



Rosemont College

1400 Montgomery Avenue

Rosemont, PA 19010

610.527.0200

Program Evaluation Report: Graduate Counseling Program

2018 – 2019 Academic Year

Note: Some of the Program Evaluation Report Protocols were not implemented until the start of the Spring 2019 Semester. Therefore, some of the sections of this report do not provide information descriptive of a full academic year. For transparency, each section of this report will describe the time frame for which data has been gathered and analyzed. The first Program Evaluation Report that will encompass a full academic year for all content areas will be published after the conclusion of the 2019-2020 academic year. Additionally, some of the content described within the Program Evaluation Report Protocols will not be included within this report, as the program wishes to gather a more substantial amount of information to provide an accurate description of the data for potential programmatic changes. These content areas will provide a description on the data collection process within this report. If you have any questions on the information presented within this report, please contact Academic Unit Leader and Assistant Professor – Dr. Patrick Rowley – at patrick.rowley@rosemont.edu.

A. **Student Academic Performance**

1.) Finalized Grades: At the conclusion of each semester counselor educators submit finalized grades for all students. This section will provide information on two (2) different areas:

1a.) An analysis of the finalized grades for all students across coursework within the Graduate Counseling Program for the 2018 – 2019 academic year. This analysis is completed once per academic year to understand student performance pertaining to specific coursework. The analysis is divided according to campus (Rosemont College and Cedar Crest College Campus) as well as course format (Face-to-Face, Synchronous Hybrid, and Asynchronous Online).

Yearly Finalized Grade Analysis – Both Campuses (See Appendix A: Table 1)

The information analyzed from Table 1, communicated the following information of significance:

- a.) Across all courses and campuses for the 2018-2019 Academic Year, only 7 students received a grade below a B-.
- b.) Across all courses and campuses for the 2018-2019 Academic Year, only 1 student received a grade of “FX” (Excessive Absences).
- c.) Across all courses and campuses for the 2018-2019 Academic Year, only 2 students received a grade of “I” (Incomplete). Both students received an Incomplete within the Clinical Mental Health Counseling Internship II Course.
 - i. In response to this analysis, the Graduate Counseling Program decided to extend the Practicum and Internship semesters from 13-weeks to 15-weeks.
- d.) Across all courses and campuses for the 2018-2019 Academic Year, only 6 students received a grade of “W” (Withdrawal). There was no course in which more than 1 student withdrew from the course.

Yearly Finalized Grade Analysis – Rosemont College Campus Only (See Appendix B: Table 2)

The information analyzed from Table 2, communicated the following information of significance:

- a.) Across all courses at the Rosemont College Campus for the 2018-2019 Academic Year, only 6 students received a grade below a B-.
- b.) Across all courses at the Rosemont College Campus for the 2018-2019 Academic Year, only 2 students received a grade of “I” (Incomplete). Both students received an Incomplete within the Clinical Mental Health Counseling Internship II Course.

- i. In response to this analysis, the Graduate Counseling Program decided to extend the Practicum and Internship semesters from 13-weeks to 15-weeks.

- c.) Across all courses at the Rosemont College Campus for the 2018-2019 Academic Year, only 3 students received a grade of “W” (Withdrawal). There was no course in which more than 1 student withdrew from the course.

Yearly Finalized Grade Analysis – Cedar Crest Campus Only (See Appendix C: Table 3)

The information analyzed from Table 3, communicated the following information of significance:

- a.) Across all courses at the Cedar Crest College Campus for the 2018-2019 Academic Year, only 1 student received a grade below a B-.

- b.) Across all courses and campuses for the 2018-2019 Academic Year, only 1 student received a grade of “FX” (Excessive Absences).

- c.) Across all courses at the Rosemont College Campus for the 2018-2019 Academic Year, only 3 students received a grade of “W” (Withdrawal). There was no course in which more than 1 student withdrew from the course.

Yearly Finalized Grade Analysis – Face-to-Face Courses Only (See Appendix D: Table 4)

The information analyzed from Table 4, communicated the following information of significance:

- a.) Across all courses offered within a face-to-face course format for the 2018-2019 Academic Year, only 3 students received a grade below a B-.

- b.) Across all courses offered within a face-to-face format for the 2018-2019 Academic Year, only 2 students received a grade of “I” (Incomplete). Both of these students received an Incomplete within the Clinical Mental Health Counseling Internship II Course.
 - i. In response to this analysis, the Graduate Counseling Program decided to extend the Practicum and Internship semesters from 13-weeks to 15-weeks.

- c.) Across all courses at the Rosemont College Campus for the 2018-2019 Academic Year, only 6 students received a grade of “W” (Withdrawal). There was no course in which more than 1 student withdrew from the course.

Yearly Finalized Grade Analysis – Synchronous Hybrid Courses Only (See Appendix E: Table 5)

The information analyzed from Table 5, communicated the following information of significance:

- a.) Across all courses offered within an asynchronous hybrid course format for the 2018-2019 Academic Year, only 1 student received a grade below a B-.
- b.) Across all courses and campuses for the 2018-2019 Academic Year, only 1 student received a grade of "FX" (Excessive Absences).

Yearly Finalized Grade Analysis – Asynchronous Online Course Only (See Appendix F: Table 6)

The information analyzed from Table 6, communicated the following information of significance:

- a.) Across all courses offered within a synchronous online course format for the 2018-2019 Academic Year, only 3 students received a grade below a B-.
 - i. In response to this analysis, the Graduate Counseling Program decided to offer elective coursework within the Clinical Mental Health Counseling Concentration only as asynchronous online coursework in the future.

1b.) An analysis of the finalized grades for all students across coursework within the Graduate Counseling Program is conducted for each semester within the 2018 – 2019 academic year. This analysis helps to determine the status of students currently on academic probation and those students that may need to be placed on academic probation. The Rosemont College Catalog (2018) defines academic probation as the following:

Any matriculated student who does not achieve and maintain a minimum GPA of 3.0, or who earns **more than one final course grade below a B-**, will be placed on academic probation. The student will receive a letter from the Dean specifying the requirements to be fulfilled for the student to regain academic standing. The student must achieve a minimum overall GPA of 3.0 within nine additional credits of graduate work and must earn final grades of B or better for all remaining courses throughout the duration of his/her program of study. Any student who does not meet these grading criteria will be dismissed from the program (p.76).

