** Summary of Program Evaluation 2019-2020**

**New Jersey City University**

**Department of Counselor Education**

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**National Counselor Examination (NCE)**

In this section, reviewers will find information on NJCU’s NCE passing rate and a comparison of eight core curricular area scores of NJCU students and students from other CACREP accredited programs.

For fall 2019, not a single Clinical Mental Health student sat for the National Counselor Examination (NCE).

For spring 2020, four Clinical Mental Health students sat for the National Counselor Examination (NCE). Out of four, three students (75%) passed the NCE. Two other students postponed their NCE exam till fall 2020 due to COVID-19.

For School Counseling students, there is no mandatory requirement to pass any licensing or certification tests.

**Program Modification to improve NCE results:**

* An undergraduate GPA requirement for admission in the counseling program has been raised from 2.75 to 3.00.
* For all required courses including fieldwork courses, the passing grade of courses has changed from C to B. It will help students to better prepare for the subject matter and hopefully pass NCE. For departmental core courses (i.e., Counseling Skills, Orientation to Professional Counseling and Ethics, Group Process, and Counseling Theories) passing grade remains B+ or higher.
* Since Fall 2017, core faculty is leading workshops for Internship I and II students to review and increase their knowledge of NCE core curricular areas and Professional Practice and Professional Development, Supervision, and Consultation areas
* During Spring 2018, faculty teaching Internship II course will spend some time preparing students for NCE. Please note our Internship II as well as all field placement courses meet once a week for 2 and half hours, which is beyond CACREP 2009 standards requirements. Students are also encouraged to practice NCE exams during internship courses.

All these strategic actions and faculty lead student training on NCE may hopefully result in a better passing rate of NCE for NJCU’s students.

**Program Graduate Survey (6 months Job Placement Survey)**

NJCU’s alumni students were recruited from the alumni student database which is maintained by the Counseling Program’s Office Assistant. At the end of the internship II course (COUN 695), students filled out their contact information to be part of the Alumni Student Database. This information is useful to better track our graduate students. Information in the Alumni Student Database was used twice: initially for the six-month follow-up surveys and finally for the three-year follow-up surveys. Based on the contact information provided in the database and the year of their graduation, the Principal Investigator reached out to the shared email addresses and invited the potential participants to complete the survey via Qualtrics. Program Graduate surveys (6 months and 3-year follow-up) are administered annually. Results of the 2019 Program Graduate Surveys follow.

**Please find the results of the spring 2019 Program Graduate Surveys** **(180 days/6 months follow-up after graduation):**

**Table 1: Demographics of Program Graduate Students (6-month follow-up)**

|  |  |  |
| --- | --- | --- |
| Year of Graduation | 2019 |  |
| Specialization | N: 22 | % |
| School Counseling | 6 | 27 |
| Clinical Mental Health Counseling | 16 | 73 |
| Gender | N | % |
| Male | 4 | 18 |
| Female | 18 | 82 |
| Age | N | % |
| 21-25 | 7 | 32 |
| 26-30 | 8 | 36 |
| 31-35 | 4 | 18 |
| 36-40 | 4 | 18 |
| 41 and more | 1 | 5 |
| Race/Ethnicity | N | % |
| Asian | 2 | 9 |
| Black/African-American | 10 | 45 |
| White | 3 | 14 |
| Hispanic | 4 | 18 |
| Two or more and other | 2 | 9 |

**Table 2: Employment Status and Post-Graduate Achievement of Program Graduate Students (6 months follow-up)**

|  |  |  |
| --- | --- | --- |
| Post-Graduate Achievement | N | % |
| LPC-intern (or equivalent) | 3 | 14 |
| NCC | 6 | 27 |
| Certified School Counselor | 8 | 36 |
| None | 6 | 27 |
| Employment Status |  | % |
| Employed in a Position Directly Related to my Training at NJCU | 8 | 36 |
| Employed in a Position Somewhat Related to my Training at NJCU | 2 | 9 |
| Employed in a Position Not Related to my Training at NJCU | 4 | 18 |
| Seeking advanced training or degree | 0 | 0 |
| Unemployed | 1 | 4 |
| Full Time/Part Time | N |  |
| Full Time Employed due to training at NJCU | 5 | 23 |
| Part-time | 1 | 4 |
| Per-Dime | 2 | 9 |
| Salary | N | % |
| Less than $20,000 | 1 | 4 |
| $20,000 to $39,000 | 0 | 0 |
| $40,000 to $59,000 | 8 | 36 |
| $60,000 to $79,000 | 1 | 4 |

**Strengths of NJCU programs: Reported by Program Graduate Students after 6 months**

* The staff model the empathetic behavior they expect from the students. The program prepares you to go out and be able to handle different settings and clients. The program gives students the time to work on themselves as well as learn about counseling. The interview in different classes to get perspectives of different counseling professions was very helpful.
* The staff and professors were very open and receptive towards the students which is a rarity in the working world.
* The professors are fantastic. They are approachable and always available to assist students when they need help or have questions.

