



**MONTCLAIR STATE UNIVERSITY
COLLEGE FOR COMMUNITY
HEALTH**

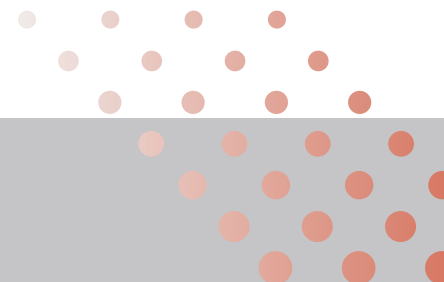
2023-2024

ANNUAL
REPORT

**DEPARTMENT OF
COUNSELING**

TABLE OF CONTENTS

Mission Statement	3	Site Supervisor Feedback	12
Program Objectives	4	PhD Program Mission Statement	13
Faculty Demographics	5	Demographic Breakdown of PhD Applicants	14
Demographic Breakdown For Enrolled Master's Student	6	Demographic Breakdown of Enrolled PhD Students	15
Demographic Breakdown For Master's Student Applicants	7	PhD KPIs	16
Program Highlights	8	Key Performance Indicators: PhD Trend Analysis	17
MA Academic Quality Indicators	9	Programmatic Changes and Modifications	18
Key Performance Indicators: MA Trend Analysis Pt.1	10		
Key Performance Indicators: MA Trend Analysis Pt.2	11		



MA MISSION STATEMENT

The Master of Arts (M.A.) in Counseling Program at Montclair State University is committed to affirming the diversity of our communities, engaging in multiculturally competent, socially just counseling practices, and liberation of all people experiencing oppression. The mission of the Counseling Program is to prepare our students to become competent professional counselors.

The Counseling Program provides opportunities for counseling trainees to develop foundational awareness, knowledge, skills, and professional dispositions to serve diverse clients and their varied needs in various clinical and educational settings. Specific areas of focus include addiction counseling, clinical mental health counseling, school counseling, and student affairs in higher education. The Counseling Program is committed to acknowledging, confronting, resisting, disarming, and disrupting White supremacy and all forms of oppression and marginalization. We recognize that much of the land we occupy, including the grounds of Montclair State University, was originally inhabited by Munsee Lenape People. This acknowledgment demonstrates a commitment to begin the process of dismantling the ongoing legacies of settler colonialism and to better serve our communities in culturally responsive ways. Our program is committed to broadening and deepening students' awareness of and engagement in critical self-reflection, professional development, and actions against discrimination and toward advocacy for underserved populations. We believe that it is important to foster an inclusive learning environment to acknowledge strengths, establish positive collaborative relationships, and promote a safe learning community



PROGRAM OBJECTIVES

The Counseling Program is committed to preparing future professionals who:

1. Apply critical thinking and communication skills to their respective disciplines and exhibit both theoretical and practical applications in their professional fields within the context of social-political realities for their clients.
2. Engage in sound ethical decision-making and judgment as professional counselors, while prioritizing the key responsibility towards clients to demonstrate competent and ethical performance in practice.
3. Have strong interpersonal skills to function as responsible counseling professionals and advocates in their specialty field, who seek to promote the best interests and well-being of clients whom they serve.
4. Demonstrate an understanding of the political, psychological, and social environment and the professional and personal roles each community member embodies to ensure that society fosters a free and just democracy.
5. Promote personal and professional growth in self and others, which ultimately enriches the health and well-being of individuals, families, communities, institutions, and society.

ENTRY-LEVEL (CMHC, SC, AD)

In the M.A. Counseling Programs, courses and fieldwork experience are designed to assist graduate students seeking positions in agencies, schools, corporations, and nonprofit organizations to:

1. Demonstrate the meaning and significance of fundamental counseling concepts, principles and theories.
2. Interact effectively with others (colleagues, parents, clients, students, and administrators).
3. Analyze individual behavior within group structures.
4. Interpret research and measurement results in light of social and psychological factors.
5. Interview and counseling on an individual basis.
6. Relate theories and principles of group dynamics, group practices, and facilitative skills to professional practice.
7. Assess the professional abilities and limitations, professionally and personally.
8. Write professionally and effectively (e.g. research proposals/reports, case studies).
9. Infuse and integrate diversity into professional practice to meet the needs of a pluralistic society.

