



WORLD-CLASS EDUCATION

COUNSELOR EDUCATION 2018-2019 ANNUAL REPORT TO CONSTITUENTS

CED provides an annual report to its constituents, as required by CACREP, that details both its assessment (program self-evaluation) results and modifications or changes, as well as plans for the 2019-2020 academic year.

Executive Summary of Significant Changes in the Department

There were several significant changes to CED during the academic year. Some of the changes resulted from a thorough self-examination of the results of the Annual Assessment Process. These are summarized below:

- CED continues to have the largest graduate program enrollment, as the data below demonstrates. The graduation rates continue to be very positive.

Graduation Rate (Fall 2010 Cohort graduated as of May 2016)

MAJOR_CODE	ACAD_PROG	FT_PT	Cohort #	GradIn6yrs #	Graduation Rate
29502	MA.CNSLR/SCHLCNSL	FT	13	13	100.0%
29502	MA.CNSLR/SCHLCNSL	PT	21	16	76.2%
Total			34	29	85.3%
29503	MA.CNSLR/COMM-AGENCY	FT	1	1	100.0%
29503	MA.CNSLR/COMM-AGENCY	PT	2	2	100.0%
Total			3	3	100.0%
29504	MA.CNSLR/CLIN/MENTAL	FT	3	3	100.0%
29504	MA.CNSLR/CLIN/MENTAL	PT	6	3	50.0%
Total			9	6	66.7%

Note: For graduation rate, we used the 2010 cohort, that means, all the students who started in 10/FA (start_term=10/FA (including 10 summer)) are counted as cohort. Then we track these students. If they are graduated by Aug 2016, we count them as graduated. The rate is calculated by graduated # divided by cohort #. The full-time, part-time is based on the status of start term. that is 10/FA.

- The PhD in Counseling and Supervision accepted its first cohort of 9 students. The admissions process for Cohort 2 was completed during the year with 8 students admitted for fall 2019
 - As of June 2019 100% of the members of cohort 1 continue for year 2
- The University continued its commitment to the program through the following additional resources in terms of space and the expansion to 11 core faculty members:

- 2 tenure track Assistant Professors were hired for fall 2019
- 3 Lecturers (1 – 10-month, 2 – 12-month) were hired for fall 2019
- Dedication of 3 rooms with INTERACT video recording system for the use of the PhD program that include a space for Sand Tray materials and a permanent play room for child counseling and training
- The addition of 2 doctoral Program Assistants that helped the CED office and faculty, especially in preparation of the CACREP self-study
 - 2 additional doctoral Program Assistants were added for 2019-2020
- The approval and subsequent search for 2 tenure track core faculty at the Assistant Professor rank

Program Modifications or Changes after review of appended data

The entire faculty of CED met in fall during 4 sessions and 3 additional spring sessions, although working groups addressed various tasks throughout the year and in June. After reviewing data, the following program modifications or changes will be implemented for the 2019-2020 academic year:

- The Case Presentation format needs standardization in the new “slimmer” format, along with clean course outlines, to be distributed to all faculty teaching Practicum and Internships
- A meeting with adjuncts each semester is needed to ensure that they are on the “same page”.
 - Although there are time challenges, a meeting each semester would help.
 - Perhaps a presentation on video can be made available
 - A mentoring buddy with a full-time faculty could be established in a more formal way
- The *CED Adjunct Handbook* should be redistributed to ALL adjuncts again
- The Fitness to Practice form (FTP) and process needs modification, and a small working group will address this before Fall 2019 Semester:
 - The decision to use the new form and process (*Developmental Progress Assessment*) during the 9-credit core for ALL students will begin Fall 2019 as a way to track progress and address concerns with students earlier
- A discussion on syllabi consistency resulted in faculty being advised to use revised courses in their submission AND not to change books, or the adopted outline and key assessments without taking the course through the CED curriculum procedure to insure consistency across ALL sections
 - ALL course outlines were revised and master syllabi created for faculty to use prior to submitting fall 2019 syllabi.
 - Attention to specific content found on the National Counselor Exam (NCE) will be emphasized in each course and across all sections regardless of the instructor(s).