**Areas of improvement for the NJCU Counseling program: Reported by Program Graduate Students after 6 months**

* The program needs improvement on preparing courses that increase the school counselors chances of obtaining a job.
* The program needs to consider implementing more school counseling classes.
* Helping students find internship placements. Have a course or focus more on the NCC exam. Maybe consider having a mandatory practice NCC exam in a course so will to pass the class
* There needs to be a better structure in the internship program. The program needs to check in with the sites to ensure students are getting what they need from the field experience

**Suggestions to meet the needs of current students or future students in the counseling program:**

* Implement NCE prep courses offered to students and alumni
* Providing teaching opportunities for senior students to tutor or assist professors in their classes.
* Help the student understand the field experience and how to get placed earlier in the program so the students aren't delayed in graduation.
* Adding a class or more in-depth training on TF-CBT
* Better internship sites
* Create job opportunities

**Suggestions to meet the needs of the counseling program alumni:**

* The school could provide coaching for students trying to take their NCC.
* Provide more information on llC work, I feel many of my cohorts have no idea this line of work exists
* Provide information via email for furthering educating and networking with other alumni
* More outreach either through a newsletter (paper or electronically), have a program alumni meeting/ dinner (maybe once a year)
* Maybe help alumni locate potential employers in the area

**What else would you like to tell us about work since graduation?**

* I am very proud of my degree. I am a clinician; I continue to recommend the program, and the school, to others.
* The education I received from NJCU laid the foundation for the stages of my post-graduation career.
* I work with many children that migrated from another country. Many of my students have trauma due to their experience coming to the U.S. I’m trying my hardest to provide lots of resources for the family
* Very difficult to get a career in this field
* It is very difficult to obtain a position as a school counselor

**Finally, recommendations to others to join NJCU’s counseling program**:

|  |  |  |
| --- | --- | --- |
| Yes | 16 | 85% |
| No | 3 | 18% |

* No, We had to find our own internship sites
* Took an extra class because of poor advisement
* If the areas of improvement are addressed, then yes. If areas of improvement are not addressed, I would recommend NJCU for the quality of professors and classes.

**Post Graduate Survey (3-year follow-up)**

**Program Graduate Survey of 3 years follow-up (students were graduated in 2016 and survey was launched in 2019)**

**Table 1: Demographics of Program Graduate Students (3 years follow-up)**

|  |  |  |
| --- | --- | --- |
| Year of Graduation | 2016 |  |
| Specialization | N: 13 | % |
| Clinical Mental Health Counseling | 7 | 54 |
| School Counseling | 6 | 46 |
| Gender | N | % |
| Female | 2 | 15 |
| Male | 11 | 85 |
| Age | N | % |
| 26-30 | 2 | 15 |
| 31-35 | 5 | 39 |
| 36-40 | 2 | 15 |
| 41-45 | 2 | 15 |
| 46-50 | 1 | 8 |
| 51-55 | 1 | 8 |
| Race/Ethnicity | N | % |
| Asian | 1 | 7 |
| Black/African American | 3 | 21 |
| Hispanic | 7 | 50 |
| White | 1 | 7 |
| Two or more | 1 | 7 |
| Other | 1 | 7 |

**Table 2: NJCU’s Counseling Program Overall Satisfaction Level**

|  |  |  |
| --- | --- | --- |
| NJCU's Counseling Program Overall Satisfaction Level | N | % |
| Extremely Satisfied | 7 | 54 |
| Moderately Satisfied | 3 | 23 |
| Neutral | 3 | 23 |

**Table 3: NJCU’s Counseling Program Overall Preparedness to be an Effective School or Clinical Mental Health Counselor**

|  |  |  |
| --- | --- | --- |
| NJCU's Counseling Program Overall Preparedness to be an Effective School or Clinical Mental Health Counselor | N | % |
| Unprepared | 1 | 8 |
| Prepared | 9 | 69 |
| Very Prepared | 3 | 23 |

**Table 4: Employment Status and Post-Graduate Achievement of Program Graduate Students (3-year follow-up)**

|  |  |  |
| --- | --- | --- |
| Post-Graduate Achievement | N | % |
| None | 4 | 27 |
| LPC-Intern (or equivalent) | 2 | 13 |
| NCC | 2 | 13 |
| Certified School Counselor | 6 | 40 |
| Other | 1 | 7 |
| Employment Status |  |  |
| Employed in a Position Directly Related to my Training at NJCU | 6 | 46 |
| I am employed in a position somewhat (as a case-manger, counselor aid) related to my training at NJCU | 3 | 23 |
| Employed in a Position Not Directly Related to my Training at NJCU | 4 | 31 |
| Full Time/ Part Time related to Training at NJCU |  |  |
| Full Time Employed | 6 | 46 |
| Salary |  |  |
| $40,000 - $59,000 | 2 | 15 |
| $60,000 - $79,000 | 4 | 31 |

**Table 5: Satisfaction Level of Various Aspects of Program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Field | Minimum | Maximum | Mean | Std Deviation |
| Faculty Expertise | 3.00 | 5.00 | 4.31 | 0.61 |
| Accessibility of Faculty | 3.00 | 5.00 | 4.38 | 0.62 |
| Diversity of Faculty | 3.00 | 5.00 | 4.46 | 0.75 |
| Feedback from Faculty | 3.00 | 5.00 | 4.23 | 0.58 |
| Academic quality of students with whom you took courses | 2.00 | 5.00 | 4.00 | 0.88 |
| Quality of Advising | 2.00 | 5.00 | 4.08 | 0.83 |
| Assistance with the certification/licensure process | 1.00 | 5.00 | 3.69 | 1.20 |
| Assistance with finding employment | 1.00 | 6.00 | 3.77 | 1.62 |
| Availability of practicum/internship sites | 2.00 | 5.00 | 3.77 | 0.89 |
| Quality of practicum/internship sites | 1.00 | 5.00 | 4.00 | 1.18 |
| Quality of practicum/internship sites | 2.00 | 5.00 | 4.08 | 1.00 |
| Relevant Coursework | 2.00 | 5.00 | 4.23 | 0.80 |
| Availability of Courses | 4.00 | 5.00 | 4.23 | 0.42 |
| Timing of Classes | 3.00 | 5.00 | 4.23 | 0.58 |
| Program Flexibility | 3.00 | 5.00 | 4.31 | 0.61 |
| Length of program | 2.00 | 5.00 | 4.15 | 0.77 |

