



GENEVA
COLLEGE

*Master of Arts in
Counseling*

Geneva College M.A. in Counseling Program

2023-2024 Annual Report

Summary:

Geneva College 2023-2024 M.A. in Counseling Program Annual Report Summary: This report contains and overview of the M.A. in Counseling Program for the 2023-2024 school year, including institutional data, college, faculty information and points of excellence, program and institutional outcome assessment data, diversity, worldview and professionalism reviews, curriculum changes, budget requests, and a revised two-year curriculum plan which includes on-line courses and recommendations in these areas. A continued area of strength is the program's ability, with the approval from CACREP, is being able to offer a fully on-line delivery method. This continues to expand the reach of the program beyond the region and increased the enrollment numbers. One area that continues to be a challenge is the CACREP-imposed FTE ratio and the Core vs. Non-Core ratios that must be maintained in both the on-campus and on-line environments. In December (2024) the program underwent a review from the site review team member that was formulated by CACREP. This review was done virtually, and it covered each of the three specialty tracks. The program was given until January 20th of 2025 to provide an institutional response to the committee report before it is sent along to the CACREP Board of Directors meeting. Due to the work of the Board of Directors and the tightness of the schedule the program's review will not occur AT THE February' (2025) meeting but will be scheduled for the next board meeting that is scheduled for July (2025) of next year. The program has continued to experience faculty transition in the past few years. In August of 2023

The program welcomed Professor David Collins. He was assigned as the coordinator of the Clinical Mental Health Counseling (CMHC) specialty-track. Dr. James K. Matta, Sr. shifted to be the coordinator of the School Counseling (SC) specialty-track. Dr. Jonathan Impellizzeri continued to serve as the coordinator of the Marriage, Couple, and Family (MCF) track. In December Dr. Impellizzeri resigned from his position in December. This resulted in the hiring of Professor Kerry Gragg. Since Professor Collins had the necessary background and desire to function as the coordinator of the MCF track, he was assigned to that specialty-track. Professor Gragg was hired and was assigned as the CMCH track coordinator. Dr. Matta continued to serve in the role of the SC track-coordinator. Although Professor Gragg was matriculating the degree requirements for this program, and believed to be near finishing it, there was a complication that surfaced. It soon became evident that there would be a significant issue in her being unable to complete it and as a result she resigned her position. This event resulted in the program hiring Dr. Amy Siler Hayes. She graduated with her doctorate in Counseling, Education, and Supervision in May (2024) and was hired for the upcoming fall semester (2024). For the summer Professor Collins continued to work as the MCF track coordinator. Dr. Matta then served for the summer as the track-coordinator for both the CMHC and SC track roles.

Section One: Introductory Overview

The Master of Arts in Counseling program was originally created in 1998. It was first CACREP accredited in 2008, and then again, in 2016. The program was offered solely on-ground from 1998 until 2020. In the academic year of 2020-2021 an important change occurred for the M.A. in Counseling Program. In the fall semester 2020 the full online version of the program was offered to students. Permission was sought and granted from the Council for Accreditation of Counselor Related Educational Programs (CACREP), the program's accrediting body. As noted in the previous reports (2021-2022, and 2022-2023), CACREP granted permission for this change in delivery method in early Spring of 2020, giving the program permission to begin offering a fully-on-line program in fall 2020. The report for 2022-2023 was developed and sent to CACREP, and it was accepted by the CACREP board in June of 2023. The program continued to offer the program in both the on-ground and online during the academic year of 2023-2024.

Additionally, due to the continual improvement of the COVID-19 pandemic, the program began returning to offering on-ground courses but utilized the on-line delivery methods for any course when the need arose. The technology platform was changed in August of 2023 from the Zoom platform to the Teams option by full-time and part-time faculty. It was felt that this option provided the same quality of service but at a less expensive cost. The Teams option was reviewed for strengths and limitations for the coming school year, and no downside was detected.

A significant event that required a collective effort on the program faculty and staff for the Master of Arts of Counseling Program was the compiling, organizing, and the submission of the required information for the reaccreditation application for the CACREP eight-year cycle. This began in the summer of 2022 and the self-study report was submitted to CACREP in January of 2023. An addendum was sent out by CACREP towards the latter part of the spring semester and an institutional response was submitted by the end of summer. As mentioned previously, a site visit occurred in December. The outcome of this self-study will not be known until well into the upcoming school year. This report contained any number of college self-study items that was reviewed and included: an application, CACREP'S five sections of standards, faculty CV's, various screen shots of program data, etc.