General Data
2018-2019 Graduates by program option

OPTION	# GRADUATES
MA-School Counseling	22
MA-School Couns. w/LPC	22
MA-CMHC	22
MA-College Coun./Stu.Svcs.	1
MA-Alcohol and Drug Abuse	0
PHD	0
TOTAL	67

Passing Rate for Licensing: The National Counselor Examination – Fall 2018

The National Counselor Examination (NCE) is required for initial licensure for students from the Clinical Mental Health Counseling and School Counseling with LPC Qualification Options. School Counselors do not have a qualifying examination after passing the CED Counselor Education Comprehensive Examination (CECE).

The passing rates for students taking the NCE after graduation is not available to CED; however, students who take the exam before graduating have their scores reported to CED. Over the past several years the passing rate was between 85-95%. The Fall scores were consistent with national data; however, the drop in passing rates for spring will require further investigation.

Fall 2018: Tested-20 Passed - 17 Passing Rate - 85.00%
National: 2782 Passed - 2411 Passing Rate - 86.70%

Spring 2019: Tested-15 Passed - 8 Passing Rate – 53.3%
(NOTE: the change in pass rates is being investigated and discussed)
National: 4382 Passed - 3968 Passing Rate – 90.6%

**Appendix A: CED Fall 2018
Data**

Nathan Weiss Graduate College

Department of Counselor Education

		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	1-Yr Chg	5-Yr Chg
ENROLLMENT BY PROGRAM								
Counsel. & Superv.(PhD) (GR_D)								
	Stu HeadCnt					9		
	Stu FTE					5.8		
Counselor Edu (GR)								
	Stu HeadCnt	264	281	300	307	319	3.9%	20.8%
	Union	244	231	236	230	235	2.2%	-3.7%
	Ocean	20	50	64	77	84	9.1%	>200%
	Stu FTE	158.0	168.0	181.0	190.3	194.3	2.1%	22.9%
	Union	147.3	139.5	142.3	143.8	148.5	3.3%	0.8%
	Ocean	10.8	28.5	38.8	46.5	45.8	-1.6%	>200%
COURSE SECTION FTE								
	CED (GR)	161.5	171.5	182.8	195.3	202.8	3.8%	25.5%
	Union	146.8	145.3	153.0	161.3	168.0	4.2%	14.5%
	Ocean	14.8	26.3	29.8	34.0	34.8	2.2%	135.6%
		FY13-14	FY14-15	FY15-16	FY16-17	FY17-18	1-Yr Chg	5-Yr Chg
DEGREES CONFERRED								
Counselor Edu - Master								
		62	72	71	80	69	-13.8%	11.3%
	Union	61	70	70	72	52	-27.8%	-14.8%
	Ocean	1	2	1	8	17	112.5%	>200%
		Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	1-Yr Chg	5-Yr Chg
FULL-TIME FACULTY								
	Total Faculty	8	8	9	9	11	22.2%	37.5%
	CED	8	8	9	9	11	22.2%	37.5%

Appendix B: Academic Program Assessment Report

COLLEGE: **NATHAN WEISS GRADUATE COLLEGE**

PROGRAM NAME: **COUNSELOR EDUCATION DEPARTMENT**

ACADEMIC YEAR: **2018 - 2019**

REPORT AUTHOR: **Dr. E. Christine Moll, Lecturer, CED Assessment Coordinator**

(Contributions from Dr. J Barry Mascari, Dr. Rebekah Pender, and Dr. Jane Webber)

PROGRAM STUDENT LEARNING OUTCOMES (CHECK OFF THE SLOs BEING ASSESSED):

X SLO1: Explain the nature and needs of individuals across the lifespan.

X SLO2: Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling.

X SLO3: Apply individual and group counseling theories/approaches to facilitate individual and group counseling.

X SLO4: Interpret and utilize professional research and existing data.

X SLO5: Administer appraisal and assessment instruments in counseling and appropriately diagnose.

X SLO6: Apply professional, legal and ethical standards in counseling.

DIRECT MEASURE:

1. INTERNSHIP CASE PRESENTATION (SLO 1, 2, 3, 4, 5, 6)

The Counselor Education Department (CED) has two capstone courses: Internship I (**CED 5985**) and Internship II (**CED 5986**). Students write and present a Case Presentation (CP) (delineating clinical information regarding a counseling client).

