

ANNUAL REPORT 2018-2019

Waynesburg University Graduate Counseling Programs

The Graduate Counseling programs of Waynesburg University include a Master of Arts in Counseling with two specialization tracks: (a) Clinical Mental Health and (b) Addictions, and a Doctorate of Philosophy in Counselor Education and Supervision.

M.A. Program Purpose Statement:

To develop self-reflective counselors who have the ability and the willingness to enhance the emotional, cognitive, social and spiritual development of others. This program provides opportunities for students to grow in their personal and professional lives and inspires a commitment to service and social justice as part of the Waynesburg University tradition.

As of July 2019, we remain the only counseling program in the Commonwealth of Pennsylvania with a CACREP accredited program in Addictions Counseling. Thirteen students graduated in May 2019 in the Master of Arts program. Eight of these graduates were in Clinical Mental Health and five were in the Addictions track. The National Counselor Examination (NCE) pass rate for our graduates in 2019 is 100%.

Ph.D. Program Purpose Statement:

The mission of the Ph.D. program in Counseling at Waynesburg University is to prepare professional counselors to provide leadership in the profession of counseling. Counseling leaders must be best practice counselors, supervisors and teachers. They should be grounded in the ethical codes of the American Counseling Association and its subdivisions. Counseling leaders are diversity informed and culturally competent. Finally, the use best practice standards in research and scholarly activities. The program is designed to enhance the counseling skills of doctoral students, prepare counselors for the roles of clinical and administrative supervisor, develop the teaching skills of students, teach students to conduct research, and prepare students to become counseling scholars. The program prepares doctoral students to become university faculty members in counselor education programs and leaders in the specializations of clinical mental health counseling, addictions counseling, and school counseling.

The Ph.D. in Counselor Education and Supervision has seen an increase in enrollment this academic year, following the CACREP accreditation of the program in Spring 2018. Doctoral cohorts currently average 5.5 students, with a new cohort of nine students for the incoming Fall 2019 semester. The program has a total of six doctoral candidates currently in the data collection phase of dissertations, with five doctoral candidates preparing for dissertation proposal defenses within the next semester and eleven students enrolled in coursework as of August 2019.

OVERVIEW OF COUNSELING PROGRAM UPDATES AND MODIFICATIONS

CACREP Accreditation

Maintaining our accreditation for the MA and PhD programs is a vital component of ensuring our programs continue to provide quality education and training consistent with national standards. Our current accreditation for the MA and PhD programs extends until October 31, 2020. Therefore, an extensive self-study of Waynesburg University's Graduate Counseling

Programs was submitted to Council for Accreditation of Counseling and Related Educational Programs (CACREP) in June 2019 as part of the continued accreditation process. A site visit from CACREP representatives is anticipated to occur sometime in the 2019-2020 academic year.

New Program Objectives – M.A. Program

Faculty, students, and members of the Community Advisory Board provided input to proposed revisions to the Master of Arts in Counseling purpose statement and objectives. Input highlighted continued consideration of CACREP standards, considering the relationship between social justice and Christian identity, and an emphasis on self-reflective counselors. The revised and approved Master of Arts in Counseling purpose statement and objectives are as follows:

Purpose Statement: To develop self-reflective counselors who have the ability and the willingness to enhance the emotional, cognitive, social and spiritual development of others. This program provides opportunities for students to grow in their personal and professional lives and inspires a commitment to service and social justice as part of the Waynesburg University tradition.

Objective 1. To instill in students a respect for the dignity, integrity and humanity of all those they serve in their counseling activities, reflected in competent counseling that is guided by the ethical principles of the American Counseling Association and the values inherent in Waynesburg University's Christian heritage.

Objective 2. To encourage students to maintain adequate self-awareness, emotional health and moral integrity in order to enhance their responsiveness to the needs of others.

Objective 3. To develop students with the knowledge and skills to be effective counselors, as outlined by CACREP's eight core areas of counselor training:

- a. professional counseling orientation and ethical practice
- b. social and cultural diversity
- c. human growth and development
- d. career development
- e. counseling and helping relationships
- f. group counseling and group work
- g. assessment and testing
- h. research and program evaluation

Objective 4. To engage students as active servant leaders in their communities by applying and obtaining knowledge and skills in service opportunities that address the specific social and systemic needs of the communities they serve.

New Counseling Faculty

The Graduate Counseling Programs have hired a new full-time core faculty member. Dr. Kelley McNichols has over 15 years of experience in the field of counseling. Dr. McNichols earned an undergraduate degree in Criminology and Pre-Law from Indiana University of Pennsylvania, a Master of Science in Education with a concentration in Community Counseling from Duquesne University, and a Ph.D. in Counselor Education and Supervision from Duquesne University. Dr. McNichols is a Licensed Professional Counselor (LPC), National Certified Counselor (NCC), Certified Alcohol and Drug Counselor (CADC), Certified Co-Occurring Disorder Professional

(CCDP), and Certified Clinical Trauma Professional (CCTP). Dr. McNichols' research interests include addiction, co-occurring conditions, and trauma-informed care.

Canvas and Online Learning

In the spring and summer of 2019, Waynesburg University transitioned from Blackboard to a new learning management system, Canvas. The Graduate Counseling Programs faculty used this transition to establish standards for online instruction that meets the needs of the counseling programs as well as offering consistency to students and instructors.

