ANNUAL REPORT 2019-2020
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.

Eighteen students graduated in May 2020 in the Master of Arts program. Fifteen of these graduates were in Clinical Mental Health and three were in the Addictions track.

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 PhD in Counselor Education and Supervision continues to maintain strong enrollments for Fall 2020 with eight incoming students. The Doctoral cohorts currently average 5.75 students. There were five dissertations completed during the 2019-2020 academic year and there are currently two doctoral candidates in the data collection phase of dissertations with nine additional doctoral candidates preparing for dissertation proposal defenses. At the beginning of the 2020 academic year, there were 34 enrolled in coursework at the PhD level. Our current graduation rate for the PhD program is 22% based on the total number of people who have enrolled since its inception in 2014.

During the academic year of 2019-2020 there were five dissertations completed resulting in the conferral of five PhD degrees in Counselor Education and Supervision. These dissertations are listed below:

Capuzzi-Schmizzzi, M. (2019). *An educational training approach to promotion master level school counseling students' skills of social/emotional development*. [Doctoral dissertation, Waynesburg University].

Schratz D. (2020). *Experiences of caregivers raising adult children with serious mental illness: A narrative inquiry.* [Doctoral dissertation, Waynesburg University].

Summa, N.A. (2020). *The experience of commitment in gay relationships: A hermeneutic phenomenological study*. [Doctoral dissertation, Waynesburg University].

Fryzel, H. (2020). *The development of mental health perceptions in rural Appalachian pastors: A qualitative narrative study.* [Doctoral dissertation, Waynesburg University].

Mauro, T.L. (2020). *The lived peak experiences of licensed professional counselors: A phenomenological study*. [Doctoral dissertation, Waynesburg University].

Response to Closing of Argosy University:
In the spring of 2019, Argosy University unexpectedly and without warning dissolved its charter, leaving all of the students enrolled in their graduate programs without a pathway to complete their degrees. Waynesburg University was one of the institutions who were granted a change of scope by CACREP to accept PhD candidates from Argosy University. After careful consideration and appropriate review of student applications, the PhD in Counselor Education and Supervision program of Waynesburg University accepted 6 students from the defunct Argosy University Counselor Education and Supervision program. Most of these students were enrolled as a separate cohort in six hybrid courses across the three semesters of the 2019-2020 academic year. These students are now in their dissertation proposal writing phase. We have not included demographic or academic ratings from this group in our vital statistics.

OVERVIEW OF COUNSELING PROGRAM UPDATES AND MODIFICATIONS

CACREP Accreditation
Maintaining our accreditation for the MA and PhD programs is a vital component of ensuring quality education and training consistent with national standards throughout all of our counseling programs. Our current accreditation for the MA and PhD programs extends until June 2021, due to the moratorium on site visits established by CACREP. Our self-study of both the MA and PhD programs was accepted and a site visit was approved for Spring 2020. However, Covid-19 pandemic has limited the feasibility of a site visit until further notice from CACREP. We anticipate the completion of a site visit during the spring or summer of 2021.

Program Response to COVID-19
Due to the nature of adult learning, and the fact that almost all of our students commute to the learning centers, the faculty agreed that all graduate counseling courses for the Fall 2020 semester will be conducted in an online format. For the PhD programs, the courses meet synchronously each week, and the MA classes follow a hybrid model of instruction that combines synchronous and asynchronous instruction. We are committed to engaging students in the classroom as soon as it is safe to do so. Fortunately, we have been developing online instructional programming for the Counseling program for several years and have sufficient technology and expertise to provide high quality online instruction.

The following statement is included in all syllabi for graduate counseling programs:

> "Waynesburg University is committed to maintaining the personal safety of all its students, faculty, and staff. To this end there are policies and procedures posted on our main website that provide current information regarding the response and expectations of personnel working on campus or at our Southpointe Learning Center. This information may change based on the fluid nature of the pandemic and shifting governmental and administrative guidelines. Please familiarize yourself with the *Keep Waynesburg Well* policies and procedures located at the following url: https://www.waynesburg.edu/keep-waynesburg-well."