**Table 6: Core Areas Program Preparedness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Field | Minimum | Maximum | Mean | Std Deviation |
| Ethical and legal issues | 1.00 | 5.00 | 4.00 | 1.04 |
| Orientation to professional counseling | 3.00 | 5.00 | 4.31 | 0.61 |
| Lifespan Development | 1.00 | 5.00 | 4.16 | 1.03 |
| Assessment and appraisal | 1.00 | 5.00 | 3.85 | 1.10 |
| Counseling Theories | 3.00 | 5.00 | 4.38 | 0.74 |
| Individual counseling | 3.00 | 5.00 | 4.31 | 0.72 |
| Group counseling | 3.00 | 5.00 | 4.23 | 0.70 |
| Family/couple counseling | 2.00 | 5.00 | 4.15 | 0.86 |
| Counseling skills | 3.00 | 5.00 | 4.38 | 0.62 |
| Multicultural Counseling competencies | 2.00 | 5.00 | 3.85 | 0.86 |
| Research/Program evaluation | 1.00 | 5.00 | 3.77 | 1.12 |
| Career Counseling | 3.00 | 5.00 | 3.85 | 0.66 |
| Crisis Interventions | 2.00 | 6.00 | 3.77 | 1.12 |
| Consultation and collaboration skills | 2.00 | 6.00 | 3.85 | 0.95 |
| Supervision | 1.00 | 5.00 | 4.00 | 0.96 |
| Client Advocacy | 3.00 | 6.00 | 3.92 | 1.00 |

**Table 7: CMHC Program Preparedness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Field | Minimum | Maximum | Mean | Std Deviation |
| Professional Issues related to Clinical Mental Health Counseling | 3.00 | 5.00 | 3.86 | 0.83 |
| Diagnosis by using current edition of the DSM | 3.00 | 5.00 | 4.14 | 0.83 |
| Case Conceptualization | 3.00 | 5.00 | 4.29 | 0.70 |
| Treatment Planning | 2.00 | 5.00 | 3.57 | 0.90 |
| Counseling Clients with substance use and co-occurring disorders | 4.00 | 5.00 | 4.29 | 0.45 |
| Management and evaluation of mental health services and programs | 3.00 | 5.00 | 4.00 | 0.76 |
| Counseling clients with your specialization (children, adolescents) | 4.00 | 6.00 | 4.43 | 0.73 |

**Table 8: SC Program Preparedness**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Field | Minimum | Maximum | Mean | Std Deviation |
| Professional Issues related to School Counseling | 2.00 | 5.00 | 3.33 | 1.11 |
| Management and evaluation of comprehensive developmental school counseling programs | 1.00 | 5.00 | 3.50 | 1.26 |
| Classroom guidance to promote academic, career, and personal.social development of students | 1.00 | 5.00 | 3.33 | 1.37 |
| Assess students' needs and strengths | 1.00 | 5.00 | 3.33 | 1.37 |
| Leadership and consultation practices including collaboration, wellness, models, and advocacy | 3.00 | 5.00 | 4.00 | 0.58 |
| Counseling clients with your specialization (children, adolescents) | 1.00 | 5.00 | 3.33 | 1.25 |

**Strengths of NJCU programs: Reported by Program Graduate Students after 3 years:**

* Faculty was very knowledgeable and helpful. Classes hours were also flexible for those of us Who worked full time while completing the program.
* Program and faculties are well prepared and very knowledgeable of what is offered. I am very proud to be NJCU alumni.
* I think the program provides a great educational experience geared toward getting us prepared for a career in school counseling or mental health. The faculty was always healthful and provided time to meet with us. I will always be forever grateful for the faculty and the people I met while doing my graduate coursework there.
* Faculty is very knowledgeable and assisted me with any questions or concerns.
* I am grateful to be a full-time school counselor and grateful for the education I received from NJCU. Thank you.

**Areas of improvement for the NJCU Counseling program: Reported by Program Graduate Students after 3 years:**

* At the time of my training, it will help to have more resources in place when seeking internship/practicum site Have more faculty relate to different settings that out their counseling field Support group/ informational workshop More avenues to prepare for NCE, like the CPCE Recent graduates students last year or two has had preparation in NCE, at the time of the internship. The success rate for the test is better than previous couple of years.
* The school and mental health program were together when I attended. There was very little training for those of those who were going to the school concentration. We only had one class pertaining to school counseling and the whole program catered to those doing mental health. I was very unprepared as far as counseling. What I knew came from my experience as a teacher but for someone doing the program without any teaching experience? Not enough training. Also, the fact that there’s no guidance or help when finding our internship sites made it very difficult for some people. Additionally, why take away practicum in the summer? Schools work until the end of June and many counselors, like myself, work throughout the summer. Also, one should be able to do mental health practicum during the summer. There is plenty of time. I know a lot of people were very unhappy when this change was made.
* I would say with finding practicum and internship sites because of my experience which I had to find sites on my own.
* Would have liked more assistance in finding a job after graduation and in finding my practicing and internship site.

**Summary of the Program Graduate Students Survey Results:**

In sum, all Program Graduate students (3-year follow-up) reported that they (77%) are extremely to moderately satisfied with the NJCU’s Counseling Program and 92 % felt that they are well prepared to be effective School or Clinical Mental Health Counselors. Program Graduate students (3 years) reported 69% job placement in the counseling-related field Overall, Program Graduate students (3 years) reported that NJCU’s program strength is in knowledgeable faculty and being able to choose your own internship site. Some of the areas to grow are as follows: assistance in finding sites for practicum and internship, workshops or training on NCE preparation and LAC/LPC, job placement services, and rigorous selective admission procedure.