The CP Rubric assesses students across the six departmental SLOs. The presentation rubric includes fifteen (15) items across six (6) domains, and instructors rate students on a 1-3 scale (1= Does not meet standard, 2=Minimally meets standard, 3=Meets and exceeds standard).

2. COUNSELOR EDUCATION COMPREHENSIVE EXAMINATION (SLO 1, 2, 3, 4, 5, 6)

As noted in the CED 2017-2018 Report, the CED eliminated the NBCC Counselor Preparation Comprehensive Examination (CPCE) and piloted an alternative, the Counselor Education Comprehensive Examination developed by consortium of counselor education programs. The CECE provides a total score from assessment of candidate knowledge across eight knowledge areas, as does the CPCE:

- Human Growth & Development,
- Social & Cultural Issues in Counseling,

- Helping Relationships,
- Group Counseling,
- Career Counseling,
- Appraisal
- Research & Program Evaluation
- Ethical Practice

This exit examination, required of all Counseling Master's degree students at Kean University, assesses the student's knowledge of counseling to ensure minimum competence in the field. It also provides aggregated data that offer insight to CED when developing/adapting curriculum.

TARGET:

1. INTERNSHIP CASE PRESENTATION (SLO 1, 2, 3, 4, 5, 6)

Individual item scores of 2 or higher indicate that students have at least minimally met standards. The target Mean is **2.80 for each of the Internship Case Presentation SLOs**. Also, the program requires all students to score **a minimum of "2" on each of the Internship Case Presentation rubric items**.

2. COUNSELOR EDUCATION COMPREHENSIVE EXAMINATION (SLO 1, 2, 3, 4, 5, 6)

Similar to the CED's use of the CPCE, Faculty established the **passing score to be no less than 1.0 standard deviation below the Kean examinees' Total Mean score**. All students must take and pass the CECE as an end-of-program assessment.

DATA COLLECTION AND RESULTS

1a. INTERNSHIP CASE PRESENTATION (SLO # 1, 2, 3, 4, 5, 6)

Semester(s): Fall 2018

Number of students: 53

Category/Criterion	Mean
Lifespan (SLO 1)	3.00
Multicultural (SLO 2)	3.00
Counseling (SLO 3)	3.00
Research (SLO 4)	3.00
Appraisal (SLO 5)	2.94
Ethics (SLO 6)	2.94
Total Mean	2.98

1b. INTERNSHIP CASE PRESENTATION (SLO # 1, 2, 3, 4, 5, 6)

Semester(s): Spring 2019

Number of students: 46

Category/Criterion	Mean
Lifespan (SLO 1)	2.93
Multicultural (SLO 2)	2.96
Counseling (SLO 3)	2.95
Research (SLO 4)	2.95
Appraisal (SLO 5)	2.88
Ethics (SLO 6)	2.95
Total Mean	2.94

1c. INTERNSHIP CASE PRESENTATION (SLO # 1, 2, 3, 4, 5, 6)

Semester(s): Academic Year 2018-2019 Total

Number of students: 99

Category/Criterion	Mean
Lifespan (SLO 1)	2.90
Multicultural (SLO 2)	2.94
Counseling (SLO 3)	2.92
Research (SLO 4)	2.90
Appraisal (SLO 5)	2.83
Ethics (SLO 6)	2.89
Total Mean	2.90

2a. CECE (SLO # 1, 2, 3, 4, 5, 6)Semester: Fall 2018 Spring 2019Number of students: 49 27

Category/Criterion	Fall 2018 Mean	Sp 2019 Mean
C1: Human Growth and Development	7.02	8.41
C2: Social & Cultural Diversity	10.44	11.22
C3: Helping Relationships	7.65	8.22
C4: Group Work	7.4	7.44
C5: Career Development	8.49	10.3
C6: Assessment	5.1	7.37
C7: Research & Program Evaluation	7.08	7.74
C8: Professional Orientation & Ethics	7.5	8.04
Total	60.73 Mean 8.53 STD	68.74 Mean 12.0 STD

DISCUSSION OF FINDINGS: CASE PRESENTATION**SLO 1: Explain the nature and needs of individuals across the lifespan.**

For the capstone course CED 5985/5986 *Internship Case Presentation*, the Mean score for students (n=116) in AY 2018-2019 sections was **2.90**. Individual item scores of 2 or higher indicate that students met or exceeded standards for this specific measure (Lifespan). The AY 2018-2019 students' scores exceeded the target Mean score of 2.80. The overall mean score for AY 2018-2019 slightly dropped from the AY 2017-2018 mean score of 2.91.