Chi Nu Sigma

Chi Nu Sigma is the Waynesburg University chapter of Chi Sigma Iota, the international honor society for Counselor Education. The chapter continues to sponsor significant educational and community service events. The highlights for this year's activities include the following:

- *Professional Development of Students and Counseling Professionals.* Chi Nu Sigma Chapter sponsored seven continuing education presentations during the 2018-2019 academic year. These workshops provide the Counseling community with education on current trends in the counseling field. It is an opportunity for Licensed Professional Counselors (LPC's) in the community to earn continuing education credits, while interacting with faculty and students from Waynesburg University Counseling program.
 - *October 3, 2018: Trauma-informed Supervision – Dr. Michelle Steimer*
 - *November 7, 2018: Ethical Diagnosis, Treatment, and Cultural Sensitivity for LGBTQ+ Clients – Dr. Sarah Dalton*
 - *December 5, 2018: Using Trauma-informed Techniques, Philosophies, and Approaches in the Counseling Process*
 - *February 6, 2019: Middle Age and Mental Health – Dr. Karen Ganska*
 - *March 6, 2019: College Counseling: The Lived Experience of Two College Counselors – Jane Owen and Mary Hamilla*
 - *April 3, 2019: A Practical Approach to Acceptance and Commitment Therapy – Jacob Wheatley*
 - *May 1, 2019: The Spiritual Side of Multicultural Counseling – Quiana Golphin*
- *Community Engagement.* Chi Nu Sigma participated in a variety of charity events including:
 - Sponsored a team for the Southwestern Pennsylvania NAMIWalk (October 2018).
 - Participated in the Charlie Batch (Best of Batch Foundation) Batch-A-Toys Wrapping Party (December 2018).
 - Held a clothing drive entitled Holiday Warmth to collect scarves, hats, and gloves for donation to a local shelter (December 2018).
 - Sponsored a team for the American Foundation for Suicide Prevention walk at Waynesburg University (March 2019).
 - Participated in a Narcan training offered through another CSI chapter (June 2019).
- *Membership.* Chi Nu Sigma Chapter hosted their annual induction ceremony on March 16, 2019 on Waynesburg University's Main Campus. The chapter initiated 13 new members and celebrated the graduating students.
- *Scholarship/Leadership.* The chapter awarded conference funding to one student for support in their attendance of state, regional, and national conferences. Three CSI

members (two doctoral students, one master's student) presented at the Pennsylvania Statewide CSI Conference at Duquesne University on April 27, 2019.

FACULTY PROFESSIONAL ACTIVITIES 2018-2019

Our faculty remain active in the counseling profession through leadership, research, advocacy, and service activities. The following highlights professional activities during the past academic year.

Dr. James Hepburn

Dr. Hepburn is currently engaged in a qualitative study of "The Counselor's Experience of Being Empathically Attuned During a Perceived Moment of Insight or Transformation for the Client." The focus of the research is on "constructivist approaches to developing counseling skills within counselor education programs." The findings of this research were presented at the Pennsylvania Counseling Associations 2018 Annual conference, and he is currently working on an article to incorporating this data in support of his thesis of "Counseling as Tragic Drama." Dr. Hepburn presented at multiple conferences during the 2018-2019 academic year. Additionally, he served as a conference proposal reviewer for the **Association of Humanistic Counseling** 2019 Annual Conference.

Hepburn, J.M. (2018, September). Using Deliberate Practice in Supervision to Enhance Counseling Skills. Presented at the **North Atlantic Regional Association of Counselor Education and Supervision (NARACES)**, Burlington, VT.

Hepburn, J.M. (2018, November). The Counselor's Experience of Being Empathically Attuned During a Perceived Moment of Insight or Transformation for the Client. Presented at the 50th **Pennsylvania Counseling Association Conference**, Pittsburgh, PA.

Hepburn, J.M. (2019, June). Humanitarian Ethics in Light of the Tree of Life Massacre. Presented at the **Association of Humanistic Counseling**, St. Paul, MN.

Dr. Andrew Nocita

Dr. Nocita is currently conducting research on the topic of counselor identity, *Evolution and Emergence of Counselor Identity*. This research includes focus group interviews of three separate groups of counselors, exploring core beliefs, attitudes, and practices that define counselors, and is the first in a series of planned research studies on this topic. Dr. Nocita is a member of the editorial review board for the Journal of Counselor Education and Supervision (NARACES). Dr. Nocita presented on a variety of counseling and counselor education topics throughout the 2018-2019 academic year. Dr. Nocita advocated for the profession through the Pennsylvania Counseling Association (PCA) sponsored Counselor Advocacy Day on April 9, 2019, by meeting with state senators and representatives in Harrisburg, PA, to discuss issues of importance to counselors. Dr. Nocita completed an Intensive Trauma Treatment Course presented by Dr. Bessel van der Kolk through PESI, further increasing Dr. Nocita's clinical expertise.

Flipping the Classroom in Counseling Theories Class,” presented at **North Atlantic Regional Association for Counselor Education and Supervision (NARACES) conference**, Burlington, Vermont, September 29, 2018. Presented and attended.

“The Humble Helper: An Exploration of Humility as a Core Characteristic of Counselor Identity.” Presented to Pennsylvania Counseling Association (PCA) state conference, Pittsburgh, PA, November 10, 2018, with Dr. Devon Manderino from the Waynesburg University Graduate Counseling Program.

“Ethical Principles for Behavioral Health Professionals.” Presented to Somerset County Behavioral Health providers, and Bedford County Behavioral Health Providers, June 8, 2018. Two three-hour presentations, 3 CE credits each.