2023-2024

FACULTY DEMOGRAPHIC DATA

THE COUNSELING DEPARTMENT HAD 12 FULL-TIME FACULTY DURING THE 2023-2024 ACADEMIC YEAR. THREE FACULTY ARE FULL PROFESSORS, 6 ARE ASSOCIATE PROFESSORS, AND 3 ARE ASSISTANT PROFESSORS. IN FALL 2024 THE DEPARTMENT ADDED AN ADDITIONAL FACULTY MEMBER AT THE ASSOCIATE PROFESSOR LEVEL. DEMOGRAPHIC INFORMATION AS REPORTED TO THE INSTITUTION ARE PROVIDED HERE.

	Male	Female	Non-Binary/Gender Fluid
American Indian or Native Alaskan	0	0	0
Asian	0	2	0
Black	2	3	0
Native Hawaiian or Pacific Islander	0	0	0
Hispanic	0	0	0
Two or More	0	2	0
Unknown/Other	0	0	0
White	3	1	0
Veteran	0	0	0
With a Disability	0	0	0

DEMOGRAPHIC BREAKDOWN

OF ENROLLED MASTER'S STUDENTS

Demographic	Male	Female	Non-Binary/ Gender Fluid	Total	% of Total
American Indian or Native Alaskan	0	0	0	0	0%
Asian	0	14	1	15	4%
Black	5	26	2	33	8%
Hawaiian Native or Pacific Islander	0	1	0	1	0%
Hispanic	16	100	0	116	29%
Two or More Races	4	7	0	11	3%
Unknown/Other	3	28	1	32	8%
White	34	158	3	195	48%
TOTAL	62	334	7	403	100%
International Student	3	5	0	8	-
Active Duty Military	0	0	0	0	-
Veteran	0	0	0	0	-
With a Disability	4	27	0	31	-

DEMOGRAPHIC BREAKDOWN

OF MASTER'S STUDENT APPLICANTS

Demographic	Male	Female	Non-Binary	Total	% of Total
American Indian or Alaska Native	0	0	0	0	0%
Asian	0	7	0	7	5%
Black or African American	1	10	0	11	8%
Hispanic or Latino	4	30	3	37	28%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0%
Two or More Races	1	4	0	5	4%
Unknown/Other	2	15	1	18	13%
White	9	46	1	56	42%
TOTAL	17	112	5	134	100%
International Student	1	5	0	6	-
Active Duty Military	-	-	-	-	-
Veteran	1	2	0	3	-
Students with Disabilities	-	-	-	-	-

PROGRAM HIGHLIGHTS

Category	MA-CMHC	MA-SC	MA-AD	PhD
Currently Enrolled Students	225	147	30	50
Graduates	63	46	8	8
Completion Rate	70%	83%	50%	50%
Job Placement Rate	61%	62%	60%	100%*
Licensure/Certification Exam Pass Rate	91-100%	91-100%	91-100%	N/A
National Counselor Exam Pass Rate	100%	100%	100%	-
Doctoral Admission Rate	-	-	-	35%

Note: 100% of PhD graduates who completed the survey reported continuing or securing employment within six months of graduation.

CMHC – Clinical Mental Health Counseling

SC – School Counseling

AD – Addiction Counseling

PhD – Counseling PhD program

MA ACADEMIC QUALITY INDICATORS

Students Meeting KPI Thresholds: All students (100%) met the Key Performance Indicator (KPI) threshold at least once during the academic year across all eight core areas and program objectives. This underscores their strong foundational competencies and mastery of content knowledge and skills.

Students Demonstrating Professionalism and High Interpersonal Behaviors: During Fall 2023, among 70 students assessed, 69 (98.6%) met or exceeded expectations in both "professionalism" and "interpersonal behavior." During Spring 2024, out of 97 students assessed, 95 (98%) met or exceeded expectations in "professionalism."