COUNSELING PROGRAMS/ STUDENT OUTCOMES DATA

During the 2022-2023 academic year, there were nineteen graduates of Geneva College's M.A. in Counseling Program. The program offers the following concentrations: Clinical Mental Health, Marriage, Couple, and Family, and Professional School Counseling. All three programs are accredited under the 2016 CACREP standards.

CACREP Counseling Programs/ Student Outcome Data

Concentration	# of Grads During the 2023-2024 Academic Year	Average Completion Rate of Both Full and Part-Time Students*	Credentialing Exam Pass Rate*	Job Placement Rate**
Clinical Mental Health	12	50%	76%	100%
Marriage, Couple & Family	11	45%	100%	100%
Professional School Counseling	2	0%+	0*%	100%

*Completion rate is based on a four-year average number of credits per term for full-time and part-time students. Based on this calculation, the expected time of completion is two years for a full-time student and four years for a part-time student. Any student who completes their degree outside the expected time frame is not included here.

** Job placement rate is the of graduates from the program who were actively seeking work in the field

+ Graduation within the expected time frame was impacted by pandemic-related closure of schools.

Historic Combined Credentialing Exam Pass Rate

Academic Year	Combined Credentialing Exam Pass Rate
2023-2024	72%
2022-2023	67%
2021-2022	84%
2020-2021	87%

**No students took the exam during the fall 2019 administration, and many students delayed taking the spring 2020 administration due to the COVID-19 pandemic.

Program Level Outcomes Assessment Report

Statement of Philosophy

Professional counselors use various interventions to facilitate wellness, personal growth, and mental health among those whom they counsel. A multidimensional holistic view of persons examines the interplay of physical, psychological, social, and spiritual aspects of life. The practice of professional counseling is based on knowledge of mental health, counseling, and human development principles and involves cognitive, affective, behavioral and systems interventions and strategies.

Mission Statement

The mission of the Master of Arts in Counseling Programs is to educate, supervise, and mentor students to develop knowledge, skills, and personal awareness necessary for them to function as professional counselors. The Master of Arts in Counseling Program promotes excellence in professional preparation by providing a comprehensive education that integrates an understanding of Christian faith with professional counseling in a variety of religious and secular settings. The programs are based on a holistic biological, psychological, sociocultural, and spiritual understanding of human development. In addition to general counseling proficiency, students specifically are trained to become marriage, couple, and family counselor, clinical mental health counselor, or school counselor.

1. The mission of the Marriage, Couple, and Family Counseling Program is to train students in the knowledge, skills, and practices of counseling to provide competent care for individuals, couples, and families within a multicultural and pluralistic society of embracing (1) a family systems orientation to counseling, (2) The highest ethical standards of the profession, (3) an exploration of the person of the counselor, and (4) professional development through participation and leadership in professional organizations.
2. The mission of the Clinical Mental Health Counseling Program is to train entry-level counselors capable of functioning competently and ethically in mental health delivery environments wherein they work from an overall developmental/wellness model utilizing a neuropsychosocial framework that employs systematic and culturally sensitive intervention strategies.
3. The mission of the School Counseling Program is to prepare school counselors capable of supporting the academic, career, and personal/ social development of the students whom they serve, P-12, through (1) the use of data to inform school counseling programs and practices (2) excellence in knowledge and practice, (3) integrity through adherence to codes and standards for ethical practice, (4) management of their own professional development, and (5) competent school counseling and educational practice.

Outcomes

1. Students will demonstrate knowledge, skills, personal, and ethical awareness in the following core areas: human growth and development, group counseling and group work, social and cultural diversity, counseling and helping relationships, career development, assessment and testing, research and program evaluation, and professional counseling orientation and ethics. This outcome will be assessed through participation in class lectures and group work, presentations, writings, role plays, capstone projects, and/or various forms of formative and summative assessments.

2. Students will demonstrate knowledge and understanding of the Christian faith and an ability to analyze and evaluate counseling issues from that perspective. This outcome will be assessed through participation in classroom discussions, presentations, writings, and/or various forms of formative and summative assessments.

3. Students will demonstrate mastery of counseling knowledge, skills, personal, and ethical awareness in practicum and internship experiences and in a counseling specialization (Marriage, Couple, and Family counseling, Clinical Mental health Counseling, or School Counseling).

a. Students in the Marriage, Couple, and Family Counseling Program will demonstrate skills and knowledge so as to assess couple and family function and dysfunction; and join the respective relational system using interventions to create therapeutic change for the purpose of creating greater relational satisfaction within a framework of theoretical and ethical guidelines while being aware of social, cultural, sexual, and religious factors which impact the relational system in internship experiences.

b. Students in the Clinical Mental Health Counseling Program will demonstrate basic mental health counseling skills and mastery of essential mental health knowledge in internship endeavors.

c. Students in the School Counseling Program will demonstrate the knowledge and performance competencies to facilitate the academic, career, and personal/ emotional development of students through effective ethical application of data-informed decision making, counseling, consulting, coordinating, and appraising skills.