“Ethics for the Helping Professional.” Presented to Cambria County Behavioral Health, October 5, 2018. One three-hour presentation, 3 CE credits.

“Ethical Principles for Behavioral Health Professionals.” Presented to Somerset County Behavioral Health providers, March 29, 2019 Two three-hour presentations, 3 CE credits each.

Dr. Devon Bowser Manderino

Dr. Bowser volunteers as a consultant and trainer in her local community regarding mental health and community supports for families of children with special needs. Dr. Bowser coordinated professional advocacy and service activities as a Chapter Faculty Advisor for Chi Nu Sigma, Waynesburg University’s chapter of the international counseling honor society Chi Sigma Iota (CSI). Dr. Bowser continues to serve as an editorial board member for the Journal of the Pennsylvania Counseling Association and volunteered as a conference proposal reviewer for the 2019 PCA Conference. Dr. Bowser obtained an advanced credential as a Certified Autism Specialist (CAS), allowing for increased advocacy and professional leadership in addressing autism treatment.

Attended the 2019 American Counseling Association (ACA) Conference, New Orleans, LA.

- Chi Sigma Iota Chapter Delegate

Bowser Manderino, D., & Nocita, A. (2018). *The humble helper: an exploration of humility as a core characteristic of counselor identity*. Presented at Pennsylvania Counseling Association 50th Annual Conference, Pittsburgh, PA.

Dr. Michelle Steimer

Dr. Steimer is the inaugural president of the Pennsylvania Military and Government Counseling Association (2018-present) and remains an active member of the United States Army Reserve at the rank of major. Dr. Steimer also continues to advocate for the counseling profession through leadership as a Chapter Faculty Advisor for Waynesburg University’s Chi Nu Sigma chapter, and through yearly participation in the Pennsylvania Counseling Association (PCA) sponsored

Counselor Advocacy Day in Harrisburg, PA. During the 2019 Advocacy Day, Dr. Steimer met with legislators in Harrisburg to improve counseling awareness and social justice initiatives within the state. Dr. Steimer volunteered as a conference proposal reviewer for the 2019 PCA Conference. Dr. Steimer continues to serve as a professional mentor and military culture and mental health expert through the National Board of Certified Counselors (NBCC). Additionally, Dr. Steimer volunteers with the Pitt Bridge to College Program as a mentor for high school students researching mental health to improve community wellness. She continues to serve as a consultant and speaker for the Army Reserve and the state prison system.

Attended the 2019 American Counseling Association (ACA) Conference, New Orleans, LA.

- Chi Sigma Iota Chapter Delegate
- President of the Pennsylvania Military and Government Counseling Association

Attended the 2018 Pennsylvania Counseling Association (PCA) Conference, Pittsburgh, PA.

- President of the Pennsylvania Military and Government Counseling Association

PROGRAM EVALUATION DATA AND ANALYSIS

Demographics and Credentials

Applications to the Master of Arts in Counseling program was consistent with the previous academic year. The program continues to explore recruitment options and program enhancements that might bolster enrollment, particularly within minority populations. Faculty interviewed a total of 23 MA applicants and 14 PhD applicants; applicants that were not offered an interview were those that failed to submit a completed application or that did not meet the academic requirements for enrollment.

Incoming enrollments increased from the previous academic year: the Master of Arts in Counseling program enrolled 23 incoming students for the 2018-2019 academic year, while the PhD in Counselor Education and Supervision program enrolled 8 incoming students. Demographic information related to applicants are provided in Table 2.1.

Table 2.1 Applicant Demographics for Fall 2018 Entry

	MA Applicants	PhD Applicants
Total Number of Applicants Interviewed	23	14
State of Residence		
PA	19	11
OH	1	1
WV	1	1
AL	0	1
NY	1	0
VA	1	0
Gender		
Female	18	11
Male	7	3
Ethnicity		

	Black/African American	3	2
	White	22	12
Median Age		38	43
Median GPA		3.30	3.85
Licensure			
	LPC	N/A	4
	LPC in progress		6
	Other license/certification		4
Percentage who graduated from CACREP master's program		N/A	86%

In consideration of licensure, there was a notable increase in the percentage of PhD applicants who identified as school counselors looking to further their education. The proportion of applicants who indicated they were working towards professional counseling licensure remained consistent with previous years. Faculty has found that this diversity in clinical settings and experience have enriched the cohort experience, with increased dialogue regarding different environments and opportunities for peer mentorship.

The combined MA enrollments for the year were 37, including full and part-time students enrolled as first and second year students at each of the four learning centers. Thirteen students graduated from the MA program in Spring 2019. The PhD enrollment for 2018-2019 was 24 students, with one graduate in December 2018. Retention rates remain positive, with a rate of 89% (4 withdrawals out of 37 students) for MA program, and a retention rate of 92% (2 withdrawals out of 24 students) for the PhD program during the 2018-2019 academic year.

Key Performance Indicators

Program faculty systematically 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 Master of Arts in Counseling program as well as in each student's respective specialty area. Additionally, key performance indicators (KPIs) are identified in each of the five doctoral core areas for the Ph.D. in Counselor Education and Supervision program. A KPI related to counselor disposition is also assessed throughout the M.A. and Ph.D. programs. Data collection for KPIs began with the 2017 incoming Ph.D. cohort and the 2018 incoming M.A. cohort.