100% NCE Pass rate: Students achieved a 100% pass rate across all concentrations (Clinical Mental Health Counseling, School Counseling, and Addictions Counseling), demonstrating significant improvement compared to the previous year.

KEY PERFORMANCE INDICATORS:

MA TREND ANALYSIS PT.1

MA SKILL KPI	Description	Fall 2023	Spring 2024	Percentage Change (%)
Professional Counseling Orientation and Ethical Practice	Students will understand professional identity as culturally responsive, anti-racist, and social justice-oriented counselors and apply ethical and legal considerations in professional counseling.	2.15	2.32	7.91
Social and Cultural Diversity	Students will be able to demonstrate the awareness, knowledge, and skills as culturally responsive, socially just counselors who implement multicultural competencies.	2.65	2.66	0.38
Lifespan Development	Students will demonstrate understanding, application, and critique of theories of human development related to counseling diverse and underserved populations and issues across the lifespan.	3.0	2.75	-8.33
Career Development	Students will apply and critique assessment and planning principles to facilitate career development related to diverse and underserved populations.	3.0	2.67	-11.0
Counseling Practice and Relationships	Students will demonstrate skills necessary to be effective counselors who address oppression and privilege while applying and critiquing theoretical and clinical approaches.	1.67	2.2	31.74
Group Counseling and Group Work	Students will demonstrate understanding of diversity, equity, and inclusion issues in group dynamics and process in group counseling.	2.33	2.12	-9.01
Assessment and Diagnostic Processes	Students will demonstrate appropriate critique and use of culture-bound assessments in diverse communities.	1.67	2.0	19.76
Research and Program Evaluation	Students will demonstrate understanding of the importance and use of culturally-focused and relevant research to inform counseling practice.	2.14	2.0	-6.54
PROGRAM CONCENTRATION				
Addiction Counseling	Students will demonstrate knowledge and critique of the primary theories and models of addiction with an understanding of marginalized and more vulnerable populations.	2.32	2.78	19.83
	Students will demonstrate the ability to diagnose and treat addiction and addiction-related disorders and their impact on marginalized populations.	2.43	2.78	14.4
Clinical Mental Health Counseling	Students will demonstrate understanding of the basic principles of program development and counseling in clinical mental health settings for underserved diverse populations, including management, record keeping, and credentialing.	3.0	2.7	-10.0
	Students will demonstrate skills necessary for biopsychosocial case conceptualization and treatment planning with an understanding of cultural issues related to oppression and privilege. Students	2.32	2.43	4.74
School Counseling	demonstrate understanding and critique of culture-bound models of school counseling, including application of the ASCA National Model, in P-12 settings. Students demonstrate the skills	2.0	2.06	3.0
	necessary to deliver prevention, intervention, and evaluation programs in P-12 settings that address student academic, social, personal development and racial, ethnic identities.	2.0	2.06	3.0

KEY PERFORMANCE INDICATORS:

MA TREND ANALYSIS PT.2

Note: The minimum threshold for meeting the performance indicator is a score of 2 on a 3-point scale. Overall, the relatively high scores show that students reflect strengths in foundational competencies, with only minor variations. This trend suggests that students are largely meeting or exceeding expectations in the core areas.

Upon closer examination of individual KPI trends, marginal variations are noted from one semester to another. For instance, observed score movements range from +0.53 to -0.43, with an average deviation of .008 between Fall 2023 and Spring 2024 academic semesters for reported data. A negative deviation of -0.43 indicates a decline from a score of 3.0 in Fall 2023 to 2.57 in Spring 2024, potentially suggesting initial inflation followed by a regression towards a natural average in the subsequent semester. Conversely, a positive deviation of +0.53 illustrates an improvement from a score of 1.67 (see section above) in Fall 2023 to 2.20 in Spring 2024, indicating potential growth in student performance regarding this specific KPI. These minor deviations may stem from various factors, such as outlier students within specific courses or differences in faculty assessment expectations.