SLO2: Describe the impact of sociological, economic, multicultural factors, and social justice advocacy on counseling.

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=116) in AY 2018-2019 sections was **2.94**. Individual item scores of 2 or higher indicates that students met or exceeded standards for this specific measure (Multicultural). The AY 2018-2019 students' scores exceeded the target Mean score of 2.80. The overall mean score from AY 2018-2019 slightly improved from the 2.92 mean score from AY 2017-2018.

SLO3: Apply individual and group counseling theories/approaches to facilitate individual and group counseling.

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=116) in AY 2018-2019 sections was **2.92**. Individual item scores of 2 or higher indicates that students met or exceeded standards for this specific measure (Group Counseling). The AY 2018-2019 students' scores exceeded the target Mean score of 2.80. The overall mean score for AY 2018 – 2019 slightly improved from the AY 2017-2018 mean score of **2.90**.

SLO4: Interpret and utilize professional research and existing data.

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score (n=116) in AY 2017-2018 sections was **2.90**. Individual item scores of 2 or higher indicates that students met or exceeded standards for this specific measure (Research). The AY 2018-2019 students' scores exceeded the target Mean score of 2.80. The overall mean score for AY 2018-2019 approximately equaled the AY 2017-2018 mean score of 2.90.

SLO5: Administer appraisal and assessment instruments in counseling and appropriately diagnose.

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=116) in AY 2018-2019 sections was **2.83**. Individual item scores of 2 or higher indicates that students met or exceeded standards for this specific measure (Appraisal). The AY 2018-2019 students' scores exceeded the target Mean score of 2.80. In addition, the overall mean score for AY 2018-2019 slightly improved from the AY 2017-2018 mean score of 2.81.

SLO6: Apply professional, legal and ethical standards in counseling.

For the capstone course CED 5985/5986 *Internship Case Presentation*, the mean score for students (n=116) in AY 2017-2018 sections was **2.89**. Individual item scores of 2 or higher indicates that students met or exceeded standards for this specific measure (Ethics). The AY 2018-2019 total Mean score exceeded the target Mean score of 2.80. The overall mean score for AY 2018-2019 slightly improved from the AY 2017-2018 mean score of 2.83.

In conclusion, the mean scores for six SLOs exceeded the AY 2018-2019 target mean scores. Student mean scores were 2.90 or higher for SLOs 1-4. The lowest mean scores were for SLOs 5 & 6.

DISCUSSION OF FINDINGS: Comprehensive Examination

The results of Fall 2018 administration of the Counselor Education Comprehensive Examination show the Kean University CED student Mean total score of **60.72**. The Spring 2019 administration reflects a Kean CED student Mean total score of **68.74**. Unlike the former CPCE, there is no established national Mean to which Kean students can be compared since this is a relatively new test instrument. As noted in last year's report, "While the comparative data is minimal at this time, the number of participating programs has grown. We anticipate piloting this instrument for 2 years, reviewing comparative data for each administration."

An analysis of the Case Presentation SLOs and the CECE for this academic year (2018 – 2019) suggests that the SLO 5 Appraisal and Assessment may be an area needing improvement in the Program.

CURRICULAR ACTIONS/CLOSING THE LOOP

2018-2019	2019-2020
<ul style="list-style-type: none"> • Internship I (CED 5985) and Internship II (CED 5986), instructors will continue to place emphasis on utilizing professional research and the use of data in class instruction (SLO 4). Students are expected to incorporate evidence-based practice with clients in individual and group counseling sessions and identify aspects of practice during case presentations. Instructors will include in-class demonstrations and video recordings in all sections of CED 5985 and CED 5986. 	<ul style="list-style-type: none"> • The increase in scores for the Spring 2019 Case Presentation and CECE shows some improvement. • This goal continues into 2020 as CED students integrate evidence-based practice with clients in individual and group sessions and delineate those practices within the case presentations.
<ul style="list-style-type: none"> • During CED faculty meetings, Professional Development Days, and various departmental Curriculum and Assessment Committee meetings, faculty discussed options to simplify the Internship Case Presentation guiding document. A simplified version of the document was piloted with successful results. Faculty also discussed ongoing efforts to seek uniformity of instructor expectations and assigned student work across all internship sections. The clinical coordinator developed a “tip sheet” for instructors to outline the specific expectations of each course. Faculty will continue to discuss options for improving student written and verbal case presentation skills. 	<ul style="list-style-type: none"> • The Clinical Coordinator developed proposed “tip sheet” for instructors, which faculty reported as very helpful. However, during the CED end - of-year Department Meetings and Assessment Committee meetings, new faculty members expressed some confusion regarding the Case Presentation scores, and how and when to report scores. The Assessment Coordinator will communicate with 5985 and 5986 instructors early in the semester and prior to the conclusion of the semester about what is needed and how to submit the scores.