The primary use of KPIs is to assess and monitor student development across a program of study. Ratings for each KPI are evaluated in context of the course of study; there are three to five measurement points for each KPI. It is expected that most students would receive a "2" rating during earlier courses, moving to a "3" rating by the end of their studies. Ratings of "1" would not be expected beyond the first measurement point for each standard area; receiving a "1" at any point beyond this first measurement point would be an indicator of potential concerns. Ratings of "4" are not expected to be a common occurrence, and would indicate an area of particular strength for a student beyond expectations for that stage in counselor/counselor educator development. Average ratings across M.A. and Ph.D. programs are consistent with expectations. Average KPI ratings for the 2018-2019 academic year can be found in Tables 2.1 and 2.2 below.

Table 2.2 Average M.A. KPI Ratings 2018-2019 Academic Year

CACREP Area	Measurement Point				
	Point 1	Point 2	Point 3	Point 4	Point 5
Professional Counseling Orientation & Ethical Practice	2.18	2.58	3.22	3.75	
Social & Cultural Diversity	2.53	3.06	<i>Summer 2019</i>	3.21	3.21
Human Growth & Development	2.19	3.18	3.18	3.36	
Career Development	2.36	<i>Summer 2019</i>	2.80	3.00	
Counseling & Helping Relationships (Knowledge)	2.20	2.32	3.14		
Counseling & Helping Relationships (Skills)	2.23	2.53	3.14		
Group Counseling & Group Work	2.20	<i>Summer 2019</i>	<i>Summer 2019</i>	3.36	
Assessment & Testing	2.68	2.68	3.10		
Research & Program Evaluation	2.48	<i>Summer 2019</i>	3.23		
Addiction Counseling	2.00	<i>Summer 2019</i>	3.00		
Clinical Mental Health Counseling	2.53	<i>Summer 2019</i>	3.43		
Disposition	2.90	3.00	2.93		

Table 2.3 Average Ph.D. KPI Ratings 2018-2019 Academic Year

CACREP Area	Measurement Point				
	Point 1	Point 2	Point 3	Point 4	Point 5
Counseling	2.20	2.75	2.60	<i>Summer 2019</i>	<i>Fall 2019</i>
Supervision	2.00	2.80	2.60	<i>Summer 2019</i>	
Teaching	2.20	2.40	3.00	2.80	<i>Fall 2019</i>
Research & Scholarship	2.00	2.40	<i>Fall 2019</i>	<i>Dissertation</i>	
Leadership & Advocacy	2.00	2.40	<i>Summer 2019</i>	<i>Fall 2019</i>	
Disposition	2.00	2.40	2.60	<i>Fall 2019</i>	

An additional Leadership & Advocacy KPI measurement point was added to an earlier course in the PhD program, to allow for more effective developmental tracking over time. It is noted that KPIs will be able to be used for more expansive program evaluation following the completion of several MA and PhD cohorts through all measurement points.

Site Supervisor Evaluations

The Master of Arts Site Supervisor Evaluation is completed twice every semester within the field experience (practicum and internship) courses. The evaluation uses a five-point rating scale, with 1 = Far Below Expectations, 2 = Below Expectations, 3 = Acceptable, 4 = Above Expectations, and 5 = Far Above Expectations. Results indicate that both practicum students and interns are consistently rated above expectations across clinical areas.

Table 2.4 MA Site Supervisor Evaluations 2018-2019

	Average Ratings of	
	Practicum Students	Interns
Basic Work Requirements	3.92	4.44
Ethical Awareness and Conduct	3.86	4.59
Knowledge and Learning	3.89	4.41
Response to Supervision	4.02	4.53
Interactions with Clients	3.91	4.52
Interactions with Coworkers	3.72	4.58
Work Products	3.88	4.64

At the doctoral level, site supervisor and student self-evaluations for field experiences in counseling, supervision, and teaching are given twice per semester during each field experience course. Counseling ratings use a 5-point rating scale consistent with the MA Site Supervisor evaluation. PhD students consistently scored “Above Expectations” for counseling skills. Supervision and teaching evaluations use a ranged rating scale: Exemplary (9 points), Proficient (6-8 points); Emerging (3-5 points), and Unsatisfactory (0-2 points). Waynesburg PhD students were consistently rated as “proficient” in both teaching and supervision field experiences in the 2018-2019 academic year. This indicates that doctoral students usually and extensively demonstrate indicators of progress in teaching and supervision skills within their field experience placements.

Table 2.5 PhD Site Supervisor and Student Self Evaluations 2018-2019

Average Ratings		
	Site Supervisor Evaluation	Student Self-Evaluation
Counseling (possible scores 1 to 5)		
Practicum	4.23	3.95
Internship	4.91	4.75
Supervision (possible scores 0 to 9)		
Field Experience	9.00	8.06
Internship	8.50	8.50
Teaching (possible scores 0 to 9)		
Field Experience	7.00	6.10
Internship	8.75	8.50