However, these fluctuations do not signify significant disparities in developmental expectations but rather represent minor shifts upward or downward without any discernible concerning trend. In assessing KPIs across the seven core areas of the CPCE, we observed a mixture of increases and decreases in scores across semesters for students meeting expectations. Three areas showed improvement, while four areas experienced declines. Significant decreases were noted in social and cultural diversity (8.6%), human growth and development (8.3%), and career sections (11%). Conversely, we observed a substantial 19% increase in the testing and assessment section. Minimal deviations were observed in professional orientation and ethics, and group work sections, with slight decreases in the research and program evaluation section, none of which raised significant concerns.

SITE SUPERVISOR FEEDBACK

The Counseling program solicits feedback from site supervisors each semester to learn about their impressions of student preparedness. The data below are a compilation of surveys received.

Objective	Description	A (f, %)	B (f, %)	C (f, %)	D (f, %)	F (f, %)	N/E (f, %)
1	Demonstrating the meaning and significance of fundamental guidance/counseling concepts.	Missing Data	Missing Data	Missing Data	Missing Data	Missing Data	Missing Data
2	Interacting effectively with others (colleagues, parents, clients, students, and administrators).	18 (85.71%)	1 (4.76%)	2 (9.52%)	0	0	0
3	Analyzing individual behavior within group structures.	17 (85.00%)	1 (5.00%)	2 (10.00%)	0	0	0
4	Interpreting research and measurement results in light of social and psychological factors.	16 (84.21%)	1 (5.26%)	2 (10.53%)	0	0	0
5	Interviewing and counseling on a one-to-one basis.	16 (84.21%)	1 (5.26%)	2 (10.53%)	0	0	0
6	Relating theories and principles of group dynamics, group practices, and facilitative skills to professional practice.	16 (84.21%)	1 (5.26%)	2 (10.53%)	0	0	0
7	Assessing professional abilities and limitations, professionally and personally.	16 (84.21%)	1 (5.26%)	2 (10.53%)	0	0	0
8	Professional writing (e.g., research proposals/reports, case studies).	16 (84.21%)	1 (5.26%)	2 (10.53%)	0	0	0
9	Infusing and integrating diversity principles into professional practice.	16 (84.21%)	1 (5.26%)	2 (10.53%)	0	0	0

Note: Supervisors assigned letter grades to each objective based on their assigned supervisee(s) at the end of their clinical experience, reflecting the supervisee's performance and progress in each area.

PhD Program Mission Statement

The primary objective of the Counseling PhD program is to prepare culturally responsive scholars, faculty, advanced practitioners, clinical supervisors, consultants, and directors of counseling services in mental health and educational settings, and social justice counseling advocates to be leaders in maximizing the mental health and quality of life for individuals, families, communities, and educational organizations. It is the goal of the program to prepare outstanding counseling professionals who: (a) demonstrate multicultural awareness, (b) are sensitive to life developmental issues, (c) can recognize and successfully address mental health needs, (d) are effective social justice advocates who can assist individuals and communities overcome barriers to well-being, (e) are prepared to teach counseling students, supervise practicing counselors, (f) are able to demonstrate fitness for the profession, and (g) conduct research and evaluations that make significant contributions to schools, agencies, the counseling profession, and society.

OBJECTIVES

By completion of the program, doctoral students will:

Design and conduct scholarly research that yields an understanding of research literature and produce results that will make significant contributions to the counseling profession.

Utilize and integrate theory and proficient counseling skills into clinical practice, supervision, teaching, and research. Demonstrate skills in the design and evaluation of counseling related services, academic curricula, and professional policy. Demonstrate cultural competence, leadership, and sound ethical decision making in counseling, supervision, teaching, and consultation. Investigate and be aware of local, regional, national and international social contexts and policies concerning human behavior of diverse populations and provide leadership on advocacy and social justice issues in working with marginalized and disenfranchised populations. Provide leadership and participation in local, state, regional, and national professional

counseling organizations and conferences. Develop consistent and ongoing self-motivation towards a path of holistic professional growth and life-long learning in the field of counseling.