Competency is assessed in CNS 6010 Counseling Skills and Techniques and students are required to earn a **grade of B or better** in this class. A student who earns a grade of B- or lower is required to retake the course.

Academic Probation Grade Analysis: 2018 – 2019 Academic Year

	Fall 2018	Spring 2019	Summer 2019
# Students on Academic Probation (Rosemont College)	6	8	4
# Students on Academic Probation (Cedar Crest College)	3	1	0
# of Students Being Monitored for Academic Concerns	9	8	3
# of Students Removed from Academic Probation	3	2	5

2.) **Key Performance Indicator (KPI) Rubrics:** At the conclusion of each academic semester, counselor educators submit key performance indicator rubrics for the capstone assignments of 5 courses within the concentrations of clinical mental health counseling and school counseling (9 total courses).

a.) Clinical Mental Health Counseling Concentration Courses Assessed: Clinical Mental Health Counseling, Diagnosis and Treatment of Psychopathology, Clinical Mental Health Counseling Practicum, Clinical Mental Health Counseling Internship I, & Clinical Mental Health Counseling Internship II.

b.) School Counseling Courses Assessed: School Counseling PK-12, Diagnosis and Treatment of Psychopathology, School Counseling Practicum, School Counseling Internship I, & School Counseling Internship II.

c.) Key Performance Indicator Rubrics were introduced into the curriculum for both concentrations during the Fall 2019 Semester. Since this time the rubrics have been revised to connect to capstone assignments only for key performance indicator coursework. An assessment and analysis of key performance indicator rubrics will not be fully incorporated into the Program Evaluation Report until the conclusion of the 2019-2020 academic year. Data from the key performance indicator rubrics will be analyzed at the conclusion of each semester.

3.) **Counselor Education Comprehensive Examination (CECE):** The CECE is administered once during the Fall Semester (October) and once during the Spring Semester (April). Students are only permitted to register for the examination if they have completed all necessary coursework (Practicum and Internship students). The CECE mirrors the content of the examination for licensure as a professional counselor within the state of Pennsylvania – National Counselors Examination (NCE). The CECE was administered for the first time in the Graduate Counseling Program during the Spring 2019 Semester. Therefore, the results below depict the results of one

administration of the examination (Spring 2019). Seven (7) students registered and sat for the examination. The following chart details the collective results of this cohort of students:

Spring 2019 Counselor Education Comprehensive Examination Results

Section	Average Score
Human Development	9.57 / 15
Social and Cultural Foundations	12.71 / 15
Helping Relationships	5.71 / 15
Group Counseling	8.43 / 15
Lifestyle and Career Development	7.14 / 15
Appraisal	5.43 / 15
Research and Program Evaluation	7.57 / 15
Professional Orientation and Ethical Practice	8.14 / 15
Overall Score	64.71 / 120 (53.78%)

a.) After conducting some research on passing thresholds for the National Counselors Examination (NCE), it was determined that passing thresholds fluctuate between 90 and 105 out of 160 questions (56.25% - 65.63%). Reviewing the descriptive statistics calculated from our administration of the CECE, we decided to set the threshold at 68 /120 (56.67%). As a result, 3 of the 7 students successfully passed the CECE for the Spring 2019 administration.

b.) In response to this analysis, the Graduate Counseling Program identified the following 4 content sections as areas for improvement within the curriculum: Helping Relationships, Lifestyle and Career Development, Appraisal, and Research and Program Evaluation.

c.) At the start of the Fall 2019 Semester, new syllabi for all coursework was introduced into the curriculum for both concentrations that more comprehensively attends to the content included within the CECE. The Graduate Counseling Program will continue to monitor student results on the CECE to determine if the revised syllabi have impacted student scores on the CECE. CECE results will be used to review and revise coursework within the program.

B. **Student Professional Dispositions:** At the conclusion of each semester counselor educators submit Professional Performance Evaluation Forms to assess student professional dispositions. The following five (5) professional dispositions are measured: Flexibility and Openness, Collaboration, Awareness, Initiative and Motivation, and Responsibility. Professional dispositions are rated on a scale of 1 through 3 (1 = Low, 2 = Moderate, 3 = High). Student professional dispositions were not introduced as an evaluative method until the Spring 2019 Semester. Therefore, results detailed below will only account for the Spring 2019 Semester and Summer 2019 Semesters. The analysis conducted reviews professional disposition averages for the entire program and across campuses.

Spring 2019 Professional Disposition Scores (Rosemont College and Cedar Crest College) (See Appendix G: Table 7)

The information analyzed from Table 6, communicated the following information of significance:

- a.) No professional disposition score fell below a 2.5 average for the program.
- b.) The highest professional disposition score applied to the content area of Responsibility – “Attend and adhere to Ethical Standards” (2.93 / 3.00).
- c.) The lowest professional disposition score applied to the content area of Awareness – “Awareness of own impact on others” (2.62 / 3.00).

Spring 2019 Professional Disposition Scores (Rosemont College Only) (See Appendix H: Table 8)

The information analyzed from Table 8, communicated the following information of significance:

- a.) No professional disposition score fell below a 2.6 average for Rosemont College Campus students.
- b.) The highest professional disposition score applied to the content area of Responsibility – “Maintain professional boundaries, sensitive to diversity safeguard confidentiality” (2.91 / 3.00) for Rosemont College Campus students.
- c.) The lowest professional disposition score applied to the content area of Awareness – “Awareness of own impact on others” (2.62 / 3.00) for Rosemont College Campus students.

Spring 2019 Professional Disposition Scores (Cedar Crest College Only) (See Appendix I: Table 9)

The information analyzed from Table 9, communicated the following information of significance:

- a.) No professional disposition score fell below a 2.5 average for Cedar Crest College Campus students.
- b.) The highest professional disposition score applied to the content area of Initiative and Motivation – “Adhere to school and SGPS policies” (2.81 / 3.00) for Cedar Crest College Campus students.
- c.) The lowest professional disposition score applied to the content area of Flexibility and Openness – “Open willingness to different perspectives” (2.59 / 3.00).