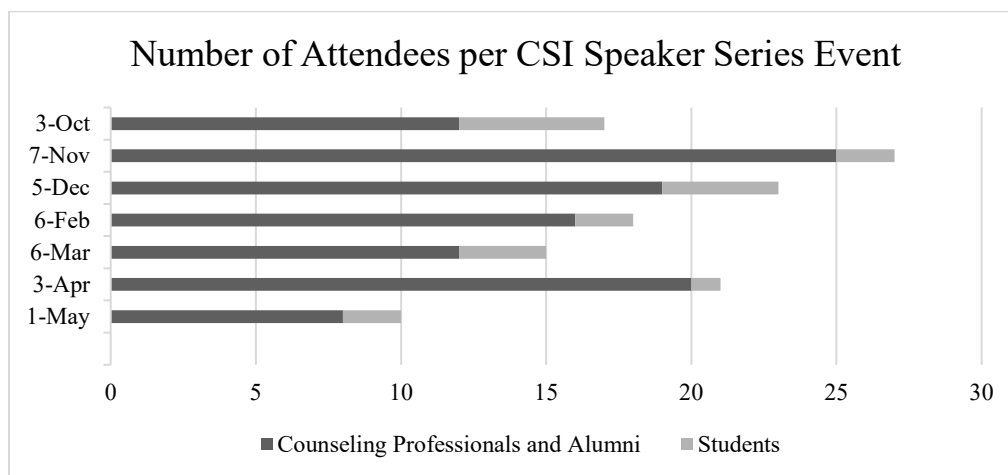
Service and Professional Development Activities

Faculty began collecting data regarding involvement in service activities throughout the academic year. Data indicated that students were more likely to be involved in service activities if at least one of the following conditions was met: 1) the activity was known to be attended by other students; 2) the activity was strongly encouraged by faculty, with faculty planning to attend; 3) the activity was embedded within a course. Activities tracked during the 2018-2019 academic year were all one-time service learning opportunities. Methods to track ongoing projects are to be implemented within the next academic year.

Table 2.6 Service Activities Report

Date	Brief Description	Students	Faculty	Alumni
10/2018	Chi Nu Sigma sponsored a team for the Southwestern Pennsylvania NAMIWalk	3	2	1
11/2018	Responding to Crisis: Healing the Emotional Wounds of the Tree of Life Massacre” event offered to community leaders and university community in response to Pittsburgh Tree of Life shooting.	10	4	
12/2018	Participated in the Charlie Batch (Best of Batch Foundation) Batch-A-Toys Wrapping Party. The chapter wrapped household items and toys for two local families.	2		
12/2018	“Holiday Warmth” project. Collected donations of hats, scarves, gloves, and socks for local shelter.	2	1	
3/2019	Chi Nu Sigma sponsored a team for the Out of Darkness walk at Waynesburg University. The team was the second highest in fundraising out of all teams for the walk.	4	2	
4/2019	Individual advocacy projects – CNS 608 course assignment	5		
6/2019	Narcan training sponsored by the CSI chapter of Indiana University of Pennsylvania.	3	1	

Students reported a total of ten professional conference presentations during the 2018-2019 academic year, as well as attendance at local, state, and national conferences. Chi Nu Sigma also continues to offer their Speaker Series workshops throughout the academic year as an opportunity for service and professional development for counseling professionals in the community. There was an average of 17 attendees per event.



Master of Arts in Counseling 2019 Exit Survey

Master of Arts in Counseling exit survey data is collected from students upon completion of their degree each year. The MA Counseling Exit Survey uses a five-point rating scale, with 1 = Poor, 2 = Fair, 3 = Satisfactory, 4 = Very Good, and 5 = Excellent. Results of the exit survey for the graduating class of 2019 indicate that students rated as “very good to excellent” their practicum and internship experiences as well as the incorporation of multiculturalism and counseling processes into course content. Accessibility of program policies and resources appeared to be of a “satisfactory to very good” level for graduates, with an overall increase in ratings of program policies. Ratings of faculty ranged from “satisfactory to very good,” with the highest ratings in the areas of expertise in subject matter and teaching methodologies. Areas receiving the lowest ratings include opportunities for student-faculty connections and mentorship as well as program responsiveness to student concerns. The outline for response to these concerns is outlined further in the program modification section of this report. It is recognized that changes implemented in the 2018-2019 academic year may not have had enough of an impact on the graduating 2019 class; improved ratings from subsequent graduates would indicate successful program modifications.

The curricular areas of Research and Program Evaluation and Human Growth and Development were targeted by faculty in response to 2018 graduate feedback. Faculty were pleased to note that the ratings for Human Growth and Development increased in correlation with these efforts. The area of Research Design and Program Evaluation, along with Testing and Appraisal, saw a decrease in ratings that correlates with a change from 16-week to 8-week hybrid format. Online instruction strategies are being targeted for these specific courses in Fall 2019 to emphasize student engagement and learning of difficult content.

Table 2.7 MA Counseling 2019 Exit Survey Results

Average Rating by Graduates	
RESOURCES	<i>n</i> = 15, * <i>n</i> = 12
Physical facilities were of sufficient quality to meet program objectives.	3.86
Blackboard course management system was satisfactory	3.33
Library resources (including online/EBSCO Host) were accessible.	3.27
Courses were scheduled at convenient times.	3.46
Academic support services were adequate to meet my needs.*	3.17
PROGRAM ADMINISTRATION AND POLICIES	<i>n</i> = 15, * <i>n</i> = 14
Program administration was responsive to student concerns.	3.07
Program policies were clearly stated.	3.73
Program policies were non-discriminatory.	4.00
Program policies were publicly accessible via MyConnect.*	3.93
FACULTY	<i>n</i> = 15, * <i>n</i> = 14
Opportunity existed for student discussion, inquiry, and expression of opinion.*	3.29
Faculty demonstrated classroom expertise.	3.73
Faculty demonstrated professional/theoretical expertise.*	3.67
Faculty provided sufficient mentoring to assist me in my career.*	3.00
CONTENT AREAS	<i>n</i> = 15
Assessment and evaluation	3.00
Counseling processes	4.00
Field experience	4.07
Group counseling	3.07
Human growth and development	3.40
Multiculturalism	4.20
Professional orientation	3.93
Research and program evaluation	2.87

PhD Spring 2018-Fall 2018 Exit Survey

PhD exit survey data is collected from students upon completion of their doctoral degree in a given semester. The first cohort of the PhD program began reaching degree completion in Spring 2018. As of Spring 2019, the program has a total of five graduates, with one graduate thus far in the 2018-2019 academic year. For analysis purposes, the exit survey results of all 2018 graduates was considered. Summer 2019 PhD graduate results will be included with the 2019-2020 annual report.