DEMOGRAPHIC BREAKDOWN OF PHD APPLICANTS

Category	Frequency
Gender	
Male	2 (10%)
Female	18 (90%)
Gender Non-Binary	0 (0%)
Race/Ethnicity	
American Indian or Alaska Native	0 (0%)
Asian	3 (15%)
Black or African American	4 (20%)
Hispanic or Latino	2 (10%)
Native Hawaiian or Other Pacific Islander	0 (0%)
Two or More	1 (5%)
Unknown/Other	1 (5%)
White	9 (45%)
Total (Race/Ethnicity)	20 (100%)
International Student	
Yes	3
No	17
Military Status	
Active Duty	0
Veteran	0

DEMOGRAPHIC BREAKDOWN OF ENROLLED PHD STUDENTS

Demographic	Male	Female	Non-Binary	Total	% of Total
American Indian or Alaska Native	0	0	0	0	0%
Asian	1	7	0	8	15%
Black or African American	5	10	0	15	29%
Hispanic or Latino	0	7	0	7	13%
Native Hawaiian or Other Pacific Islander	0	0	0	0	0%
Two or More Races	0	3	0	3	6%
Unknown/Other	0	0	0	0	0%
White	6	13	0	19	37%
TOTAL	12	40	0	52	100%
International Student	0	2	0	2	4%
Active-Duty Military	0	0	0	0	-
Veteran	0	0	0	0	-
Students with Disabilities	0	0	0	0	-



PHD KPIS

- **COUNSELING:** STUDENTS DEMONSTRATE THE ABILITY TO CRITICALLY EVALUATE AND APPLY COUNSELING THEORIES ACROSS PRACTICE FROM THE PERSPECTIVE OF ANTIRACIST AND SOCIALLY JUST COUNSELORS.
- **SUPERVISION:** STUDENTS DEMONSTRATE THE ABILITY TO SUPERVISE MASTER'S LEVEL COUNSELING STUDENTS WHILE APPLYING A CULTURALLY SENSITIVE AND SOCIALLY JUST THEORETICAL APPROACH.
- **TEACHING:** STUDENTS DEMONSTRATE THE ABILITY TO APPLY PEDAGOGICAL AND TEACHING METHODS RELEVANT TO A DIVERSE STUDENT BODY THAT INCLUDES UNDERSERVED POPULATIONS IN COUNSELOR EDUCATION, COURSE PREPARATION, AND DELIVERY.
- **RESEARCH AND SCHOLARSHIP:** STUDENTS DEMONSTRATE THE KNOWLEDGE AND COMPETENCY IN RESEARCH METHODOLOGY AND EVALUATION NECESSARY FOR CONDUCTING CULTURALLY- FOCUSED AND SOCIALLY JUST DOCTORAL LEVEL RESEARCH.
- **LEADERSHIP AND ADVOCACY:** STUDENTS DEMONSTRATE A CULTURALLY-INFORMED AND SOCIALLY JUST UNDERSTANDING OF THEORIES AND SKILLS OF LEADERSHIP AND THE ROLES AND RESPONSIBILITIES OF COUNSELORS AND COUNSELOR EDUCATORS IN LEADERSHIP AND ADVOCACY.

