Annual Report 2022-2023                                                                                                  Page 1

**ANNUAL REPORT 2022-2023**

**Rosemont College Graduate Counseling Programs**

The Graduate Counseling Programs of Rosemont College include a Master of Arts in Counseling with two specialization tracks: (1) Clinical Mental Health and (2) School Counseling. This annual report details success, areas of growth and changes and adaptations within the Graduate Counseling department for the 2022-2023 school year

The CACREP-accredited Master of Arts in Counseling Program at Rosemont College prepares students with the exceptional skills and specialized knowledge they need to work in a variety of professional settings with the populations they want to positively impact. The inclusive program is designed to develop reflective counselors who have the ability to enhance the emotional, cognitive, social, and relationship-based development of others. It also includes opportunities for students to grow in their own personal and professional lives. The program is committed to a community of service, social justice, multicultural awareness, and fosters an environment where all students can thrive.

Facilitated by faculty members who are current practitioners in the field of counseling, both the School Counseling and Clinical Mental Health Counseling are in alignment with national standards in counseling.

**PROGRAM UPDATES AND MODIFICATIONS**

**Faculty**

Dr. Thomas DeGeorge assumed the role of Department Chair during the 2022-2023 year. Dr. DeGeorge continues to be the Program Director/Clinical Supervisor of the Rosemont College Counseling Center. Dr. DeGeorge has presented at various conferences during the 2022- 2023 year. Dr. Wilson continues as Assistant Professor focusing on the School Counseling Track. In the Spring of 2024 Drs. Carrie Cottone and Nicola Meade will be joining the department as a full-time faculty members.

**Faculty Professional Activities**

The faculty continue to engage in professional development and remain active in the counseling profession. The following are several notable accomplishments. Dr. DeGeorge presented at the national IAMFC conference in Orlando Florida and the state conference in Harrisburg Pennsylvania. Several graduate students also presented a poster session at the state PCA conference in the fall. Dr. Wilson has continued in his role as a member of Rosemont Colleges Faculty Council.

**Demographics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student ID**  | **GENDER**  | **AGE**  | **ETHNICITY**  | **ADMIT DATE**  |
| 1  | M  | 37  |    | 8/28/2023  |
| 2  | F  | 37  |    | 8/28/2023  |
| 2  | M  | 23  |    | 8/28/2023  |
| 4  |    | 31  |    | 8/28/2023  |
| 5  | M  | 34  |    | 8/28/2023  |
| 6  | F  | 26  |    | 8/28/2023  |
| 7  | F  | 26  | Black or African American  | 8/28/2023  |
| 8  | F  | 32  | Black or African American  | 8/28/2023  |

We have partnered with the college’s Admissions team for recruitment purposes of minorities and undergraduate students from the city of Philadelphia on information regarding the Graduate Counseling Program. Additionally, three on-site visits were made by the department chair and an admissions counselor to discuss the program at several local colleges. Additionally, the finance department agreed to percentage discount for incoming students from selected colleges/universities.

**Counseling Center**

In an effort to provide support in all areas for the graduate students a collaboration was made with the staff at the college counseling center. Since all graduate classes are held after the typical hours of availability of the Rosemont Counseling Center, discussions were held with the counseling center staff to address this issue. The Counseling Center clinician agreed to provide open times for graduate students past the usual hours. The staff also agreed to hold sessions virtually in request to accommodate the demands of graduate students’ work schedules and class time. The staff clinician, Robert Pina LPC, came to the Orientation for incoming students and left brochures to the other faculty members about the center. This past year eight graduate students utilized the services of the Rosemont College Counseling Center.

**Graduates**

Twelve graduates were conferred degrees during the 2022-2023 school year. \_\_9\_ MC \_3\_\_in Sc. Based on test results we were excited to learn that 100% of the graduates passed the NCE exam on their first time. Additionally, 90% of the 2022-2023 graduates had accepted positions in the field and were employed right after graduation. Of the School Counseling graduates who took the Praxis exam 90% passed on the first time.

**Remediation/ Gatekeeping**

For the 2022-2023 school year seven students were on either an academic or disposition remediation plan. One student was placed on a probationary status and one student, after several meetings with faculty, agreed that leaving the program was in their best interest. The remediation/gatekeeping process was revamped and updated to reflect a more transparent process. The new plan was been disseminated to all graduate students by a presentation made to every class during the fall semester. The plan is also part of the mandated orientation session for all incoming students. Every full time and adjunct faculty member have been in serviced on the new remediation/gatekeeping plan.

The purpose and intent of the plan was to make students aware of the process and the requirements to remain in the graduate program. A strong emphasis has been placed on the student dispositions results on each student every semester (see below). All graduate students in both concentrations are aware of the disposition assessment and given a blank copy for review. It is emphasized to all students the academic performance, while important is not the only factor determining continuation in the program. A student receiving a score of 1 in any area will be scheduled for a supportive meeting with their advisor.