The Ph.D. Counselor Education and Supervision Exit Survey uses a five-point rating scale, with 1 = Poor, 2 = Fair, 3 = Satisfactory, 4 = Very Good, and 5 = Excellent. Graduates consistently rated “Very Good to Excellent” for all content areas of the doctoral program. Resources and faculty were rated as “Very Good to Excellent” for the majority of areas, with an emphasis on

faculty mentorship and demonstration of instructional expertise. Opportunities for student inquiry and feedback as well as access to policies were rated lowest, at “Satisfactory to Very Good.” It is noted that PhD graduates generally complete coursework an average of 1.5 years before graduation; any changes implemented with subsequent cohorts may not be reflected in exit survey results for several years.

Table 2.8 PhD Counseling 2018 Exit Survey Results

	Average Rating by Graduates
RESOURCES	<i>n = 5</i>
Physical facilities were of sufficient quality to meet program objectives	4.75
There was adequate space for non-instructional activities	4.25
Library resources (including online/EBSCO Host) were accessible	4.50
Courses were scheduled at convenient times	4.75
Program administration was responsive to student concerns	4.25
Academic support services were adequate to meet my needs	4.75
GOVERNANCE/POLICIES	
Program policies were clearly stated	4.25
Program policies were non-discriminatory	4.25
Program policies were publicly accessible	3.75
Opportunity existed for student discussion, inquiry, and expression of opinion	3.75
FACULTY	
Faculty demonstrated classroom expertise	4.50
Faculty demonstrated professional/theoretical expertise	3.75
Faculty provided sufficient mentoring to assist me in my career	4.50
Faculty helped you make progress toward completion of your degree	4.25
Faculty facilitated your professional and personal well-being	4.50
Faculty use of technology effectively	4.50
Faculty was open to receiving/accepting your feedback about the program	3.75
Faculty were available for advising	4.50
Faculty advising and mentoring was effective	4.25
OVERALL RATING OF THE PROGRAM	4.50
Helping you make progress toward completion of your degree	4.75
Facilitating your professional and personal well-being	4.25
The use of technology/instructional technology	4.00
Faculty receiving/accepting your feedback about the program	4.00
Faculty advising availability and effectiveness	4.25
DOCTORAL PROFESSIONAL IDENTITY	
COUNSELING	
Scholarly examination of theories relevant to counseling	4.50
Integration of theories relevant to counseling	4.50

Conceptualization of clients from multiple theoretical perspectives	4.50
Use of evidence-based counseling practices	4.25
Use of methods for evaluating counseling effectiveness	4.25
Ethically and culturally relevant counseling in multiple settings	4.25
SUPERVISION	
Understands purposes of clinical supervision	4.75
Understands theoretical frameworks & models of clinical supervision	4.75
Understands roles & relationships related to clinical supervision	4.75
Uses skills of clinical supervision	4.50
Uses opportunities for developing a personal style of clinical supervision	4.75
Conducts assessment of supervisees' developmental level & other relevant characteristics	4.75
Understands modalities of clinical supervision & the use of technology	4.50
Follows administrative procedures & responsibilities related to clinical supervision	4.75
Understands evaluation, remediation, & gatekeeping in clinical supervision	4.75
Understands legal & ethical issues & responsibilities in clinical supervision	4.75
Uses culturally relevant strategies for conducting clinical supervision	4.50
TEACHING	
Understands role & responsibilities related to educating counselors	4.50
Uses pedagogy & teaching methods relevant to counselor education	4.50
Incorporates models of adult development & learning	4.50
Uses instructional & curriculum design, delivery, & evaluation methods relevant to counselor education	4.50
Understands effective approaches for online instruction	4.25
Understands screening, remediation, & gatekeeping functions relevant to teaching	4.25
Conducts assessment of learning	4.25
Uses ethical & culturally relevant strategies used in counselor preparation	4.50
Understands the role of mentoring in counselor education	4.50
RESEARCH & SCHOLARSHIP	
Understands research designs appropriate to quantitative & qualitative research questions	4.75
Understands univariate & multivariate research designs & data analysis methods	4.75
Understands qualitative designs & approaches to qualitative data analysis	4.75
Understands emergent research practices & processes	4.50
Understands models & methods of instrument design	4.50
Understands models & methods of program evaluation	4.50
Understands research questions appropriate for professional research & publications	4.75

Able to engage in professional writing for journal & newsletter publication	4.75
Able to engage in professional conference proposal preparation	4.75
Able to engage in the design & evaluation of research proposals for a human subjects/institutional review board	4.75
Understands the process for submitting grant proposals & other sources of funding	4.25
Understands ethical & culturally relevant strategies for conducting research	4.75
LEADERSHIP & ADVOCACY	
Uses theory & skills of leadership	4.50
Understands leadership & leadership development in professional organization	4.50
Understands leadership in counselor education programs	4.50
Demonstrates knowledge of accreditation standards & processes	4.50
Understands leadership, management, & administration in counseling organizations & other institutions	4.50
Understands leadership roles & strategies for responding to crises & disasters	4.50
Understands strategies of leadership in consultation	4.25
Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession	4.25
Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity	4.50
Understands models & competencies for advocating for clients at the individual, system, & policy levels	4.50
Uses strategies of leadership in relation to current multicultural & social justice issues	4.50
Uses ethical & culturally relevant leadership & advocacy practices	4.50

Alumni Survey

Data is collected at least once every three years, with most recent data collected in Summer 2018. Next scheduled survey to be sent out Summer 2021.