Summer 2019 Professional Disposition Scores (Rosemont College and Cedar Crest College)

(See Appendix J: Table 10)

- a.) No professional disposition score fell below a 2.5 average for the program.
- b.) The highest professional disposition score applied to the content area of Imitative and Motivation – “Proficient graduate level oral and written skills” (2.88 / 3.00).
- c.) The lowest professional disposition score applied to the content area of Awareness – “Awareness of own impact on others” (2.66 / 3.00).
 - i. Even though that this presented as the lowest content score among professional dispositions, students improved by + 0.04 in this content area from the Spring 2019 Semester to the Summer 2019 Semester.
- d.) Across all content areas for professional dispositions, students improved in 10 of the 15 total content areas from the Spring 2019 Semester to the Summer 2019 Semester.

Summer 2019 Professional Disposition Scores (Rosemont College Only) (See Appendix K: Table 11)

The information analyzed from Table 11, communicated the following information of significance:

- a.) No professional disposition score fell below a 2.6 average for Rosemont College Campus students.
- b.) The highest professional disposition score applied to the content area of Initiative and Motivation – “Adhere to school and SGPS policies” (2.92 / 3.00) for Rosemont College Campus students.
- c.) The lowest professional disposition score applied to the content area of Awareness – “Awareness of own impact on others” (2.65 / 3.00) for Rosemont College Campus students.
 - i. Even though this presented as the lowest content score among professional dispositions for Rosemont College Campus students, the specific content area improved by + 0.03 from the Spring 2019 Semester to the Summer 2019 Semester.

Summer 2019 Professional Disposition Scores (Cedar Crest College Only) (See Appendix L: Table 12)

- a.) No professional disposition score fell below a 2.5 average for Cedar Crest College Campus students.
- b.) The highest professional disposition score applied to the content area of Collaboration – “Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism” (2.79 / 3.00) for Cedar Crest College students.
- c.) The lowest professional disposition score applied to the content area of Responsibility – “Maintain professional boundaries, sensitive to diversity, safeguard confidentiality” (2.52 / 3.00) for Cedar Crest College students.
 - a. From the Spring 2019 Semester to the Summer 2019 Semester, the score for Cedar Crest College Campus students dropped in this content area from 2.72 to 2.52 (- 0.20). This information will be reviewed during an upcoming departmental faculty meeting to explore how we may better focus on this content area.

C. **Counselor Educator Course Feedback:** At the conclusion of each semester counselor educators are offered an opportunity to provide feedback to the Academic Unit Leader to add, subtract, or modify content within their assigned courses. Counselor Educator Course Feedback Forms are reviewed at the conclusion of each academic year. This evaluative process was introduced during the Spring 2019 Semester. A total of four (4) Counselor Education Course Feedback Forms were submitted by three (2) counselor educators during the Spring 2019 Semester and Summer 2019 Semester:

- 1.) CNS 6330 – Victimology: “I don’t think anything needs to be changed to the course. The content and material presented gave the students a very surreal look into what a victim is and how to counsel appropriately.”
- 2.) CNS 6600 – School Counseling Practicum: “The assignments are appropriate for the course and are needed to introduce and prepare what the students will need to do during the course.”
- 3.) CNS 6601 – School Counseling Internship I: “I believe that the removal of one of the recordings is warranted. It seems that the whole semester was pretty much presentations [of recordings] due to the timeliness of each presentation. We did touch upon different circumstances each student is facing in their internship and different scenarios that were faced, but it wasn’t as much as I would have liked.”
 - a.) In response to this statement, the Academic Unit Leader discussed the concern with the counselor educator in question. It was determined that the counselor educator could attend to the assessment of student knowledge and skills within two (2)

recorded counseling sessions during class sessions. The third recorded counseling session could be reviewed and assessed by the counselor educator outside of class sessions.

4.) CNS 6070 – Career and Lifestyle Counseling: “Teaching a four-hour long summer course was something I’ve never done before. However, I was able to collaborate with other faculty members to come up with resources and strategies that were able to help keep the students engaged in learning. I was particularly encouraged that I’ve received feedback from multiple students that ‘This never felt like a four-hour long class.’ I would recommend the continuation and promotion of faculty members sharing resources. It was greatly appreciated this semester.”

a.) In response to this statement, the Academic Unit Leader is considering the idea of weekend coursework and/or two separate 2-hour class sessions during the summer semesters. The Academic Unit Leader plans to request that students complete a survey to gather the student perspective on whether either of these ideas would be preferred.

D. **Student Evaluation of Counselor Educators:** At the conclusion of each semester students receive an opportunity to evaluate the instructors of each course in which they were enrolled. Student evaluations of counselor educators were reviewed at the conclusion of each semester to determine areas for improvement as well as the conclusion of the academic year to synthesize information gathered from the 2018-2019 academic year. The following tables detail information on student evaluation of counselor educations for each academic semester as well as the overall academic year for 2018-2019. Counselor Educations have been provided pseudonyms to protect their anonymity, i.e. Core Faculty Member (1), Non-Core Faculty Member (1).

Fall 2018 Student Evaluation of Counselor Educators (See Appendix M: Table 13)

Spring 2019 Student Evaluation of Counselor Educators (See Appendix N: Table 14)

Summer 2019 Student Evaluation of Counselor Educators (See Appendix O: Table 15)

2018 – 2019 Academic Year Student Evaluation of Counselor Educators

Areas of Assessment for Counselor Educators: Averages for 2018-2019 Academic Year	
Organization and planning throughout the course	5.43
Ability to communicate material / concepts	5.47
Ability to stimulate student interactions	5.35
Level of respect for students	5.58
Interactions with students	5.47
Provision of timely help to me outside of class when requested	5.48
Stimulation of my intellectual and / or artistic curiosity	5.38

- Note: Students respond to these content areas on a scale of 1 (Very Ineffective) to 6 (Very Effective).