**Actions to improve NJCU’s Counseling Program based on results from the Program Graduate Students Survey:**

* Please note that the Counseling program has added few elective courses and will continue to add more elective courses in the upcoming semesters
* We hired a part-time Clinical Coordinator to create a stronger network for practicum and internship sites since fall 2016 and recently we also created an advisory board to help our department grow and become stronger in areas such as fieldwork placements.
* For all required courses including fieldwork courses, the passing grade of courses has changed from C to B. It will help students to better prepare for the subject matter and hopefully pass NCE. For departmental core courses i.e., Counseling Skills, Orientation to Professional Counseling and Ethics, Group Process, and Counseling Theories passing grade remains B+ or higher. We also added PDCA-R to assess students’ professional and personal dispositions at multiple times in our program.
* Since Fall 2017, core faculty is leading monthly workshops for Internship I and II students to review and increase their knowledge of NCE core curricular areas and Professional Practice and Professional Development, Supervision, and Consultation areas
* During spring 2018, the faculty teaching Internship II course will spend some time preparing the student for NCE. Please note our Internship II as well as all field placement courses meet once a week for 2 and half hours, which is beyond CACREP 2009 standards requirements. Students are also encouraged to practice NCE exams during internship courses.
* Lastly, we are exploring to develop a ‘Career Cell’ for our students with collaboration from NJCU’s Career Placement Services. NJCU’s counseling program has received Human Resources Service Administration (HRSA) grant for the last five years and through HRSA’s s funding it was possible to run various professional development and mentorship activities for our students. Students were also prepared for mock interview sessions and counseling-related activities.

**Current Students Survey Results**

Current students of NJCU’s Counseling Program were recruited from the current student database which is maintained by the counseling program’s Office Assistant. Information from the current student database was used twice: initially when students accumulate 27 credits in the program for receipt of the ‘Current Student Surveys’ and finally at the end of the program when students are completing the internship II course (COUN 695) for receipt of the ‘Exit Surveys’. Based on the contact information provided in the database and the number of credits accumulated in the program, the Principal Investigator reached out to the shared email addresses and invited the potential participants to complete the survey via Qualtrics. The Current Students Survey will be administered biennially and the Exit Survey will be administered twice a year i.e., fall and spring semester.

**Biennial Current Student Survey: Spring 2021**

Results of the survey will be reported in the upcoming reporting cycle- Program Evaluation Summary 2020-2021.

**Exit Survey-Summer 2020**

|  |  |  |
| --- | --- | --- |
| Year of Graduation at NJCU | May 2020 |  |
| Specialization |  |  |
| School Counseling | 8 | 53.33% |
| Clinical Mental Health Counseling | 7 | 46.67% |
| Gender |  |  |
| Female | 14 | 93.33% |
| Male | 1 | 6.67% |
| Age | N | % |
| 21-25 | 1 | 6.67% |
| 26-30 | 9 | 60% |
| 31-35 | 1 | 6.67% |
| 36-40 | 3 | 20% |
| 41-45 | 0 | 0% |
| 46-50 | 0 | 0% |
| 51-55 | 0 | 0% |
| 56-60 | 1 | 0% |
| 61ormore | 0 | 0% |
| Race/Ethnicity | N | % |
| African American | 6 | 40 |
| Hispanic | 6 | 40 |
| White | 3 | 20 |
| Two or more | 0 | 0 |
|  |  |  |

**Strengths of NJCU programs: Reported by Exit Students Survey**

● The NJCU faculty was knowledgeable in the content areas of counseling.

● Knowledgeable, diverse, understanding, empathetic

● Caring, involved, wants everyone to succeed Helpful Overall amazing. The faculty in general is extremely understanding and willing to individualize the learning to your benefit. They all were willing to communicate or provide any extra amenities necessary to excel in their course.

● Supportive, empathic, learned. Most are enthusiastic and truly want to see us succeed.

● This entire program has made an immeasurable impact on my life. I feel like I’ve learned from competent and caring staff members who have the best interest of the students in mind. I appreciate the diversity of the staff and the plethora of knowledge/specializations they bring to each class to provide students with different perspectives.

**Areas of improvement for the NJCU Counseling program: Reported by Exit Student Survey**

● Interviewing Supervisors before allowing students to go to certain sites for Practicum/Internship. Making sure these agencies truly understand the purpose of interns.

● I believe they need more education in counseling classes.

● Communication between students and administration when it comes to how to prepare for graduation and any other kinds of events or testing.

● More specialization programs. For example LMFT, Trauma care, Art therapy, Grief Therapy, or Eating Disorder Counseling. I do think the child counseling program presents as stellar but even the existing substance abuse counseling program seems bare-bones. Nothing too special about it.

● SITE PLACEMENTS!!!!! Many other schools have contracts that ensure they get a certain number of spots for their students. NCE Prep is seriously lacking. Student evaluations should be done more seriously. Some programs implement a plan of action after the first year in which they evaluate if the program team sees you as a fit for the field.

● Especially after this semester, the program should consider online or blended classes more. While I understand the rationale of the benefit of night classes at the graduate level, as a student who worked three or four jobs for the first two years, and then started a career during my last year of the program, 7-10 PM classes were a challenge for me.

**What can NJCU do better to meet the needs of current students or future students in the counseling program?**

● I think NJCU should change the way classes are taught. The professors should become more technologically savvy as there are more ways to give a lecture than using the simplest form of a PowerPoint presentation. There should be more professional development included in the program, so students can find a niche in the counseling field. There should be more introductions to the different fields of counseling in preparation to enter the job market. Ex: EDMR

● More Counseling events

● Identify which courses are executed in a manner that feels repetitious to combine them and offer better alternative options so the education is more well-rounded.