Graduate Counseling Program Site Supervisor and Employer Surveys

Data is collected at least once every three years, with most recent data collected in Summer 2018. Next scheduled survey to be sent out Summer 2021.

MA PROGRAM DATA AS IT RELATES TO PROGRAM OBJECTIVES:

1) To instill in students a respect for the dignity, integrity and humanity of all those they serve in their counseling activities, reflected in competent counseling that is guided by the ethical principles of the American Counseling Association and the values inherent in Waynesburg University's Christian heritage.

Dispositional and cultural key performance indicator ratings indicate that students are aware of and demonstrating respect for the dignity, integrity and humanity of others as it relates to counseling and multicultural competencies. Graduates rate multiculturalism content as high, suggesting that respect for cultural diversity is well integrated into counseling coursework. Site supervisors indicate that Waynesburg University students are well-versed in ethical counseling practice. Advisory boards invited a concentrated emphasis on the values inherent in Waynesburg University's Christian heritage, particularly as it relates to social justice and advocacy activities.

2) To encourage students to maintain adequate self-awareness, emotional health and moral integrity in order to enhance their responsiveness to the needs of others.

Counselor potential ratings scales are used for the initial two semesters of a student's program to help highlight areas of growth and strength. These have been used to bring student self-awareness regarding concerns, with targeted advising and development to encourage continued growth. Key performance indicators in disposition and professional orientation indicate that students are developing skills as reflective counselors with integrity. Exit surveys identified that increased mentorship from faculty or other professionals may help students to grow as individuals and professionals. Site supervisor evaluations indicate that students are responsive to supervision and demonstrate high ethical conduct in their field placements. The rigor and pace of the MA program often produces stress and feelings of burnout in students; the department's implementation of a "Self Care Night" and "Graduate Recognition Night" were well-received responses to student stressors.

3) To develop students with the knowledge and skills to be effective counselors, as outlined by CACREP's eight core areas of counselor training.

Counselor development related to each core area of counselor training was measured through student performance in courses, site supervisor assessments, candidacy, and key performance indicators. Results in all these areas were favorable and indicated expected growth as students moved through the program. Site supervisors generally rated Waynesburg University practicum students as "acceptable" to "above expectations" and Waynesburg University interns as "above expectations" to "far above expectations." Key performance indicators and course evaluations provided data that indicated the program was effectively addressing CACREP Standards as outlined in each course.

In response to previous program evaluations, program faculty elected to convert the majority of MA Counseling courses to an eight-week format. This allowed students to concentrate learning and energy on two or three courses at a time, rather than four simultaneously. Informal and advisory board feedback regarding this change was positive overall.

Course evaluations and exit interview survey results indicated that students found the Research Design & Program Evaluation content area to be challenging due to the hybrid course format and the condensed eight-week format. Students reported similar challenges in covering the breadth of content in Crisis and Trauma over an eight-week time frame. These content areas, as well as online instruction for the program in general, are targeted for the upcoming academic year.

4) To engage students as active servant leaders in their communities by applying and obtaining knowledge and skills in service opportunities that address the specific social and systemic needs of the communities they serve.

Advisory board and faculty input identified an interest in increasing student involvement with community needs. Preliminary data (participation in service and scholarly activities report) was collected regarding rates of student and faculty participation in service opportunities.

Waynesburg MA Counseling students have consistently applied for NBCC fellowships and conference presentation opportunities through mentorship and encouragement by faculty. This was second year in a row that a Waynesburg MA Counseling student was awarded the NBCC Minority Fellowship.

The data highlighted a need for planned outings and opportunities that are well-advertised to students and encouraged by faculty. Additionally, faculty identified a need for the development of graduate service learning policies and procedures. A plan of action was outlined at during the program faculty retreat, to be implemented during the 2019-2020 academic year.

PHD PROGRAM DATA AS IT RELATES TO PROGRAM OBJECTIVES

1. *To build upon the knowledge and skills received in master's level CACREP accredited degree programs (or the equivalent) through advanced studies in: Ethical and legal considerations in counselor education and supervision; Theories pertaining to the principles and practice of counseling, career development, group work, systems, consultation, and crises, disasters, and other trauma-causing events; theories and practices of counselor supervision; instructional theory and methods relevant to counselor education; pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning; design, implementation, and analysis of quantitative and qualitative research; models and methods of assessment and use of data.*

The majority of applicants accepted into the PhD program for the 2018-2019 academic year graduated from CACREP-accredited master's programs. This indicates a strong background in foundational knowledge and skills fundamental to counseling. Key performance indicators, as well as field experience evaluations, demonstrated that PhD students were consistently meeting expectations for advanced studies in the areas outlined in this program objective. Students were offered a writing workshop prior to comprehensive examinations, in order to increase confidence and skills in professional writing. The results of the written examinations, along with student feedback, indicated that this was a favorable and beneficial activity that should be offered again in future years. Exit survey results indicated that graduates of the PhD program believed the

content of their doctoral studies was “Very Good to Excellent” across all five of the core areas: counseling, supervision, teaching, research, and leadership.

