

Program Evaluation Annual Report

Academic Year: 2020-2021

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	31	0	31
Assessment 2 (SC) - ASCA Model Project	26	0	26
Assessment 2 (SACC) - Midterm Exam	9	0	9
Assessment 3 (SC & SACC) - Bias Disruption Presentation	33	0	33
Assessment 4 (SC & SACC) - Group Leadership	23	0	23
Assessment 5 (SC & SACC) - Autobiographical Career Paper	7	0	7
Assessment 6 (SC & SACC) - Theory Portfolio Paper	28	0	28
Assessment 7 (SC) - Anti-Bias Social Emotional Learning Unit	6	20	26
Assessment 7 (SACC) - Program & Issue Analysis	7	0	7
Assessment 8 (SC & SACC) - Research Proposal	16	0	16

Disposition Data:

Disposition Survey	Met	Not Met	Total
Disposition Check 1	33	1	34
Disposition Check 2	30	3	33
Disposition Check 3	29	1	30
Disposition Check 4	25	0	25
Disposition Check 5 (SC)	19	0	19
Disposition Check 5 (SACC)	4	0	4

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 = 31 Not Met = 0	Met = 26 Not Met = 0	Met = 9 Not Met = 0	Met = 33 Not Met = 0	Met = 23 Not Met = 0	Met = 7 Not Met = 0	Met = 28 Not Met = 0	Met = 6 Not Met = 20	Met = 7 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 = 31 Not Met = 0			Met = 33 Not Met = 0		Met = 7 Not Met = 0	Met = 28 Not Met = 0	Met = 6 Not Met = 20	Met = 7 Not Met = 0	Met = 16 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 = 31 Not Met = 0	Met = 26 Not Met = 0	Met = 9 Not Met = 0		Met = 23 Not Met = 0	Met = 7 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 = 31 Not Met = 0				Met = 23 Not Met = 0	Met = 7 Not Met = 0		Met = 6 Not Met = 20	Met = 7 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 = 31 Not Met = 0			Met = 33 Not Met = 0	Met = 23 Not Met = 0	Met = 7 Not Met = 0	Met = 28 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 = 31 Not Met = 0			Met = 33 Not Met = 0	Met = 23 Not Met = 0			Met = 6 Not Met = 20	Met = 7 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 = 31 Not Met = 0							Met = 6 Not Met = 20	Met = 7 Not Met = 0	Met = 16 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 = 31 Not Met = 0	Met = 26 Not Met = 0	Met = 9 Not Met = 0				Met = 28 Not Met = 0	Met = 6 Not Met = 20	Met = 7 Not Met = 0	Met = 16 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 = 31 Not Met = 0	Met = 26 Not Met = 0		Met = 33 Not Met = 0				Met = 6 Not Met = 20		
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 = 31 Not Met = 0		Met = 9 Not Met = 0	Met = 33 Not Met = 0					Met = 7 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	121.72	Acceptance	94.25	Minimization	27.47	N=13
Intercultural Development Inventory (IDI) 2	126.6	Acceptance	105.24	Minimization	21.36	N=8

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 27.47 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 21.36 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:

No Data Collected (due to COVID)

Alumni Survey Data:

No Data Collected (due to COVID)

Employer Survey Data:

No Data Collected (due to COVID)

Site Supervisor Survey Data:

Site supervisors' surveys (N= 80) 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

Faculty changes - Dr. Kathleen Grant concluded her final year within the Educational Counseling program. Her faculty line will not be replaced at this time. Professor Cynthia

O'Connell (full time professor & field placement coordinator) retired. Professor Francine Swift was hired (part time) as the field placement coordinator.

Group Interviews – The Educational Counseling faculty revised the group interview rubric and group interview process to occur virtually through Zoom during the academic year. This change occurred due to COVID.

Statement on Multiculturalism and Social Justice – The Educational Counseling program added a statement to the top of all counseling syllabi:

Social justice advocacy is a critical component of the Educational Counseling Program and relevant to all counseling courses. In all courses, you are to reflect the Multicultural and Social Justice Standards of the counseling profession. Each course provides a basis for all other courses in the program and facilitates multicultural perspectives, highlighting awareness, understanding, and knowledge of diversity and social justice issues. Throughout the program, any verbal or written communication should be consistent with the respect and appreciation and acceptance that are the foundation of the counseling profession. Further, actions and language should reflect the ACA Human Rights Committee's 1987 statement on tolerance. *In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity*

Statement on Anti-Racism – The Educational Counseling program added a statement to the top of all counseling syllabi (following the Statement on Multiculturalism and Social Justice):

The Educational Counseling Program at Monmouth University firmly stands against all forms of racism. **Racism is not just a Black issue. Racism hurts everyone.**

We honor, affirm, and support Black Indigenous People of Color (BIPOC) and will continue to work tirelessly to address anti-racist policies & practices at the university and beyond. We believe representation matters and support the hiring of diverse faculty, staff, and administrators and the intentional admission practices to diversify the student body. More importantly, we believe it is necessary to create institutional structures that support a more racially & ethnically diverse community to retain BIPOC students and ensure their success.

“Anti-racism is not a spectator sport. When each one of us moves into accountability for action, “ME” becomes “WE.” When WE change our mindset and enter into a collective journey for change, then WE will transform. When WE join together in Taking Action, WE will win”. -The Privilege Institute

Multicultural & Social Justice Counseling Competencies (MCSJCC) – The Educational Counseling program continued to implement the MCSJCC to the curriculum. This year, section III & IV was added (Counseling Relationship and Counseling & Advocacy Interventions).

Assessment 7 (SACC) – Based on the data, the program has elected to change the assessment from Legal & Issue analysis to program review and presentation better align with the KPIs designated.

Assessment 8 – Based on the data, the program has elected to change the assessment from a theory portfolio paper to a research proposal to better align with the KPIs designated.

Substantial Program Changes

COVID – The Educational Counseling program delivered all courses virtually through Zoom. Courses met during their regularly scheduled time, however on-campus was not an option during this academic year. Adaptations were made to follow the recommendations of the Department of Health.

During the 2020-2021 academic year, the Educational Counseling Program continued to discuss the upcoming transition from 48 to 60 credits for both the School Counseling and the Student Affairs/College Counseling Programs. An analysis of components the program wishes to add along with program needs will determine what the four new courses will be.