept 2020.</li> <li>3. Our expected commencement ceremony was lumped into the Summer commencement which consequently never happened due to the Corona Virus Pandemic anyway. I felt that was wrong and most of the students said if they had to wait they probably would not be at the graduation due to work commitments, relocation for jobs and just the feeling of joy of our hard work would have dissipated by June. So this would take away from the celebratory experience I so anticipated. Just disappointing.</li> </ol>
Being a part of this program was one of best decisions that I have made. Everything that I have learned I hope to take with me in my future career.
more focus on student development and student intervention; make advance topics be an intro course before students are placed in practicum; combine certain classes and focus alot on multiculturalism rather than just race; have more classes on professional development as well as interviewing skills; no cpce or better way to assess how we have learned; do not have school counseling things mandatory for student affairs; have professors who have either worked in student affair settings or actually know what it entails; no racial immersions because you cannot grade me on how 'uncomfortable' i am and it is wrong to invade a minority race's safe space--i am not learning how to be a better professional or to effectively do student interventions in relation to race; GA's that can count as internship, more reflection and less books in internship about what student affairs is since that is taught in 541; no mandatory counseling to be down before being placed at sites-unethical; career counseling could involve more case studies or actual scenarios rather than the 3 classes going over the tests high school students take; counseling throughout grad school/mental health should be discussed more for students

This has been a great experience for me. I feel lucky to have had this opportunity and to meet such wonderful professionals. My faculty and advisors have been amazing mentors and I hope to stay in touch with them after graduation.
I've had a wonderful experience here at Monmouth and through this program, I feel fully prepared to enter the field.
The program could use some refinement in regards to both policy and procedure. The idea is to be a cohort model, but it doesn't always feel that way. Also the way that some of the classes are designed don't seem to benefit the students. The new hybrid model of the courses is not idea as it shortens the class period time and puts too much responsibility on students to "self-teach" which is problematic when preparing for exams such as CPCE. Also, the CPCE should not be the determining factor of student graduation it should be utilized to assess student progress but not help or hinder their graduation.
This is a well-renowned program for a reason.

## Employer Survey Data:

Appendix F  
2020 Employer Survey Results

Skill	Mean (N=10)
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Knowledge of the counseling profession]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Knowledge of professional roles and functions of a counselor]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Knowledge of counselor roles and responsibilities]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [Skills in advocacy of all students]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of skills in the social arena (ASCA Model)]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of skills in the career arena (ASCA Model)]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of skills in the personal arena (ASCA Model)]	5
Professional Orientation. Graduates of MU's Counselor Preparation Programs demonstrate: [An understanding of the New Jersey HIB law as it pertains to schools (K12) and/or universities]	5
<b>Professional Orientation Subscore</b>	<b>5</b>
Consultation. Graduates of MU's Counselor Preparation Programs are able to: [Create classroom guidance lessons or workshops]	4.6
Consultation. Graduates of MU's Counselor Preparation Programs are able to: [Consult teachers/professors and administration to improve student success]	4.8
Consultation. Graduates of MU's Counselor Preparation Programs are able to: [Consult parents and families in regards to student success as needed]	5
<b>Consultation Subscore</b>	<b>4.8</b>
Counseling. Graduates of MU's Counselor Preparation Programs: [Effectively use active listening skills to work with students]	5
Counseling. Graduates of MU's Counselor Preparation Programs: [Incorporate a theoretical orientation displayed in counseling sessions ]	5
Counseling. Graduates of MU's Counselor Preparation Programs: [Use effective clarification and questioning techniques]	5
Counseling. Graduates of MU's Counselor Preparation Programs: [Effectively respond to crisis and trauma]	5
<b>Counseling Subscore</b>	<b>5</b>
Professionalism. Graduates of MU's Counselor Preparation Programs: [Self-Reflect]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Maintain accurate records]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Collaborate with colleagues to improve counseling/advising practices]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Contribute professionally to the school/district and/or university]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Respect privacy and confidentiality]	5

Appendix F  
2020 Employer Survey Results

Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate commitment to continuous lifelong learning]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate honesty, enthusiasm, sensitivity, and dedication]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate leadership abilities]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate thoughtful and responsive listening]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate cultural sensitivity]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Interact with students in developmentally appropriate ways]	5
Professionalism. Graduates of MU's Counselor Preparation Programs: [Demonstrate flexibility and responsiveness]	5
Professionalism Subscore	5

Professional Orientation Subscore	5
Consultation Subscore	5
Counseling Subscore	5
Counseling Subscore	5

Scale: Strongly Agree: 5; Agree: 4; Neutral: 3; Disagree: 2; Strongly Disagree: 1

### Site Supervisor Survey Data:

Informal site supervisors' surveys were completed this year. Qualitative responses were reviewed for themes and trends in the data. Additionally, they were reviewed thoroughly by the Field placement coordinator.

### Program Modifications

Potential Student Interviews – Due to COVID, potential student interviews shifted from on campus to virtually through Zoom to adhere to the social distancing requirements of the Department of Health. Additionally, the group interview questions and group activity were altered to fit the virtual format.

Potential Student Essays – The Educational Counseling program shifted away from the general essay portion of the graduate student application. The Educational Counseling program created a specific set of questions to be addressed in the personal statement. These questions allowed prospective students to speak directly to their interest in social justice and the role it plays in Educational Counseling.

Potential Faculty – The Educational Counseling faculty created specific social justice based questions whereby faculty candidates will speak directly to their interest in social justice and the role it plays in Educational Counseling.

Multicultural & Social Justice Counseling Competencies (MCSJCC) – The Educational Counseling program continued to implement the MCSJCC to the curriculum. This year, section II was added (Client Worldview).

Assessment 7 (SC) – Based on the past two years worth of data, the program has determined that the KPIs were not being met using the current assessment. The assessment will be changed to the

Anti-Bias Social Emotional Learning Unit beginning next academic year. This assessment aligns closer to the KPIs and the MCCSJC.

### **Substantial Program Changes**

During the 2019-2020 academic year, the Educational Counseling Program began discussions about the upcoming transition from 48 to 60 credits for both the School Counseling and the Student Affairs/College Counseling Programs.

COVID- Early in the spring semester, the Educational Counseling program switched all courses from in-person delivery to online deliver through Zoom. Courses met during their regularly scheduled time, however on-campus was not an option due to COVID.