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| **STUDENT DISPOSITION FORM**   |
| **Note:** Please rate each student in each of your courses for each of the 5 professional dispositions on a scale of 1-3 (1=Low, 2=Moderate; 3=High). You may need to add students colums, depending on the amount of students in each of your courses. Please refer to the Professional Performance Evaluation Form to guide your assessment. This spreadsheet presents as a second option to collect your results in one place for all courses rather than print an individual Performance Evaluation Form for each student in each of your courses. We have provided sections for assessment for 4 different courses below. Please let us know if you have any questions.    |
| **Course Number:**  |   |
| **Course Title: Internship I**  |    |
| **Course Title:**  |    |
|    |   |   |   |    |
| **Student Name**  | Student A  | Student B  | Student C  | Student C  |
|    |   |   |   |    |
| **Flexibility and Openness**  |    |
| Open willingness to different perspectives  |    |    |    |    |
| Flexible to new demands, the environment, and accept necessary changes  |    |    |    |    |
| Search for peer opinions, accept constructive feedback, and incorporate feedback from peers  |    |    |    |    |
|    |    |    |    |    |
| **Collaboration**  |    |
| Accept mistakes, avoid blame, apply feedback toward growth, and monitor self for professionalism  |    |    |    |    |
| Reach consensus, initiate compromise, and show concern for group goals  |    |    |    |    |
| Invite feedback, incorporate supervisory feedback, and give feedback  |    |    |    |    |
|    |    |    |    |    |
| **Awareness**  |    |    |    |    |
| Awareness of own impact on others  |    |    |    |    |
| Ability to deal with conflict; ability to express feelings effectively and appropriately  |    |    |    |    |
| Understand and demonstrate multicultural concerns and social justice. Identification of biases and prejudices of self and society.   |    |    |    |    |
|    |    |    |    |    |
| **Initiative and Motivation**  |    |
| Met or exceed all of the class requirements, showed creativity  |    |    |    |    |
| Adhere to school and SPGS policies  |    |    |    |    |
| Proficient graduate level oral and written skills  |    |    |    |    |
|    |    |    |    |    |
| **Responsibility**  |    |
| Maintain professional boundaries, sensitive to diversity, safeguard confidentially  |    |    |    |    |
| Dedication to Counseling Profession  |    |    |    |    |
| Attend and adhere to Ethical Standards  |    |    |    |   |

The new plan is as follows:

Remediation = Support

Probation = Warning

Transition = Time Off

Withdraw = Leave the Program

The primary intent of the remediation plan is to ensure that each student has a chance for success and that the department first, recognizes any area of concern and second, respond in a manner that allows for student growth and attainment of their goal.

The three areas that are addressed are knowledge, skills, and dispositions. The knowledge aspect focuses on academic performance and maintaining and improving their scholarly performance. The skills area includes basic level of skill development transitioning to advanced competencies. The disposition encompasses a willingness to engage and a focused self-awareness. All three areas lead into application of the acquired skills and the sustainability of positive growth throughout the program.

**Diversity and Belonging**

Diversity and belonging function as core components of the strategic plan of Rosemont College. The Graduate Counseling Program strives to support this effort by valuing the diversity of thought among faculty, staff, and students, creating opportunities for cultural sensitivity training and development, and maintaining a present-day focus of the inequities that challenge our community. By encouraging the non-judgmental openness and sharing of diverse perspectives within our classrooms, we aim to create future leaders within the profession that will provide the same support to individuals experiencing mental health needs within our community.

**Key Performance Indicators**

Program faculty systemically assess each student’s progress throughout the program by identifying key performance indicators of student learning in each of the eight core areas for the Graduate Counseling Programs well as each student’s specialty area (see next page). As previously mentioned, the student disposition is also used each semester throughout the program.

A review of the results by faculty members are consistent with expectations and demonstrated student mastery of targeted knowledge/skills by the completion of the program. While it was also noted that there were lower ratings for several students across all KPI’s and an action plan was created to monitor progress for each student and address student engagement and performance.