<ul style="list-style-type: none"> • Regarding SLO 5, which was the only Internship Case Presentation mean score below 2.80 in AY 2016-2017, CED faculty decided to launch a mentoring system for new adjunct professors beginning in AY 2017-2018. Full-time faculty will continue to assist new instructors with acclimation to the department culture and share best practices for working with CED students. The mentoring system also aims to improve uniformity of instruction and assessment across multiple sections of each course. Mentorship has taken place throughout the department to assist with guidance in each course that a new instructor was assigned. The department believes that the mentoring system was instrumental in increasing the SLO 5 mean score to 2.81, which exceeded the target mean score for AY 2017-2018. 	<ul style="list-style-type: none"> • Five colleagues joined the CED full time faculty in September 2018: two tenure track and three lecturer positions. Each expressed appreciation for their warm welcome and collegial mentoring during this academic year. Although each new colleague moved to Kean University from a CACREP accredited program, each voiced that the transition to Kean University presented challenges as each colleague adjusted to the curriculum. • As each of the new faculty members move into Year two of their transition in 2019-2020, the Assessment Report for June 2020 will reflect their continued comfort with the CED curriculum. Students' scores should improve as candidates feel more secure with a stable faculty.
<ul style="list-style-type: none"> • CED will continue to consider more online/hybrid course options in order to improve assessment scores across all SLOs. Informal polling of students who have completed hybrid sections of CED 5501 revealed that the instructional method of posting weekly Blackboard discussion questions increased student engagement with assigned readings. Several CED faculty have prior experience designing and delivering online course material. 	<ul style="list-style-type: none"> • This remains an ongoing goal, especially as faculty explore Open Educational Resources (OER) to supplement or replace course materials as required by a recent New Jersey law.

<ul style="list-style-type: none"> • Regarding comprehensive exam scores, CED will continue to develop strategies to assist students with preparation, including: 	<ul style="list-style-type: none"> • As CED continues to administer the CECE, these goals remain ongoing.
<ul style="list-style-type: none"> ○ Presentations and creation of support groups for test anxiety 	
<ul style="list-style-type: none"> ○ Inviting high-scoring students to share strategies for successful preparation 	
<ul style="list-style-type: none"> ○ Provision of written preparation strategies in the department newsletter 	
<ul style="list-style-type: none"> ○ Offering preparation workshops 	
<ul style="list-style-type: none"> ○ Research CECE scores in relation to whether students took and passed the National Counselor Exam in advance 	

The CED anticipates a CACREP re-accreditation site visit Academic Year 2019-2020. The importance of showing evidence that the Department strives to fill in gaps with ongoing efforts cannot be stressed enough. Therefore, repeating or reiterating goals offers a stance of persistence.

BUDGET ITEMS

Budget costs for the reaccreditation & site visit (specific dates in 2019 to be determined, but approximate dates are projected below)

- CACREP accreditation related costs (note that some are one-time fees for this AY)
 - \$2,500 - application fee (by check, August 2019)
 - \$8,000 appx. - site visit (\$2,000 per team member, prior to late fall 2019/winter 2020)
 - The amount for the PhD program and site visit is to be determined; The plan is to include the PhD in the 2019 application after some summer modifications and upgrades.
 - Budget for annual (September 2019) CACREP accreditation maintenance fee - \$3,875.

- Budget for Approved Continuing Education Provider (ACEP) fee (January 2020) from NBCC - \$150
- Budget for continued approval fee (September 2019) for the LCADC by the Certification Board - \$1,500