4. Given the array of personal skills and abilities possessed by diverse individuals, students will select and develop a personal style of practice, supervised experiences, and professional development.

There are four student outcomes (see Appendix A) assessed yearly through an exit interview with graduate as a summative assessment. Additionally, on-going formative assessments of the outcomes exist within individual courses and the Counselor Preparation Comprehensive Exam (CPCE).

Outcome #1 is assessed through classroom participation and group work, class presentations, written communication (both academic and reflective), role-play activities, capstone projects, and a variety of other assignments, both formative and summative in design

Outcome #2 is assessed through participation in classroom discussions, presentations, writings, and a variety of other assignments, both formative and summative in design.

Outcome #3 is assessed through participation in classroom discussions, presentations, writings, and a variety of other assignments, both formative and summative in design. Additionally, this outcome

is assessed through scores on Professional Ethics section of the Counselor Preparation Comprehensive Exam.

Outcome #4 is assessed through participation in classroom discussions, presentations, writings, and a variety of other assignments, both formative and summative in design.

Below, the reader will find the results of the student outcomes, as assessed in the exit interview. There were eighteen responders to this survey.

Outcome #1

The following questions will be answered regarding Geneva's overall MA in Counseling Program.

To what extent did the core program courses equip you with knowledge, skills, personal, and ethical awareness?

Not at all	0
Somewhat	0
The objective was met	3
Above average	5
Excellent	5

Outcome #2

To what extent did the overall program assist you in development of understanding of the Christian faith and evaluation of counseling issues through a Christian perspective?

Not at all	0
Somewhat	2
The objective was met	2
Above average	4
Excellent	5

Outcome #3

To what extent did the overall program prepare you for knowledge, skills, and personal and ethical awareness in your track specializations area?

Not at all	0
Somewhat	0
The objective was met	1
Above average	7
Excellent	5

Outcome #4

To what extent did the program provide you with opportunities to develop your own personal and professional style of practice?

Not at all	0
Somewhat	0
The objective was met	3
Above average	6
Excellent	5

Please rate your overall satisfaction with your experience in the MA in Counseling Program at Geneva College?

Not at all	0
Somewhat	0
The objective was met	3
Above average	5
Excellent	6

Recommendations:

As part of the exit survey, students were given the opportunity to provide qualitative feedback on the overall program. Suggestions included the following:

1. Class on career preparedness and training for the field
2. Have more teams meetings with students in the online program
3. Improve technology issues such as Egnyte with 24/7 tech support
4. Guidance on securing internship sites
5. Offer a study course for certification tests

Institutional-Level Student-Learning Outcome Assessment Report

Worldview is assessed during degree candidacy and again during the exit interview. At degree candidacy, students are to include: "A thoughtful 3-5-page essay describing your career goals and worldview. Elaborate on your holistic sense of personal identity (psychological, physical, social, intellectual, and spiritual), your worldview (core beliefs, views of human nature as they relate to the counseling profession), and your professional goals (educational and career)." During the 2023-24 school year, all students were accepted into degree candidacy.

Professionalism: Students acknowledge that all vocations are arenas for honoring God and demonstrate competency in the essential skills, literacies, data, theory, and methods of their major field to a professionally recognized standard for a graduate and sufficiently for their own vocational calling.

Professional behavior is a main emphasis of the M.A. in Counseling Program. At an orientation session for incoming students conducted at the beginning of each semester, students are given a copy of the American Counseling Association (ACA) Code of Ethics (2014), which governs how a counselor should behave professionally. Each student is required to provide a signed Ethics Statement in which he or she acknowledges that they have received a copy of the ACA Code of Ethics and will adhere and abide by it. In addition, each student receives a copy of the M.A. in Counseling handbook which further outlines professional behavioral expectations. At program orientation, the Program Director reviews the handbook as well as behavioral and ethical expectation of both the program and the profession. Finally, as part of our core curriculum, all students enroll in both a professional ethics class as well as a faith-based counseling class in which students engage in conversations with professors concerning professional and ethical counseling and practice viewed through a Christian lens.

For CACREP accreditation, Professional Ethics is a core subject. Professional and ethical competencies are tested on the Counselor Preparation Comprehensive Exam (CPCE), a national standardized exam, which students are required to take and pass before enrolling in internship.