● I cannot stress enough that networking needs to be done with sites to advocate for our students getting placement. NCE prep should be in each class to some degree - whether it's one test per class or something. I had ONE test my entire time at NJCU.

● I think this program meets students’ needs well; if classes are offered online, I think that would be a great addition. Also, it would be great if we had smoother site placement strategies for practicum and internship students. I feel I had no support at all for practicum placement and was notified very late that my intended site did not meet the program’s standards, which is useful to know, but not two weeks before I started.

**What can NJCU do better to meet the needs of the counseling program alumni?**

● It would be nice to receive follow-up or check-in emails to measure the success rate of the program. If a student is struggling to find a job, the NJCU faculty can assist in this matter.

● Improve service hours for nighttime students.

● Connect them with opportunities to attend symposiums and conferences at a discounted rate as well as counseling-specific job fairs.

● I’m not sure. I would like to stay connected with the program after I graduate, so maybe a mentorship program between alumni and first-year graduate students could be a great way to get alumni involved.

● Possibly do more alumni events!

**Finally, recommendations to others to join NJCU’s counseling program:**

|  |  |  |
| --- | --- | --- |
| Yes | 10 | 83% |
| No | 2 | 17% |

**Yes, (please explain)**

* Yes, great professors!

● It is designed to get me all the resources needed.

● good faculty, interesting program, good education, great internship/practicum learning experience.

● Helpful staff

● I love that it is a small program where the faculty is knowledgeable and involved with the students.

● Cost-efficient, easy to finish a degree in 3 years. Absolutely. This program has wonderful professors that inspire students to not only learn, but also contribute to the field. personally had an amazing experience. Professors are helpful and are there to help you when needed!

**No, (please explain)**

● I have mixed emotions. I think the counseling program serves its purpose for me as I did most of my learning on my own. I took extra steps to master the content I wanted to master to be as well-rounded as possible. I went against the NJCU faculty when they told me I could not do school counseling and mental health at the same time by doing my research. I completed 60 credits 2.5-3yrs depending if you count the years attended or semesters attended. This is a good program if you are content with little to zero support and guidance. If a student needs more scaffolding and assistance with making decisions, I do not think this is the program for them.

● Parking is too much money

**If you have any other comments please enter here:**

● I thank the NJCU counseling department for providing such adverse experiences for me. The difficulties I had with the faculty allowed me to grow and truly become a social injustice advocate. I developed a level of strength I never thought I had. I will always appreciate NJCU for pushing me to be this strong African American woman.

● I think every core class should execute an exam that resembles the NCE. I am not sure how prepared I am to take the exam based on the fact that most of the courses had a TK20 submission as the final assignment as opposed to an exam.

**Summary of the Exit Interview:**

Overall from summer 2020, students in our Internship II class who filled out our Exit Interviews found program strength is in affordable and quality education with a strong theory and ethics coursework is reinforced in all coursework, small class size and supportive and understanding faculty, and diversity in the program. Some of the areas to grow are as follows: more school counseling and electives classes, help in finding internship sites and job placement services, NCE preparation, alumni networking opportunities and assistance in seeking licensure, smart technology quipped classrooms, faculty needs to be consistent and increase expectations or standard of education, and finally information on E-portfolio at the beginning of the program. In sum, Exit Interview students reported that 83% of students will recommend NJCU’s counseling program to others.

**Action to improve NJCU’s counseling Program based on the feedback from Exit Interviews:**

* Please note that the Counseling program has added few elective courses and will continue to add more elective courses in the upcoming semesters
* We hired a part-time Clinical Coordinator to create a stronger network for practicum and internship sites since fall 2016 and recently we also created an advisory board to help our department grow and become stronger in areas such as fieldwork placements.
* For all required courses including fieldwork courses, the passing grade of courses has changed from C to B. It will help students to better prepare for the subject matter and hopefully pass NCE. For departmental core courses i.e., Counseling Skills, Orientation to Professional Counseling and Ethics, Group Process, and Counseling Theories passing grade remains B+ or higher. We also added PDCA-R to assess students’ professional and personal dispositions at multiple times in our program.
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**Site Supervisors Survey**

Site Supervisors of Practicum and Internship students were recruited from the Site Supervisor Database which is maintained by the Counseling Program’s Office Assistant. Based on the contact information provided in the database, the Principal Investigator reached out to the shared email addresses and invited the potential participants (site supervisor) to complete the survey via Qualtrics. The Supervisors’ feedback is gathered annually by the Counseling Department for Program Evaluation.

**Semester Year Site Supervisors Survey:**

**Table 1: Demographic Information of Supervisors**

|  |  |  |
| --- | --- | --- |
| Experience supervising NJCU students | Less than 1 year to 10 years |  |
| Number of students supervising this semester | 1 to 4 |  |
| Setting | N | % |
| Clinical Mental Health | 15 | 48 |
| School | 16 | 52 |
| Organization Type | N | % |
| Private | 5 | 16 |
| Public | 20 | 65 |
| Religious | 2 | 6 |
| Other | 4 | 13 |
| Organization Location | N | % |
| Urban | 29 | 94 |
| Suburban | 2 | 6 |