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| **Key Performance Indicators 2022 - 2023** |
| **Core Area** | **CACREP Standard** | **KPI Indicator (s)** | **Assessment** | **Semester** | **Course Number** | **Course Name** | **Standard** | **Average Score** | **Target Score (75% Threshold Score)** | **Target Met?** |
| **Professional Counseling Orientation and Ethical Practice** | The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation | Knowledge | Group Advocacy Project | Fall 2022 or Spring 2023 | CNS 6021 | Clinical Mental Health Counseling | The average threshold score will be 75% or higher | 2.45 | 2.25 | Yes |
| Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues | The average threshold score will be 75% or higher | 2.79 | 2.25 | Yes |
| **Social and Cultural Diversity** | The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others | Knowledge | Multicultural Interview | Fall 2022 | CNS 6060 | Multicultural Counseling | The average threshold score will be 75% or higher | 2.71 | 2.25 | Yes |
| Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination | Skills | The average threshold score will be 75% or higher | 2.82 | 2.25 | Yes |
| **Human Growth and Development** | Systemic and environmental factors that affect human development, functioning, and behavior  | Knowledge | Field Observation | Spring 2023 | CNS 6082 | Development Across the Lifespan | The average threshold score will be 75% or higher | 3.99 | 3 | Yes |
| Effects of crisis, disasters, and trauma on diverse individuals across the lifespan | The average threshold score will be 75% or higher | 3.99 | 3 | Yes |
| **Career Development** | Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy | Skills | Peer Career Assessment Evaluation | Fall 2022 or Spring 2023 | CNS 6070 | Career and Lifestyle Counseling | The average threshold score will be 75% or higher | 2.86 | 2.25 | Yes |
| Strategies for facilitating client skill development for career, educational, and life-work planning and management  | Skills | The average threshold score will be 75% or higher | 2.88 | 2.25 | Yes |
| **Counseling and Helping Relationships** | A systems approach to conceptualizing clients  | Skills | Self-Efficacy Assessment Reflection & Skills Model  | Fall 2022 or Spring 2023 | CNS 6010 | Counseling Skills and Techniques | The average threshold score will be 75% or higher | 2.54 | 2.25 | Yes |
| Developmentally relevant counseling treatment or intervention plans | Knowledge | The average threshold score will be 75% or higher | 2.91 | 2.25 | Yes |
| **Group Counseling and Group Work** | Therapeutic factors and how they contribute to group effectiveness.  | Knowledge | Group Development | Fall 2022 or Spring 2023 | CNS 6002 | Group Dynamics and Strategies | The average threshold score will be 75% or higher | 2.93 | 3 | No |
| Types of groups and other considerations that affect conducting groups in varied settings. | 2.96 | 3 | No |
| **Assessment and Testing** | Procedures for identifying trauma and abuse and for reporting abuse | Skills | Final Exam | Fall 2022 or Spring 2023 | CNS 6025 | Assessment & Appraisal in Counseling | The average threshold score will be 75% or higher | 3 | 2.25 | Yes |
| Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results | 3 | 2.25 | Yes |
| **Research and Program Evaluation** | The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice | Knowledge | Quantitative Research Project | Spring 2023 | CNS 6030 | Advanced Research and Evaluation | The average threshold score will be 75% or higher | 2.66 | 2.25 | Yes |
| Needs assesments | 2.58 | 2.25 | Yes |
| **Professional Orientation and Ethical Practice** | The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation | Knowledge | Recognized ASCA Model Program (RAMP) and School Report Card Review | Spring 2023 | CNS 6065 | PK-12 School Counseling | The average threshold score will be 75% or higher | 2.88 | 2.25 | Yes |
| Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues | 2.93 | 2.25 | Yes |

**Course Evaluations/Recommendations**

At the end of the semester every graduate student has the opportunity to complete a comprehensive, confidential survey for that specific class. Additional space is included for overall program improvement. The results of the surveys are reviewed by the department chair and full-time faculty. Notable concerns and suggestions are discussed at the semester faculty meeting. Notable changes that will be forth coming during the next year are noted for several class additions and a support system for students to address work/life balance.

**Site Supervisor Evaluations**

The Graduate Counseling Department closely monitors interns’ performance and dispositions throughout their site experience.  At the beginning of each semester an email or phone call contact is made to each supervisor. The person of this contact is establishing an informal, ongoing relationship with each supervisor. Providing support and connection allows for any issue that might arise to be addressed immediately and with diligence for their site and the intern. Due to this advanced connection, one intern’s continuing difficulty at their site was addressed within the first few weeks of placement and a successful resolution was in place for both parties.

The department also requests two different evaluations each semester to assess practicum and internship student field experiences. Midterm evaluations are consistent with expected development at this level of abilities. Using the Counselor Competency Scale = Revised (CCS-R), students enrolled in placements received an average rating of 4.12. A combined assessment of performance and disposition indicated that students were demonstrating competence in counseling relationships, knowledge, skills, and counselor identity.