- E. **Student Evaluation of Site Supervisors:** For students enrolled in Practicum and Internship Courses, a site supervisor evaluation form is required before the conclusion of the semester. The student evaluation form of the site supervisor is utilized to assess perspectives on student experiences during supervised practice in clinical mental health counseling or school counseling. Information from these forms is incorporated into future decision-making regarding the placement of future practicum and internship students. This report does not incorporate information on student evaluations of site supervisors. Information from these evaluation forms is only utilized internally for future student practicum or internship placement.
- F. **Current Student Program Feedback:** At the conclusion of each academic year, the Graduate Counseling Program distributes a survey to all current student through the institutional learning platform – Canvas. Questions incorporated within the survey address demographic information, current professional positions, and comprehension of program objectives. Students are not required to respond to this survey; they are only encouraged to provide feedback for future program improvement. Information communicated within this survey is completely anonymous. Of the 115 students enrolled in the program 49 students participated in the survey. Questions # 5, # 13, and # 14 were removed from the data detailed below because they requested qualitative feedback from the students. The following information depicts the collective response of students that participated in the survey:

Question # 1: What is your gender?	Percentages
Female	86%
Male	12%
Non-Binary / Third Gender	0%
Prefer Not to Say	0%
Prefer Not to Self-Describe	2%

Question # 2: What is your racial identity	Percentages
Caucasian or White	55%
Black or African American	41%
American Indian or Alaskan Native	0%
Native Hawaiian or Other Pacific Islander	2%
Two or More Races	0%
Race / Ethnicity Unknown	0%
No Answer	2%

Question # 3: What is your ethnic identity?	Percentages
Hispanic of Latinx or Spanish Origin	4%
No Hispanic or Latinx or Spanish Origin	96%

Question # 4: Are you currently employed in the counseling field?	Percentages
Yes	37%
No	63%

Question # 6: On a scale of 1 – 5, please rate the availability of courses within the program.	Percentages
1. Excellent Availability	20%
2. Very Good Availability	33%
3. Adequate Availability	27%
4. Fair Availability	14%
5. Poor Availability	6%

Question # 7: On a scale of 1 – 5, please rate the availability of faculty and staff members within the program.	Percentages
1. Excellent Availability	35%
2. Very Good Availability	41%
3. Adequate Availability	18%
4. Fair Availability	6%
5. Poor Availability	0%

Question # 8: On a scale of 1 – 5, please rate the accuracy of advising information.	Percentages
1. Extremely Accurate	33%
2. Very Accurate	35%
3. Accurate	20%
4. Fairly Accurate	8%
5. Not Accurate	2%
6. No Answer	2%

Question # 9: On a scale of 1 – 5, please rate the effectiveness of instructors within the program.	Percentages
1. Extremely Effective	29%
2. Very Effective	47%
3. Effective	16%
4. Fairly Effective	6%
5. Not Effective	2%

Question # 10: On a scale of 1 – 5, please rate the appropriateness of course content within the program.	Percentages
1. Extremely Appropriate	39%
2. Very Appropriate	41%
3. Appropriate	16%
4. Fairly Appropriate	4%
5. Not Appropriate	0%

Question # 11: On a scale of 1 – 5, please rate the availability of practicum and internship information.	Percentages
1. Extremely Available	22%
2. Very Good Availability	33%
3. Average Availability	29%
4. Fair Availability	10%
5. Poor Availability	2%
6. No Answer	4%

Question # 12: On a scale of 1 – 5, please rate your confidence to communicate a personal professional counseling identity	Percentages
1. Extremely Confident	27%
2. Very Confident	16%
3. Confident	35%
4. Fairly Confident	12%
5. Not Confident	10%

Based upon your experience thus far, would you recommend this program to someone interested in pursuing a master's degree in Clinical Mental Health Counseling or School Counseling?	Percentages
Yes	71%
No	2%
Yes, with Reservations	22%
Prefer Not to Answer	4%

- G. **Site Supervisor Evaluation of Practicum and Internship Students:** For students enrolled in Practicum and Internship Courses, the college supervisor requests that site supervisors submit a formative and summative assessment. Students are required to follow-up with site supervisors to ensure these forms are completed and submitted as part of their final portfolio for the coursework. The formative and summative assessments forms are implemented to allowed

students to identify areas for improvement over the course of the semester. This report does not incorporate information on site supervisor evaluation of practicum and internship students. Information from these evaluations forms is only utilized internally for future student professional development.

- H. **Site Supervisor Survey:** At the conclusion of each academic year, the Graduate Counseling Program distributes a survey to all active site supervisors from practicum and internship students through SurveyMonkey®. Questions incorporated within the survey request site supervisor feedback on student comprehension of program objectives and methods to improve the affiliation between the college and facility. Questions # 5 was removed from the data detailed below because it requested qualitative feedback from the site supervisors. Of the 57 active site supervisors for the 2018-2019 academic year, 16 site supervisors participated in the survey. The following information depicts the collective response of site supervisors that participated in the survey:

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following: Knowledge and application of counseling skills - (P.O. # 5).	
Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	18.75%
Well Prepared	43.75%
Extremely Well Prepared	31.25%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following: Knowledge and application of counseling theories - (P.O. # 1 & 5).	
Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	31.25%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and awareness of diverse populations and multicultural counseling competencies - **(P.O. # 2).**

Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	12.50%
Well Prepared	37.50%
Extremely Well Prepared	43.75%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of assessment to clients - **(P.O. # 6).**

Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	31.25%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge of human growth and development and application of developmental theories - **(P.O. # 3).**

Participant Response	Percentages
Not Applicable	12.50%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	25.00%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of group counseling skills - (P.O. # 5).

Participant Response	Percentages
Not Applicable	12.50%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	25.00%
Well Prepared	31.25%
Extremely Well Prepared	31.25%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge, understanding, and application of research methods, evaluation, and reporting protocols - (P.O. # 7).

Participant Response	Percentages
Not Applicable	31.25%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	25.00%
Well Prepared	18.75%
Extremely Well Prepared	25.00%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge of crisis counseling and trauma-informed care - (P.O. # 5 & 6).

Participant Response	Percentages
Not Applicable	12.50%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	25.00%
Well Prepared	37.50%
Extremely Well Prepared	25.00%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of career counseling skills and theories - **(P.O. # 4)**.

Participant Response	Percentages
Not Applicable	18.75%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	25.00%
Well Prepared	37.50%
Extremely Well Prepared	18.75%

Question # 1: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Knowledge and application of legal and ethical standards in counseling - **(P.O. # 8)**.

Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	12.50%
Well Prepared	50.00%
Extremely Well Prepared	31.25%

Question # 2: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following:

Readiness for supervision sessions - **(P.O. 9 & 10)**

Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	6.25%
Adequately Prepared	6.25%
Well Prepared	31.25%
Extremely Well Prepared	50.00%

Question # 2: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following: Receiving constructive feedback during supervision - (P.O. 9 & 10)	
Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	0.00%
Adequately Prepared	12.50%
Well Prepared	25.00%
Extremely Well Prepared	56.25%

Question # 2: Based on your experience with a Rosemont College practicum or internship student, please indicate the extent to which you think Rosemont College prepared the student for the following: Ability to reflect and cope (your perception of student’s depth, attitude, ability to handle difficult decisions, higher order thinking, confidence, and initiative) - (P.O. 9 & 10)	
Participant Response	Percentages
Not Applicable	6.25%
Unprepared	0.00%
Poorly Prepared	6.25%
Adequately Prepared	6.25%
Well Prepared	18.75%
Extremely Well Prepared	62.50%

- I. **Former Student Survey:** At the conclusion of each academic year, the Graduate Counseling Program distributes a survey to all former students through the Alumni Relations Department. Questions incorporated within the survey address demographic information, current professional positions, comprehension of program objectives, and licensure attainment. Questions # 5 and # 20 were removed from the data detailed below because they requested qualitative feedback from the site supervisors. Of the 137 individuals the survey was distributed to 6 former students participated in the survey for the 2018 – 2019 academic year. The following information depicts the collective response of former students that participated in the survey:

Question # 1: What is your gender?	Percentages
Female	0%
Male	100%
Non-Binary / Third Gender	0%
Prefer Not to Say	0%
Prefer Not to Self-Describe	0%

Question # 2: What is your racial identity	Percentages
Caucasian or White	100%
Black or African American	0%
American Indian or Alaskan Native	0%
Native Hawaiian or Other Pacific Islander	0%
Two or More Races	0%
Race / Ethnicity Unknown	0%

Question # 3: What is your ethnic identity?	Percentages
Hispanic of Latinx or Spanish Origin	0%
No Hispanic or Latinx or Spanish Origin	100%

Question # 4: Are you currently employed in the counseling field?	Percentages
Yes	100%
No	0%

Question # 6: Have you successfully received a passing grade on the National Counselor Examination (NCE)?	Percentages
Yes	50.1%
No	0.00%
Registered for NCE	16.6%
No Response	33.3%

Question # 7: Are you currently licensed as a professional counselor (LPC)?	Percentages
Yes	33.3%
No	33.3%
License-Eligible	16.6%
No Response	16.6%

Question # 8: On a scale from 1 – 5 (1=worst; 5 = best), please rate your understanding and capacity to apply counseling skills as a result of your graduate school experience at Rosemont College (**P.O. # 5**).

1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.2

Question # 9: On a scale from 1 – 5 (1=worst; 5 = best), please rate your understanding and capacity to apply counseling theories as a result of your graduate school experience at Rosemont College **(P.O. # 1 & 5)**.

1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent

Average Rating Score = 4.2

Question # 10: On a scale from 1 – 5 (1=worst; 5 = best), please rate your understanding of group dynamics and capacity to facilitate group counseling sessions with clients as a result of your graduate school experience at Rosemont College **(P.O. # 5)**.

1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent

Average Rating Score = 4.4

Question # 11: On a scale from 1 – 5 (1=worst; 5 = best), please rate your ability to integrate legal and ethical decision-making into professional practice to make informed decisions to protect and support future clients as a result of your graduate school experience at Rosemont College **(P.O. # 8)**.

1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent

Average Rating Score = 4.4

Question # 12: On a scale from 1 – 5 (1=worst; 5 = best), please rate your ability to establish a supportive therapeutic alliance with client experiencing a variety of mental health needs as a result of your graduate school experience at Rosemont College **(P.O. # 5)**.

1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent

Average Rating Score = 4.6

Question # 13: On a scale from 1 – 5 (1=worst; 5 = best), please rate your ability to integrate a developmental perspective into client diagnosis and treatment planning as a result of your graduate school experience at Rosemont College (P.O. # 3).
1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.0

Question # 14: On a scale from 1 – 5 (1=worst; 5 = best), please rate your capacity to identify multicultural aspects of the client’s experience to advocate and apply appropriate intervention as a result of your graduate school experience at Rosemont College (P.O. # 2).
1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.4

Question # 15: On a scale from 1 – 5 (1=worst; 5 = best), please rate your capacity to understand and apply skills and theories of career counseling as a result of your graduate school experience at Rosemont College (P.O. # 4).
1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.2

Question # 16: On a scale from 1 – 5 (1=worst; 5 = best), please rate your understanding of various forms of assessment in counseling as well as the role of the counselor in the assessment process, as a result of your graduate school experience at Rosemont College (P.O. # 6).
1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.4

Question # 17: On a scale from 1 – 5 (1=worst; 5 = best), please rate your ability to research, read, and interpret scholarly articles in counseling as a result of your graduate school experience at Rosemont College (P.O. # 7).
1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.2

Question # 18: On a scale from 1 – 5 (1=worst; 5 = best), please rate your awareness of personal biases within the therapeutic relationship and ability to effectively address them as a result of your graduate school experience at Rosemont College (P.O. # 10).
1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.6

Question # 19: On a scale from 1 – 5 (1=worst; 5 = best), please rate your ability to interact collaboratively and cohesively with colleagues as a result of your graduate school experience at Rosemont College (P.O. # 9).
1. Minimally Competent
2. Somewhat Competent
3. Adequately Competent
4. Very Competent
5. Extremely Competent
Average Rating Score = 4.2

- J. **Current Employer Survey:** At the conclusion of each academic year, the Graduate Counseling Program distributes a survey to all current employers of enrolled students through Survey Monkey. Questions incorporated within the survey request current employer feedback on student comprehension of program objectives and methods to improve future programming.
- a.) Information is obtained on current employers through the Current Student Survey (described earlier – Point F.). The first Current Student Survey was distributed at the conclusion of the 2018-2019 academic year. Therefore, there was no formalized process to collect information on current employers prior to the start of the 2018-2019 academic year. The first Current Employer Survey will be distributed at the conclusion of the 2019-2020 academic year.