**Table 2: Supervisor’s report on NJCU Students preparation in the Clinical Mental Health Set**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question | Very Unprepared (1) |  | Unprepared (2) |  | Neutral (3) |  | Prepared (4) |  | Very Well Prepared (5) |  | Not Applicable (0) |  | Total |
| Ethical understanding and behaviors | 0.00% | 0 | 6.67% | 1 | 0.00% | 0 | 66.67% | 10 | 26.67% | 4 | 0.00% | 0 | 15 |
| Professional identity and involvement | 0.00% | 0 | 0.00% | 0 | 13.33% | 2 | 60.00% | 9 | 26.67% | 4 | 0.00% | 0 | 15 |
| Counseling Theories | 0.00% | 0 | 0.00% | 0 | 26.67% | 4 | 60.00% | 9 | 6.67% | 1 | 6.67% | 1 | 15 |
| Individual Counseling | 0.00% | 0 | 0.00% | 0 | 20.00% | 3 | 60.00% | 9 | 13.33% | 2 | 6.67% | 1 | 15 |
| Group Counseling | 0.00% | 0 | 0.00% | 0 | 20.00% | 3 | 73.33% | 11 | 6.67% | 1 | 0.00% | 0 | 15 |
| Family/Couple Counseling | 0.00% | 0 | 0.00% | 0 | 53.33% | 8 | 26.67% | 4 | 0.00% | 0 | 20.00% | 3 | 15 |
| Counseling Skills | 0.00% | 0 | 0.00% | 0 | 13.33% | 2 | 66.67% | 10 | 20.00% | 3 | 0.00% | 0 | 15 |
| Multicultural Counseling Competencies | 0.00% | 0 | 0.00% | 0 | 20.00% | 3 | 60.00% | 9 | 20.00% | 3 | 0.00% | 0 | 15 |
| Crisis Intervention | 0.00% | 0 | 6.67% | 1 | 46.67% | 7 | 40.00% | 6 | 0.00% | 0 | 6.67% | 1 | 15 |
| Consultation and Collaboration Skills | 0.00% | 0 | 0.00% | 0 | 33.33% | 5 | 53.33% | 8 | 13.33% | 2 | 0.00% | 0 | 15 |
| Client Advocacy | 0.00% | 0 | 0.00% | 0 | 6.67% | 1 | 66.67% | 10 | 13.33% | 2 | 13.33% | 2 | 15 |
| Diagnosis by using current DSM | 0.00% | 0 | 6.67% | 1 | 60.00% | 9 | 26.67% | 4 | 6.67% | 1 | 0.00% | 0 | 15 |
| Understanding of own strengths and limitations | 0.00% | 0 | 0.00% | 0 | 26.67% | 4 | 66.67% | 10 | 6.67% | 1 | 0.00% | 0 | 15 |
| Case Conceptualization | 0.00% | 0 | 0.00% | 0 | 13.33% | 2 | 73.33% | 11 | 13.33% | 2 | 0.00% | 0 | 15 |
| Counseling with substance us and co-occurring disorders | 0.00% | 0 | 0.00% | 0 | 13.33% | 2 | 60.00% | 9 | 13.33% | 2 | 13.33% | 2 | 15 |
| Management and evaluation of mental health services and programs | 0.00% | 0 | 0.00% | 0 | 33.33% | 5 | 40.00% | 6 | 13.33% | 2 | 13.33% | 2 | 15 |
| Administrative Skills | 0.00% | 0 | 20.00% | 3 | 20.00% | 3 | 60.00% | 9 | 0.00% | 0 | 0.00% | 0 | 15 |

**Table 3: Supervisor’s report on NJCU Students preparation in the School Setting**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question | Very Unprepared (1) |  | Unprepared (2) |  | Neutral (3) |  | Prepared (4) |  | Very Well Prepared (5) |  | Not Applicable (0) |  | Total |
| Ethical understanding and behaviors | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 56.25% | 9 | 43.75% | 7 | 0.00% | 0 | 16 |
| Professional identity and involvement | 0.00% | 0 | 0.00% | 0 | 18.75% | 3 | 56.25% | 9 | 25.00% | 4 | 0.00% | 0 | 16 |
| Counseling Theories | 0.00% | 0 | 0.00% | 0 | 18.75% | 3 | 62.50% | 10 | 18.75% | 3 | 0.00% | 0 | 16 |
| Individual Counseling | 0.00% | 0 | 0.00% | 0 | 18.75% | 3 | 50.00% | 8 | 31.25% | 5 | 0.00% | 0 | 16 |
| Group Counseling | 0.00% | 0 | 0.00% | 0 | 12.50% | 2 | 62.50% | 10 | 25.00% | 4 | 0.00% | 0 | 16 |
| Multicultural Counseling Competencies | 0.00% | 0 | 6.25% | 1 | 6.25% | 1 | 50.00% | 8 | 37.50% | 6 | 0.00% | 0 | 16 |
| Client Advocacy | 0.00% | 0 | 0.00% | 0 | 6.25% | 1 | 68.75% | 11 | 12.50% | 2 | 12.50% | 2 | 16 |
| Crisis Intervention | 0.00% | 0 | 12.50% | 2 | 25.00% | 4 | 50.00% | 8 | 6.25% | 1 | 6.25% | 1 | 16 |
| Consultation and Collaboration Skills | 0.00% | 0 | 0.00% | 0 | 12.50% | 2 | 56.25% | 9 | 31.25% | 5 | 0.00% | 0 | 16 |
| Administrative Skills | 0.00% | 0 | 6.25% | 1 | 6.25% | 1 | 31.25% | 5 | 25.00% | 4 | 31.25% | 5 | 16 |
| Understanding of own strengths and limitations | 0.00% | 0 | 6.25% | 1 | 25.00% | 4 | 43.75% | 7 | 25.00% | 4 | 0.00% | 0 | 16 |
| Management and evaluation of comprehensive developmental school counseling programs | 0.00% | 0 | 12.50% | 2 | 18.75% | 3 | 37.50% | 6 | 18.75% | 3 | 12.50% | 2 | 16 |
| Guidance curriculum | 0.00% | 0 | 12.50% | 2 | 18.75% | 3 | 37.50% | 6 | 18.75% | 3 | 12.50% | 2 | 16 |