**Mentoring Program**

During their final semester in the Graduate program a student in Internship II suggested that incoming students be assigned an advanced student to act as a mentor for class selection, support, and be available for any personal or program concerns. This mentor’s role was not to supplant the existing role of faculty and advisor but at act as a peer-to-peer connection for incoming students. After several meetings to flesh out the specifics, the idea was implemented for the 2022-2032 school year. Several current students attended the fall orientation and shared their journey in the program. These experiences included class load and work/life balance. At the beginning of their final year in the program veteran students are assigned an incoming student to connect with and be a resource for any concerns about their journey. However, the main focus of the mentorship program is to provide peer-to-peer support during the first year. Periodic check-ins were conducted for the mentors as to how they were handling their relationship and issues that needed addressing without violating personal students’ confidence. Since this is the first year of the mentoring program only an informal assessment was conducted to determine the effectiveness of the program. Both parties surveyed agreed that the program was beneficial and would like to see it continue.

**Graduate Counseling Exit Survey Results**

A Graduate Counseling exit survey is conducted at the completion of their final year. The survey is done during their Internship II experience. The survey has a five -point rating scale, with 1=Poor, 2=Fair,3=Satisfactory, 4=Very Good, 5=Excellent.

Average ratings from those completing the ratings during the 2022-2023 school year were in the Very Good to Excellent range for program policies and administration. Ratings for college resources were somewhat lower, as expected since the program operates outside of most college events. Hence the connection with the Counseling Center to increase awareness and availability of services for graduate students. Suggestions were also under advisement for a graduate student “get-together” during the year.

The survey results for academic instruction, faculty engagement and availability of faculty for meetings were consistent with previous ratings. Results of the survey were collected and reviewed with the full-time faculty members at the semester faculty meeting.

**Program on Campus Relocation/Class Assignments:**

Given that Rosemont College is small in attendance and campus grounds (‘The Power of Small’) and a Division III college previous class offerings were located throughout the various buildings about the campus. This disbursement of classes left students feeling isolated and disconnected from their peers. Several meetings were held by the department chair, the Graduate Dean, and the register’s office to have all graduate counseling classes held in the same location. All parties agreed and at the beginning of the Spring 2023 semester all graduate classes were held in the Community Center building. Additionally, two faculty offices were relocated to the Community Center including the Assistant Director whose role as advisor and field coordinator was more accessible to students.

**Alumni Surveys**

Surveys for alumni are coordinated with the Admissions Department of Rosemont College. The Admissions Department has undergone several staff changes during the past year. During this transition the alumni surveys were not disseminated. However, with new personnel in place the surveys will be distributed for the 2023 -2024 year. We eagerly await the results and will include them in the next report

**Graduate Counseling Data in Relation to Program Objectives**

1) Explain the foundational elements of the counseling profession including philosophy, roles, ethics, dispositions, and evidence-based practice to foster a strong professional counseling identity.

Key performance indicators and student dispositions align with the awareness of foundational elements of the counseling profession. The ratings for these areas are within the “very good “to “excellent” range and consistent across students and alumni.

2) Communicate the importance of advocacy and social justice with an awareness of the multicultural issues influencing various populations to promote greater equity within the community.

Key performance indicators and student dispositions as well as instructor surveys yielded high satisfaction with multicultural issues as presented in this course. As a result of several concerns related to multicultural issues as presented in the course and to reflect the diversity of the student population several course corrections were made to the syllabus. These changes reflect the diversity of the student population but also the growing need of counselor in training to be aware and competent of the ever-expanding need for diverse need of the population at large.

3)  Identify the developmental needs and experiences of individuals across the lifespan from early childhood through late adulthood and future generations.

Student feedback, KPI ratings and faculty review of the development needs and experiences of individuals as provided for course instruction showed that the current path for this area is in compliance and a high satisfaction rating is consistent across semesters.

4) Emphasize the importance of current scholarly research to cultivate the ability to conduct, interpret, evaluate, and report research findings that have the potential to guide evidence-based practices in counseling.

Not surprisingly, the research results indicate that students continue to find this course and focus to be the most challenging content area of their program. Each semester the faculty reviewed the surveys and adjusted where needed. Since this course has typically been taught by an adjunct faculty member the focus has been to add a full-time faculty member with a research background. The most significant change is the planned recruitment and hire of full-time faculty members to address this course. That goal was achieved with the future hire of Dr. Nicola Meade starting in the Spring of 2024. Dr. Meade is an accomplished researcher and has published several scholarly articles.

5)  Employ practices and decision-making that aligns with the ethical and legal standards of the profession.

Key performance indicators and students’ responses in the course evaluations indicate that this area of ethical and legal standards is well within the range of a successful course. The Ethical Decision-Making Models address areas of concern in ethical and legal areas for counselors and stressed in all course content areas including practicum and Internship classes.

6)  Recognize and explore personal biases and limitations through reflection and supervision to enhance professional competency and development.

A challenge to all future counselors is how to manage and address their own inherent biases and limitations. The faculty have taken care to address these professional career challenges in all classes and ensure that students are prepared to self-reflect on their own biases and limitations and recognize the ways to manage these areas over their career. Feedback from student surveys indicate that students are grateful and aware of these concerns.