- K. **Student Graduation and Completion Rates:** At the conclusion of each academic semester, the department reviews and determines all students who have met program requirements for graduation. Please see graduation and completion rates for students at the Rosemont College Campus and Cedar Crest College Campus for the 2018-2019 academic year:

Graduation Rates: 2018 -2019 Academic Year		
<u>Total Graduates</u>	<u>Withdrawn Students</u>	<u>Graduation Rate (70 Total)</u>
60	10	85.71%

Graduation Rates According to Concentration: 2018 – 2019 Academic Year					
<u>Clinical Mental Health Counseling</u>			<u>School Counseling</u>		
Graduates	Withdrawn Students	Graduation Rate (60 Total)	Graduates	Withdrawn Students	Graduation Rate (10 Total)
53	7	88.33%	7	3	42.86%

Graduation Rates According to Campus: 2018 – 2019 Academic Year					
<u>Rosemont Campus</u>			<u>Cedar Crest Campus</u>		
Graduates	Withdrawn Students	Graduation Rate (59 Total)	Graduates	Withdrawn Students	Graduation Rate (11 Total)
50	9	84.75%	10	1	90.90%

Completion Rates: 2018 -2019 Academic Year	
<u>Total Students</u>	<u>Average Completion Rate</u>
60	2.85 Years

Completion Rates According to Concentration: 2018 – 2019 Academic Year			
<u>Clinical Mental Health Counseling</u>		<u>School Counseling</u>	
Total Students	Average Completion Rate	Total Students	Average Completion Rate
53	2.86 Years	7	3.48 Years

Completion Rates According to Campus: 2018 – 2019 Academic Year			
<u>Rosemont Campus</u>		<u>Cedar Crest Campus</u>	
Graduates	Completion Rate	Graduates	Completion Rate
50	2.85 Years	10	2.5 Years

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation	7														7
CNS 6340: Strategies in Treating Grief and Bereavement	25	3	1												29
CNS 6330: Victimology	9	11			1		1								22
CNS 6350: Offender Treatment	15	5			1				1						22
CNS 6093: Counseling the Exceptional Learner	1	1	1	2											5
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	14														14
CNS 6600: School Counseling Practicum											15				15
CNS 6601: School Counseling Internship 1											8				8
CNS 6602: School Counseling Internship 2															
CNS 6500: Clinical Mental Health Counseling Practicum															
CNS 6501: Clinical Mental Health Counseling Internship 1											48			1	49
CNS 6502: Clinical Mental Health Counseling Internship 2											68		2		70
Archived: Addiction and the Family	10				1										11
Archived: Addiction Counseling Strategies & Techniques	11														11
Archived: Contemporary Issues in Forensic Counseling	4	2		1											7
Archived: Juvenile Justice, Delinquency, & Development	18														18
TOTALS	565	74	33	35	9	0	1	3	3	1	139	0	2	6	871

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation	7														7
CNS 6340: Strategies in Treating Grief and Bereavement	23	3	1												27
CNS 6330: Victimology	8	8			1		1								18
CNS 6350: Offender Treatment	12	2		1					1						16
CNS 6093: Counseling the Exceptional Learner	1	1	1	2											5
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	14														14
CNS 6600: School Counseling Practicum											15				15
CNS 6601: School Counseling Internship 1											8				8
CNS 6602: School Counseling Internship 2															
CNS 6500: Clinical Mental Health Counseling Practicum															
CNS 6501: Clinical Mental Health Counseling Internship 1											41				41
CNS 6502: Clinical Mental Health Counseling Internship 2											54		2		56
Archived: Addiction and the Family	8				1										9
Archived: Addiction Counseling Strategies & Techniques	11														11
Archived: Contemporary Issues in Forensic Counseling	4	1		1											6
Archived: Juvenile Justice, Delinquency, & Development	18														18
TOTALS	492	55	25	31	6	0	1	2	3	0	118	0	2	3	738

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation															
CNS 6340: Strategies in Treating Grief and Bereavement	2														2
CNS 6330: Victimology	1	3													4
CNS 6350: Offender Treatment	3	3													6
CNS 6093: Counseling the Exceptional Learner															
CNS 6220: Counseling English Speakers of Other Languages (ESOL)															
CNS 6600: School Counseling Practicum	Not Offered at the Cedar Crest Campus (School Counseling Concentration)														
CNS 6601: School Counseling Internship 1	Not Offered at the Cedar Crest Campus (School Counseling Concentration)														
CNS 6602: School Counseling Internship 2	Not Offered at the Cedar Crest Campus (School Counseling Concentration)														
CNS 6500: Clinical Mental Health Counseling Practicum															
CNS 6501: Clinical Mental Health Counseling Internship 1											7			1	8
CNS 6502: Clinical Mental Health Counseling Internship 2											14				14
Archived: Addiction and the Family	2														2
Archived: Addiction Counseling Strategies & Techniques															
Archived: Contemporary Issues in Forensic Counseling		1													1
Archived: Juvenile Justice, Delinquency, & Development															
TOTALS	72	20	8	4	2	0	0	1	0	1	21	0	0	3	132

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation	7														7
CNS 6340: Strategies in Treating Grief and Bereavement	17														17
CNS 6330: Victimology															
CNS 6350: Offender Treatment															
CNS 6093: Counseling the Exceptional Learner	1	1	1	2											5
CNS 6220: Counseling English Speakers of Other Languages (ESOL)	14														14
CNS 6600: School Counseling Practicum											15				15
CNS 6601: School Counseling Internship 1											8				8
CNS 6602: School Counseling Internship 2															
CNS 6500: Clinical Mental Health Counseling Practicum															
CNS 6501: Clinical Mental Health Counseling Internship 1											48			1	49
CNS 6502: Clinical Mental Health Counseling Internship 2											68		2		70
Archived: Addiction and the Family															
Archived: Addiction Counseling Strategies & Techniques	11														11
Archived: Contemporary Issues in Forensic Counseling															
Archived: Juvenile Justice, Delinquency, & Development															
TOTALS	357	42	23	26	3	0	0	2	1	0	139	0	2	6	601