**Strengths of NJCU programs: Reported by Supervisor**

* A productive student who always ready to take on the next challenge and will always adapt in any area she feels she needs growth.
* Eager to learn, open to constructive criticism
* They've seemed to be well prepared & at least ready to participate in a field placement
* Eager to learn Working well with cooperating counseling Interacting with students
* She is motivated and aware of clients’ needs.
* Strong community orientation Flexibility in adapting to non-traditional populations Generally highly motivated
* They are willing to learn and not being afraid to make mistakes.
* Stays calm during difficult situations -Cares about the wellbeing of students -Is always willing to take on new tasks
* Their knowledge and understanding of and for diverse populations. Their understanding of Mental Health issues, and societal influences on people of a variety of backgrounds. Their record-keeping skills.
* A student is very organized and detailed in his work. He takes supervision very seriously and strives to continue to learn more and strengthen his clinical skill.
* Comfort with our population
* Able to engage freely with the clients.
* Multicultural competence, empathy, authenticity, and flexibility.
* Eager, basic attending skills, awareness of confidentiality, seeks assistance
* They are eager to learn and begin practice. They tend to be very internally motivated
* They are enthusiastic, dedicated, devoted, and appear to be very committed.
* NJCU students are always well prepared both academically and practically for the field
* Social Justice, Client-Centered Advocacy, Authentic use of Self
* A student is very professional and always willing to learn. He asks intelligent questions and applies what he knows. He is eager to know all about the job and takes every opportunity to learn and grow.
* Passionate, empathetic, positive.
* Given her experience as a high school teacher, I find she is easily able to deal with the expectations of counseling in this setting. She easily communicates with the students, parents, and the other teachers/administration.
* A student has shown great confidence in her abilities that will allow her to be confident a greater counselor.
* A student is showing improvement every week and is making progress with sessions.

**Concerns or areas of improvement of NJCU students: Reported by Supervisor:**

* Too focused on being organized and "perfect" all the time. Does not always seem to learn from mistakes. Fair/poor critical thinking skills and 'common sense. \*Note - these areas of concern have been observed only in relation to paperwork and other non-clinical work. I have not observed any of these areas of concern in her clinical work with clients.
* To improve her self-confidence when assessing a client.
* Greater sophistication in psychological theory and application to diagnostic-prescriptive approaches. Harnessing Group Dynamics to psychotherapy in a group setting.
* I would like for him to have more hands-on experience implementing various aspects of a comprehensive counseling program.
* Be more creative
* The Student will benefit from practicing the DSM 5 more
* Most have been radically unprepared when it comes to knowledge about school counseling vocabulary and what resources are out there for school counselors. I spend a lot of time having to catch the NJCU interns up on what the role of school counselors is, and what the job entails. Lately, I have also noticed a decline in the desire to be a part of state and national organizations amidst our NJCU interns, while it was something that used to be so well promoted by the NJCU program.
* He needs to gain more clinical skills and not be so rigid in his thinking. He tends to shy away from resistant clients as well as I believe has no confidence in his skills to engage them.
* Consistency, come prepared
* More advance clinical skills, risk assessments, documentation and formulating diagnostic impressions, integration of information
* Perhaps they could spend a bit more time on counseling techniques or advanced skills.
* Consultation - the skills related to exploring possible solutions to situations faced by teachers or other staff
* There are no concerns at this time.
* I would say that the school counseling program at NJCU needs to have more of a focus on mental health in schools. As a school counselor, I deal with the mental health needs of my students regularly.
* TREATMENT PLANNING NETWORKING WITH OUTSIDE RESOURCES.
* Ability to perform paperwork (accuracy, timeliness, grammar) for case notes, observations, and paperwork in general.
* A student does not have a full understanding of her own strengths and will need to be clear of what she does well, so her fears do not hinder her progress as a counselor. A student also needs to work on her understanding of the multiple ways to utilize technology as a school counselor.

**Recommendations for Program Enhancement**

* Connecting with a student on relatable youth issues.
* Better communication with Field Supervisors who have never worked with this program before. The expectations for me as a Field Supervisor were not made clear until the student had already started their placement and questions/issues came up. I think that could have been avoided if I had been provided with clear guidelines or a manual of some sort. And some of the information I was given after the student started may have altered my decision to accept a student from the program in the first place. It would have at least given me the opportunity to ask questions or get clarification on areas of concern. But once the student had started, I did not want to put her in a position that would alter her ability to complete the program in the specified time frame.
* Continue insisting that students have the best student-professional attitude when approaching internships, as you have done in the past
* None at this time
* I used Brainious Presentation to 'culture/cadre' build among current interns. This brought all the 'players' to the table around enhancing theoretical insights. More forums like this might be useful.
* Pair students with school counselors who understand their role as a mentor and who can provide the support that is shaped by the intern's professional needs
* NJCU students seem prepared to use the information that they learn in Class
* Provide one or two more School Counseling specific classes for those going into the field. Perhaps a general School Counseling class, and then a School-specific Case Studies class.
* To be more flexible with site scheduling needs (for example: working over school breaks)
* Boundaries when dealing with patients and/or clients. Being consistent. Showing up when expected.
* Coursework and practical application of clinical skills and integration of information to formulate treatment plans based on diagnostic impressions. Crisis assessment and intervention
* Focus on mental health in schools