2) To provide rigorous studies and experiences that prepare graduates for leadership roles in counseling, counseling research, counselor education, supervision, and advocacy.

Students reported a total of ten academic presentations within the 2018-2019 academic year, with a significant increase in the number of conference proposals submitted compared to the previous year. Student attendance at professional conferences also increased. Faculty are increasing doctoral student leadership in service learning opportunities, and found it was more effective with doctoral students if the activity was coordinated with a course assignment. Mentorship of doctoral students has been emphasized this past academic year, with positive feedback from students. Educational and professional development was increasingly tailored to individual needs, based on data that indicated students were entering the doctoral program at different stages in professional development (such as simultaneous to acquiring their license versus spending extensive years as a clinician prior to enrollment). Advanced training for teaching online has been noted as a need for incoming cohorts, in order to ensure students are prepared as educational leaders.

3) To provide studies and experiences that emphasize a culturally competent and social justice perspective of leadership in counseling, counselor education, supervision, and research.

Cultural competence and social justice perspectives of leadership are embedded throughout the PhD program courses and activities, and this is reflected in the program data collected this academic year. In addition to doctoral courses that specifically targeted cultural competencies and social justice in leadership, seven continuing education workshops were offered to Ph.D. students through Chi Nu Sigma, with topics focused on current trends in counseling, including cultural competencies for specific populations and social justice issues. PhD exit interviews consistently rated cultural competence as high in each of the five core areas of teaching, counseling, supervision, research, and leadership. Doctoral candidates demonstrated the ability to address culturally competent responses across written and oral comprehensive examinations, and key performance indicators identified student progress in dispositional and leadership standards related to cultural competence. Dissertation topics proposed in the past academic year incorporated needs or gaps within specific targeted counseling populations, consistent with the program’s emphasis on perspectives of cultural competence and social justice.

4) To provide learning experiences for students to ethically and competently integrate Christian principles into their personal and professional career development.

In addition to doctoral courses that specifically targeted ethics and cultural competencies, one continuing education workshop specific to spirituality in counseling was offered in May 2019 to Ph.D. students through Chi Nu Sigma. The Advanced Specialty in Christian and Spiritual Counseling was offered to doctoral students as an additional opportunity for integrating Christian principles ethically and competently.

5) To engage students as active servant leaders in their communities by applying knowledge and skills from courses to service opportunities that address the specific social and systemic needs of the communities they serve.

During the 2018-2019 academic year, doctoral students provided service to local counseling professionals through providing expert presentations as part of the CSI Speaker Series. Dissertation topics proposed in the past academic year clearly targeted specific community and professional needs, with clear implications for impact on the counseling profession. The student service activity report for this academic year indicated that doctoral students were most likely to participate in service learning activities if it was incorporated as part of a course, such as an advocacy project. Faculty mentorship also demonstrated a relationship with increase in professional activities and service projects, including a donation drive, the drafting of a counseling mentorship model for implementation in the next two years, and needs assessment data collection for a local nonprofit organization. Service activities specific to doctoral student skills and professional development will be targeted as part of the service learning plan for the upcoming academic year.

PROGRAM MODIFICATIONS IN RESPONSE TO PROGRAM DATA:

1. In response to feedback from students, the Master of Arts in Counseling changed courses from 16 weeks to 8 weeks beginning in Fall 2018. Faculty continue to assess course effectiveness and student engagement as it relates to changes in instructional formats, with an emphasis on maintaining high standards in online learning. Training for adjunct faculty and doctoral students is being offered on a regular basis to support the transition to increasingly online educational formats.
2. To increase opportunities for student engagement and discussion of ideas as it relates to the program, and in reflection of absence of a physical center that all graduate counseling students frequent regularly, the Graduate Counseling faculty have restructured the department's informational pages accessible to all counseling students and faculty. This informational hub is designed to serve as a source for announcements, program information, and leadership opportunities within the counseling profession.
3. A service learning initiative for graduate programs has been initiated and led by graduate counseling faculty as a means of developing and encouraging a strong service learning component of both the MA and PhD programs. This was directly in response to the establishment of service learning within the program objectives at both the master's and doctoral level. Means of tracking service learning interest and involvement have been established, along with awards to recognize student service learning involvement each academic year.
4. In response to observations, student feedback, and PhD leadership portfolio outcomes, components of the PhD Leadership portfolio are now introduced in the respective field experience courses. For example, an outline of the supervision portion of the leadership

portfolio is introduced in CNS 628 Field Experience in Counselor Supervision. This is to ensure that the portfolio reflects a breadth of development in the five core areas of doctoral counselor education.

5. Course evaluations and exit interviews have indicated that students have found the hybrid format to be challenging for learning the unfamiliar content of research. While it is not possible to convert the research course to a face-to-face format, faculty have examined the course with consideration for online learning standards, in order to increase student training and application of research in counseling.
6. A new Key Performance Indicator measurement point was added to the CNS 609 Research Design and Program Evaluation course in order to further emphasize the interrelationship of counseling research and leadership in advocacy for cultural and social justice issues. As part of this course, students identify the possible impact of their research on specific cultural and social justice needs in counseling, counselor education, and supervision.
7. Course sequences have been examined during the annual faculty retreat in response to student course evaluations, direct student feedback, and faculty observations. Adjustments to the course sequencing for MA and PhD programs will be implemented in the 2019-2020 academic year.