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation															
CNS 6340: Strategies in Treating Grief and Bereavement															
CNS 6330: Victimology															
CNS 6350: Offender Treatment															
CNS 6093: Counseling the Exceptional Learner															
CNS 6220: Counseling English Speakers of Other Languages (ESOL)															
CNS 6600: School Counseling Practicum															
CNS 6601: School Counseling Internship 1															
CNS 6602: School Counseling Internship 2															
CNS 6500: Clinical Mental Health Counseling Practicum															
CNS 6501: Clinical Mental Health Counseling Internship 1															
CNS 6502: Clinical Mental Health Counseling Internship 2															
Archived: Addiction and the Family															
Archived: Addiction Counseling Strategies & Techniques															
Archived: Contemporary Issues in Forensic Counseling															
Archived: Juvenile Justice, Delinquency, & Development															
TOTALS	86	8	6	7	2	0	0	1	0	1	0	0	0	0	111

	A	A-	B+	B	B-	C+	C	C-	F	FX	PA	NP	I	W	Totals
Course Code & Title															
CNS 6090: Mindfulness & Meditation															
CNS 6340: Strategies in Treating Grief and Bereavement	8	3	1												12
CNS 6330: Victimology	9	11			1		1								22
CNS 6350: Offender Treatment	15	5			1				1						22
CNS 6093: Counseling the Exceptional Learner															
CNS 6220: Counseling English Speakers of Other Languages (ESOL)															
CNS 6600: School Counseling Practicum															
CNS 6601: School Counseling Internship 1															
CNS 6602: School Counseling Internship 2															
CNS 6500: Clinical Mental Health Counseling Practicum															
CNS 6501: Clinical Mental Health Counseling Internship 1															
CNS 6502: Clinical Mental Health Counseling Internship 2															
Archived: Addiction and the Family	10				1										11
Archived: Addiction Counseling Strategies & Techniques															
Archived: Contemporary Issues in Forensic Counseling	4	2		1											7
Archived: Juvenile Justice, Delinquency, & Development	18														18
TOTALS	121	24	4	3	3	0	1	0	2	0	0	0	0	0	158

Appendix G: Table 7: Spring 2019 Professional Dispositions Scores (Rosemont College and Cedar Crest College)

	Total
Flexibility and Openness (Average Score = 2.75)	
Open willingness to different perspectives	2.77
Flexible to new demands, the environment, and accept necessary changes	2.73
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.75
Collaboration (Average Score = 2.75)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.74
Reach consensus, initiate compromise, and show concern for group goals	2.74
Invite feedback, incorporate supervisory feedback, and give feedback	2.77
Awareness (Average Score = 2.72)	
Awareness of own impact on others	2.62
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.68
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.88
Initiative and Motivation (Average Score = 2.75)	
Met or exceed all of the class requirements, showed creativity	2.69
Adhere to school and SPGS policies	2.85
Proficient graduate level oral and written skills	2.72
Responsibility (Average Score = 2.88)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.88
Dedication to Counseling Profession	2.84
Attend and adhere to Ethical Standards	2.93
Total	

Appendix H: Table 8: Spring 2019 Professional Dispositions Scores (Rosemont College Only)

	Total
Flexibility and Openness (Average Score = 2.76)	
Open willingness to different perspectives	2.8
Flexible to new demands, the environment, and accept necessary changes	2.74
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.76
Collaboration (Average Score = 2.75)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.76
Reach consensus, initiate compromise, and show concern for group goals	2.71
Invite feedback, incorporate supervisory feedback, and give feedback	2.78
Awareness (Average Score = 2.73)	
Awareness of own impact on others	2.62
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.68
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.89
Initiative and Motivation (Average Score = 2.77)	
Met or exceed all of the class requirements, showed creativity	2.71
Adhere to school and SPGS policies	2.86
Proficient graduate level oral and written skills	2.74
Responsibility (Average Score = 2.91)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.91
Dedication to Counseling Profession	2.87
Attend and adhere to Ethical Standards	2.95
Total	

Appendix I: Table 9: Spring 2019 Professional Dispositions Scores (Cedar Crest College Only)

	Total
Flexibility and Openness (Average Score = 2.64)	
Open willingness to different perspectives	2.59
Flexible to new demands, the environment, and accept necessary changes	2.67
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.66
Collaboration (Average Score = 2.65)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.66
Reach consensus, initiate compromise, and show concern for group goals	2.62
Invite feedback, incorporate supervisory feedback, and give feedback	2.67
Awareness (Average Score = 2.71)	
Awareness of own impact on others	2.63
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.69
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.83
Initiative and Motivation (Average Score = 2.66)	
Met or exceed all of the class requirements, showed creativity	2.6
Adhere to school and SPGS policies	2.81
Proficient graduate level oral and written skills	2.59
Responsibility (Average Score = 2.74)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.72
Dedication to Counseling Profession	2.68
Attend and adhere to Ethical Standards	2.83
Total	

Appendix J: Table 10: Summer 2019 Professional Dispositions Scores (Rosemont College and Cedar Crest College)

	Total
Flexibility and Openness (Average Score = 2.75)	
Open willingness to different perspectives	2.78
Flexible to new demands, the environment, and accept necessary changes	2.72
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.77
Collaboration (Average Score = 2.79)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.78
Reach consensus, initiate compromise, and show concern for group goals	2.78
Invite feedback, incorporate supervisory feedback, and give feedback	2.82
Awareness (Average Score = 2.75)	
Awareness of own impact on others	2.66
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.76
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.85
Initiative and Motivation (Average Score = 2.79)	
Met or exceed all of the class requirements, showed creativity	2.7
Adhere to school and SPGS policies	2.88
Proficient graduate level oral and written skills	2.8
Responsibility (Average Score = 2.84)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.85
Dedication to Counseling Profession	2.8
Attend and adhere to Ethical Standards	2.87
Total	

Appendix K: Table 11: Summer 2019 Professional Dispositions Scores (Rosemont College Only)