**Other Feedback Supervisors would like to share about NJCU’s counseling program**

* It’s been a great experience so far.
* It also would have been helpful to have some sort of outline of the complete course of study for students in your program. I have my master’s in social work, so I am familiar with how those graduate programs run, and the specific courses that all students in an MSW program must take. But it would have been good to know what courses this intern has taken, and the material that has been covered (in a general sense) so that I could tailor my supervision of her accordingly.
* It has been a pleasure working with faculty there -- esp. Ms. Baker
* More information on the theories can help the student with different types of population
* Keep up the good work you do!
* Teach professionalism
* From what I know it is a very good program which prepares their students well. Working with adolescents, it can be difficult to get consent for a recorded session which a requirement of your students.
* Professionally and personally I think the program is excellent. A student could benefit by being in this program if they apply themselves.
* Send more interns!
* I am a graduate of the NJCU mental health counseling program, and I enjoyed my experience there!
* iTS SEEMS TO BE A EXCELLENT PROGRAM

**Summary of the Site Supervisors Survey Results:**

* Overall, practicum and internship Site Supervisors reported that NJCU’s counseling program is preparing students well in School and Clinical settings. They further noted that and NJCU’s students are highly motivated, knowledgeable, eager to learn, flexible, and ready to accept challenges. Supervisors from School settings felt that student’ needs to be more prepared in various aspects of School Counseling. They identified some areas of improvement such as school-based group counseling, crisis intervention, multicultural competency, management and evaluation of comprehensive development of school counseling programs, administrative skills, and guidance curriculum. Site Supervisors from Clinical Mental Health settings reported that NJCU students are prepared in most of the core areas for Clinical Mental Counseling except they reported being unprepared in regard to the following diagnosis using the current DSM version, Crisis-interventions, ethical understanding, and administrative skills.

**Actions to improve NJCU’s Counseling Program based on results from the Site Supervisor Survey:**

* Please note that the counseling program is adding more elective courses to enhance NJCU’s counseling curriculum. We also hired a part-time Clinical Coordinator to create a stronger network for practicum and internship sites since fall 2016. During the Counselor Education Department’s monthly CACREP faculty retreat, faculty will continue to discuss action plans to increase student preparedness in the School and Clinical Mental Health Counseling program. In addition, recently we passed the by-laws of the Advisory Board for School and Clinical Mental Health Counseling Programs, which will include a few internal faculty members and external members such as employers from the School and Clinical settings and Site Supervisors. This Board will help us to acquire more information on the Counseling program’s strengths and growth areas.

**Program Graduate Employer**

Anonymous Graduate Students follow-up Surveys (at 6 months and 3-year follow-up) provided information on Program Graduate Student Employer/s in the counseling-related field. If a graduate student has given consent to NJCU to reach out to his or her counseling related employer to seek feedback on NJCU’s counseling program, then information on the counseling-related employer such as the name of the organization, supervisor, and their e-mail address will be saved by the Counseling Program’s Office Assistant. Based on the contact information provided in the database, the Principal Investigator reached out to the shared email addresses and invited the potential participants (employer) to complete the survey via Qulatrics.

The Program Graduate Employer Survey is administered annually by the Department of Counselor Education.

**2019 Results of Program Graduate Employer Survey**

**Table 1: Information on Program Graduate Employer**

|  |  |
| --- | --- |
| Experience supervising or employing NJCU students | 2 |
| Number of NJCU graduate students works at your organization | 2 |
| Setting | N |
| Clinical Mental Health | 1 |
| School | 1 |
| Organization Type | N |
| Private | 0 |
| Public | 2 |
| Organization Location | N |
| Urban | 2 |
|  |  |

**Table 2: Supervisor’s report on NJCU Students preparation in the Clinical Mental Health Setting**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Field | Minimum | Maximum | Mean | Std Deviation |
| Ethical understanding and behavior | 5.00 | 5.00 | 5.00 | 0.00 |
| Professional Identity and involvement | 5.00 | 5.00 | 5.00 | 0.00 |
| Counseling Theories | 5.00 | 5.00 | 5.00 | 0.00 |
| Individual Counseling | 5.00 | 5.00 | 5.00 | 0.00 |
| Group Counseling | 5.00 | 5.00 | 5.00 | 0.00 |
| Counseling Skills | 5.00 | 5.00 | 5.00 | 0.00 |
| Multicultural Counseling Competencies | 5.00 | 5.00 | 5.50 | 0.00 |
| Crisis Interventions | 5.00 | 5.00 | 5.00 | 0.00 |
| Consultation and Collaboration Skills | 5.00 | 5.00 | 5.00 | 0.00 |
| Client Advocacy | 5.00 | 5.00 | 5.00 | 0.00 |
| Understanding of own strengths and limitations | 5.00 | 5.00 | 5.00 | 0.00 |
| Management and evaluation of comprehensive developmental school counseling programs | 5.00 | 5.00 | 5.00 | 0.00 |
| Administrative Skills | 5.00 | 5.00 | 5.00 | 0.00 |

**Summary of Program Graduate Employer Survey:**

In summary, those program graduate employers who responded to our survey reported exemplary preparation of our school and clinical mental health core areas.

We are still struggling to achieve feedback from employers of NJCU’s graduate students. Although our graduate students report a satisfactory level of employment in the counseling-related field, most of them do not sign on the consent to reach out to their employers or direct supervisors. Only handfuls of graduate students permitted us to reach out to their employers and further, we also received a poor response rate from employers.

In the future, our Advisory Board for School and Clinical Mental Health Counseling Programs and our part-time Clinical Coordinator will help us to acquire more information on the Counseling program’s strengths and growth areas from our various stakeholders including employers of our students.