PHD ACADEMIC QUALITY INDICATORS

- **EXCEPTIONAL OUTCOMES IN CORE COMPETENCIES:** 100% OF OUR DOCTORAL STUDENTS MET MINIMUM STANDARDS IN COUNSELING, SUPERVISION, TEACHING, RESEARCH AND SCHOLARSHIP, AND LEADERSHIP AND ADVOCACY, SHOWCASING THE PROGRAM'S EFFECTIVENESS IN DEVELOPING DOCTORAL-LEVEL SKILLS. STUDENTS WERE ASSESSED THROUGH COMPREHENSIVE EXAMS, RESEARCH PROPOSALS, AND ACADEMIC PAPERS.
- **HIGH PERFORMANCE IN SUPERVISION AND RESEARCH:** STUDENTS SCORED AN IMPRESSIVE 2.68 OUT OF 3.00 IN SUPERVISION, APPLYING CULTURALLY SENSITIVE AND SOCIALLY JUST THEORETICAL FRAMEWORKS, AND CONDUCTING RESEARCH EMPHASIZING CULTURAL AND SOCIAL JUSTICE.
- **COMMITMENT TO PROFESSIONAL GROWTH:** IN THE ANNUAL ASSESSMENT OF DISPOSITIONS, 58% OF ENROLLED STUDENTS MET OR EXCEEDED EXPECTATIONS ACROSS ALL 17 MEASURED AREAS.
- **ALUMNI SUCCESS:** A MAJORITY OF PROGRAM GRADUATES RATED THEIR EXPERIENCE 4 TO 5 OUT OF 5 FOR RIGOR, INSTRUCTIONAL QUALITY, RESPONSIVENESS, CAREER PREPAREDNESS, AND THE DEVELOPMENT OF COUNSELING KNOWLEDGE AND SKILLS.
- **EMPLOYMENT OUTCOMES:** 100% OF SURVEYED ALUMNI REPORTED SECURING EMPLOYMENT WITHIN SIX MONTHS OF GRADUATION, UNDERSCORING THE PROGRAM'S CAREER READINESS FOCUS.
- **SELECTIVE ADMISSIONS:** THE PROGRAM MAINTAINS A COMPETITIVE ACCEPTANCE RATE OF 35%, WITH 20 APPLICANTS AND 7 ADMITTED STUDENTS IN THE MOST RECENT CYCLE.

KEY PERFORMANCE INDICATORS: PHD TREND ANALYSIS

PhD	Description	2023	2024	Percentage Change (%)
Counseling	Comprehensive Exam	2.05	2.66	29.76% (+)
Supervision	Comprehensive Exam	2.357	2.68	12.86% (+)
Teaching	Final Teaching Evaluation	2.09	2.00	4.31 % (-)
Research and Scholarship	Comprehensive Exam	2.09	2.68	28.23 % (+)
Leadership and Advocacy	Leadership Self-Assessment	No data	2.0	N/A

Note: The availability of trend data is restricted due to modifications in the evaluation plan and KPIs as the CACREP standards transitioned from 2016 to 2024. The data trend solely includes trends from 2023 to 2024. The minimum threshold for meeting the performance indicator is a score of 2 on a 3-point scale.



PROGRAMMATIC CHANGES AND MODIFICATIONS

Based on analysis of assessments and evaluations, the Counseling Department will engage the following modifications:

Enrollment: Continue to recruit for diversity to reflect the demographic characteristics of the institution and geographic region. Given Montclair State University's designation as a Hispanic Service Institution, we aim for a minimum 1/3 application and enrollment of Hispanic and Latino students.

Faculty: The Department will search for an additional faculty member to begin Fall 2025 and will aim for diversity in recruitment.

Curriculum: Trend analysis of the MA program shows a significant decline in performance in Group Counseling and Group Work. The faculty will examine the experience and curriculum of the course and determine adaptations to assist students with positive performance.

Comprehensive Exam: As a department, we have convened to discuss overall concerns regarding the CPCE results and specific section-related issues. This ongoing dialogue highlights the need for providing students with more opportunities to practice taking exams in class, as many are not accustomed to this format. Additionally, we recognize the importance of developing more exam preparation and study sessions, and emphasizing the seriousness of the exam.

Constituent Feedback: Response rates for surveys of site supervisors, employers, and graduates remains low. The faculty will continue to explore strategies to better reach constituents to increase responses to be able to use meaningful data.

Fieldwork Management: The College for Community Health has committed to supporting the program's implementation of Time2Track to manage fieldwork experiences. We anticipate a rollout in Spring 2025 and hope to see improvements in student and site supervisor satisfaction with this experience.

Doctoral Program Curriculum: The doctoral program has undergone a significant review of curriculum relative to student performance and industry needs. The curriculum is currently under redesign with a planned full implementation in Fall 2026.