	Total
Flexibility and Openness (Average Score = 2.77)	
Open willingness to different perspectives	2.78
Flexible to new demands, the environment, and accept necessary changes	2.73
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.8
Collaboration (Average Score = 2.80)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.78
Reach consensus, initiate compromise, and show concern for group goals	2.79
Invite feedback, incorporate supervisory feedback, and give feedback	2.83
Awareness (Average Score = 2.77)	
Awareness of own impact on others	2.65
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.79
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.89
Initiative and Motivation (Average Score = 2.81)	
Met or exceed all of the class requirements, showed creativity	2.7
Adhere to school and SPGS policies	2.92
Proficient graduate level oral and written skills	2.83
Responsibility (Average Score = 2.88)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.91
Dedication to Counseling Profession	2.84
Attend and adhere to Ethical Standards	2.91
Total	

Appendix L: Table 12: Summer 2019 Professional Dispositions Scores (Cedar Crest College Only)

	Total
Flexibility and Openness (Average Score = 2.64)	
Open willingness to different perspectives	2.63
Flexible to new demands, the environment, and accept necessary changes	2.65
Search for peer opinions, accept constructive feedback, and incorporate feedback from peers	2.64
Collaboration (Average Score = 2.76)	
Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism	2.79
Reach consensus, initiate compromise, and show concern for group goals	2.73
Invite feedback, incorporate supervisory feedback, and give feedback	2.76
Awareness (Average Score = 2.64)	
Awareness of own impact on others	2.72
Ability to deal with conflict; ability to express feelings effectively and appropriately	2.61
Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.	2.61
Initiative and Motivation (Average Score = 2.64)	
Met or exceed all of the class requirements, showed creativity	2.65
Adhere to school and SPGS policies	2.67
Proficient graduate level oral and written skills	2.61
Responsibility (Average Score = 2.58)	
Maintain professional boundaries, sensitive to diversity, safeguard confidentially	2.52
Dedication to Counseling Profession	2.59
Attend and adhere to Ethical Standards	2.64
Total	

Appendix M: Table 13: Fall 2018 Student Evaluation of Counselor Educators

	Area of Assessment						
	Organization and planning throughout the course	Ability to communicate material/concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	4.73	5.28	5.43	5.38	5.43	5.13	5.10
Core Faculty Member (2)	5.75	6.00	5.93	5.95	6.00	5.68	5.93
Core Faculty Member (3)	5.85	5.75	5.75	5.85	5.85	5.85	5.85
Non-Core Faculty Member (1)	5.60	5.67	5.50	5.70	5.50	5.47	5.57
Non-Core Faculty Member (2)	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Non-Core Faculty Member (3)	5.30	5.90	5.75	6.00	5.40	4.80	5.10
Non-Core Faculty Member (4)	5.95	5.70	5.60	5.70	5.60	5.70	5.55
Non-Core Faculty Member (5)	4.60	4.00	4.00	5.00	5.00	5.20	4.60
Non-Core Faculty Member (6)	4.30	4.70	4.20	4.20	4.30	4.70	4.50
Non-Core Faculty Member (7)	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Non-Core Faculty Member (8)	5.50	5.50	5.00	6.00	5.50	5.50	5.00
Non-Core Faculty Member (9)	4.30	4.20	4.70	4.00	3.80	4.80	4.50
Non-Core Faculty Member (10)	6.00	6.00	6.00	6.00	6.00	6.00	6.00
Non-Core Faculty Member (11)	5.30	5.30	5.00	5.30	5.30	5.30	5.20
Non-Core Faculty Member (12)	5.50	6.00	5.00	6.00	5.50	6.00	5.50
Non-Core Faculty Member (13)	5.80	5.80	6.00	6.00	6.00	5.80	6.00
Non-Core Faculty Member (14)	3.00	3.30	3.00	2.30	2.30	2.70	3.30

Appendix N: Table 14: Spring 2019 Student Evaluation of Counselor Educators

	Area of Assessment						
	Organization and planning throughout the course	Ability to communicate material/concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	5.07	5.33	5.67	5.57	5.70	5.27	5.43
Core Faculty Member (2)	5.93	6.00	5.97	5.97	5.97	5.97	5.93
Core Faculty Member (3)	6.00	6.00	6.00	6.00	6.00	5.90	5.90
Non-Core Faculty Member (1)	5.40	5.60	5.80	5.80	5.80	5.80	5.80
Non-Core Faculty Member (2)	5.55	5.80	5.45	5.65	5.60	5.35	5.40
Non-Core Faculty Member (4)	6.00	6.00	5.90	5.90	5.80	5.80	5.80
Non-Core Faculty Member (5)	3.75	3.50	3.15	4.05	3.80	4.00	3.30
Non-Core Faculty Member (8)	5.30	5.00	4.30	5.90	5.40	5.30	4.70
Non-Core Faculty Member (9)	5.40	5.20	4.20	5.20	4.60	5.20	4.80
Non-Core Faculty Member (11)	4.90	5.10	5.00	5.10	5.00	5.40	5.30
Non-Core Faculty Member (12)	5.90	5.70	5.70	5.90	5.90	5.70	5.90
Non-Core Faculty Member (19)	5.35	5.20	5.20	5.50	5.35	5.00	4.85
Non-Core Faculty Member (20)	5.30	5.50	5.40	5.60	5.50	5.10	5.30

Appendix O: Table 15: Summer 2019 Student Evaluation of Counselor Educators

	Area of Assessment						
	Organization and planning throughout the course	Ability to communicate material/concepts	Ability to stimulate student interactions	Level of respect for students	Interactions with students	Provision of timely help to me outside of class when requested	Stimulation of my intellectual and/or artistic curiosity
Core Faculty Member (1)	5.60	5.80	5.80	5.95	5.90	5.65	5.80
Core Faculty Member (2)	5.90	6.00	5.95	6.00	5.90	5.90	5.95
Core Faculty Member (3)	5.85	5.50	5.15	5.55	5.40	5.45	5.30
Non-Core Faculty Member (1)	5.75	5.80	5.75	5.85	5.75	5.75	5.75
Non-Core Faculty Member (9)	No Response from Students for Teacher Evaluations						
Non-Core Faculty Member (12)	5.70	5.70	5.70	5.90	5.90	5.80	5.70
Non-Core Faculty Member (20)	6.00	5.70	6.00	6.00	6.00	6.00	6.00
Non-Core Faculty Member (21)	5.80	5.80	5.60	6.00	6.00	6.00	5.80
Non-Core Faculty Member (22)	No Response from Students for Teacher Evaluations						