When defining "diversity" as a goal for Geneva College, we understand it to mean the inclusion of persons from a variety of racial, national, cultural and groups, both sexes and various ages. The college welcomes students from diverse religious backgrounds and commitments.

All students in the M.A. in Counseling Program must enroll in CNS 534, Social and Cultural Foundations. Students must demonstrate competency in this course as part of their core studies and as part of CACREP certification. Furthermore, they must complete a cultural immersion project. The course focus is as follows:

Theories and techniques of effective multicultural counseling will be studied as understood in various cultural contexts related to ethnicities, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, groups, communities, and English Language Learners (ELL's) in school settings. Students will examine the role of the counselor in advocacy, conflict resolution, bereavement, and crisis intervention. Students will focus on their own awareness, knowledge, and skills in multicultural counseling (Impellizzeri, 2015).

Furthermore, during the 2018-2019 school year, the M.A. in Counseling Program underwent a Pennsylvania Department of Education (PDE) program audit for the purpose of reaccrediting the school counseling program. At that time, every course was audited for curriculum content in to ensure that each course met the standards. This audit included the Social and Cultural Foundations class. The School Counseling Program received reaccreditation through PDE in Spring of 2019.

Also, culturally diverse studies and activities are infused in every course throughout the curriculum. For example, cultural competency is addressed in all core and non-core courses, and it is assessed in both the practicum and internship courses.

Curriculum Review and Changes

In the fall of 2020, the M.A. in Counseling offered a new on-line version of the courses to allow students to complete the program online, except for students needing to complete the mandatory one-course Professional Issues and Ethics on ground. Discussions have now begun regarding the updating of these online courses. This will be an important focus for the upcoming academic year.

Physical Improvements

No physical improvements occurred regarding equipment.

The program continues to review applicant folders into SLATE. This program has allowed us to review applicant folders electronically which, in turn, allowed us to move applicants through the application process at a much quicker and efficient pace. This has continued to improve our turn-around time on applications significantly, allowing us to return admissions decisions to applicants more quickly.

Faculty Transitions:

The program welcomed Professor David Collins. He was assigned as the coordinator of the Clinical Mental Health Counseling (CMHC) specialty-track. Dr. James K. Matta, Sr. shifted to be the coordinator of the School Counseling (SC) specialty-track. Dr. Jonathan Impellizzeri continued to serve as the coordinator of the Marriage, Couple, and Family (MCF) track. In December Dr. Impellizzeri resigned from his position in December. This resulted in the hiring of Professor Kerry Gragg. Since Professor Collins had the necessary background and desire to function as the coordinator of the MCF track, he was assigned to that specialty-track. Professor Gragg was hired and was assigned as the CMCH track coordinator. Dr. Matta continued to serve in the role of the SC track-coordinator. Although Professor Gragg was matriculating the degree requirements for this program, and believed to be near finishing it, there was a complication that surfaced. It soon became evident that there would be a significant issue in her being unable to complete it and as a result she resigned her position. This event resulted in the program hiring Dr. Amy Siler Hayes. She graduated with her doctorate in Counseling, Education, and Supervision in May (2024) and was hired for the upcoming fall semester (2024). For the summer Professor Collins continued to work as the MCF track coordinator. Dr. Matta then served for the summer as the track-coordinator for both the CMHC and SC track roles.

Points of Excellence

Professor David Collins

Professional Presentations

Weil, T., Nutt, K., **Collins, D.** (2024, July) *United We Stand: Healing from Crisis*. Crisis response event regarding the attempted assassination of Donald Trump open to the community. Community Presentation Butler, PA

Guest Lecturer/Visiting Professor

Jan 2022 – Dec 2024

United Methodist University, Monrovia, Liberia Africa

Psychopathology and Diagnosis, Pastoral Counseling and Disadvantaged Youth, Group Counseling and Psychotherapy, and Theories and Approaches of Counseling and Psychotherapy

James K. Matta, Sr., Ed.D., NCC, Ed.D.

Presentations and Awards

Matta, Sr. J.K., Gragg, K., James, K., Boudreaux & Britton, M. Understanding the Effects of COVID-19 Pandemic on Youth: As Easy as ABCD. Annual Conference of the Pennsylvania Counseling Association, State College, PA. November 2024.

Matta, Sr. J.K., Received the 2022-2023 Outstanding Service Faculty Award from Geneva College in August of 2023. This award recognizes the recipient for their “outstanding service for the campus and the broader community and the positive impact of the service events throughout the Geneva College community and beyond”.