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 six continuing education presentations during the 2019-2020 academic year; however, due to COVID-19 pandemic, only four of the six presentations took place. 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 programs.
- November 6, 2019: *Substance Use and Co-Occurring Disorders* - Kelley McNichols, PhD, LPC, NCC, CADC, CCDP, CCTP
- December 4, 2019: *The Use of Creative Play in Supervision* - Devon Bowser, Ph.D., LPC, NCC, CAS
- February 5, 2020: *Addressing in Adolescence and Young Adulthood: Assessment and Intervention* - Michelle Steimer, PhD, NCC, LPC and Barbara Peck, PhD, LPC
- March 5, 2020: *Christian Counseling and Neuropsychology* - Sarah Mittelman, MA, NCC, LPC

Community Engagement. Chi Nu Sigma participated in a variety of charity and educational events including:
- October 2019: Multicultural night that provided an opportunity to advocate within the profession as well as educate others.
- October 2020: NAMI Walk
- December 2019:A collection drive was held in December to collect non-perishable items for a local homeless shelter.
- March 2020: AFSP Out of the Darkness Walk
- May 2020: COVID-19 Resources Newsletter: https://www.waynesburg.edu/news/waynesburg-universitys-chi-sigma-iota-offers-resources-during-covid-19-pandemic

Membership. Chi Nu Sigma Chapter hosted their annual induction ceremony on February 8, 2020 on Waynesburg University's Main Campus. The chapter inducted 12 new members and celebrated the graduating students.

FACULTY PROFESSIONAL ACTIVITIES 2019-2020

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.

Workshop and conferences presentations:
- **Bowser, D.** (2020). *Creative Arts in Supervision.* CSI Speaker Series. Waynesburg University.
- **Bowser, D.,** & **Steimer, M**. (2019). *Poverty in rural America: Strategies for addressing disparities.* 2019 Let the Voices be Heard International Counseling Conference, Belfast, Northern Ireland.
- **Bowser, D., & Steimer, M.** (2020). *Access and advocacy: Disparities in access to mental healthcare for rural families in poverty.* 2020 National Board for Credentialed Counselors Foundation Online Symposium, Virtual.
- **McNichols, K.** (2019*). Substance Use Disorders and Co-Occurring Conditions*. CSI Speaker Series, Waynesburg University.
- **Nocita, A**. (2019). *Ethical Principles for Mental Health Professionals.* Offered to Cambria County Behavioral Health workers.
- **Nocita, A**. (2019). *Ethical Principles in Behavioral Health Treatment.* Offered to Somerset and Bedford County Behavioral Health Services. 2 workshops provided.
- **Steimer, M.** (2019). *Cultural considerations and treatment Implications to serving military families as they transition to retirement.* 2019 National Board for Credentialed Counselors Foundation Online Summit, Virtual.
- **Steimer, M.**, & Peck, B. (2020). *Addressing in Adolescence and Young Adulthood: Assessment and Intervention.* CSI Speaker Series, Waynesburg University.

Manuscripts submitted for publication:
- **Bowser, D**.; Joseph, M.; Crothers, L.; Kolbert, J.; Holmes, I. A constructivist approach to promoting spiritual competence in counselor trainees, Submitted to: *Journal of Spirituality in Mental Health.*
- Summa, N.A. & **Hepburn, J.M**. The Experience of Commitment in Gay Relationships: A hermeneutic Phenomenological Study. Submitted to the *Journal of Couple & Relationship Therapy*:

Leadership and advocacy:
- Dr. Bowser serves as the Associate Editor for the Journal of the Pennsylvania Counseling Association (JPCA).
- Dr. McNichols works closely with the criminal justice system to advocate for justice-involved individuals presenting with substance use disorders and co-occurring conditions,

and was appointed to the position of Evaluator for the Armstrong County Jail-Based MAT Program Expansion that seeks to expand medication-assisted treatment within Armstrong County jail to include Buprenorphine.

- Dr. Steimer serves as the president of the Pennsylvania Military and Government Counseling Association and remain an active member of the United States Army Reserve at the rank of major. The Pennsylvania Military and Government Counseling Association received its state charter under the Pennsylvania Counseling Association, and submitted for a national charter through the American Counseling Association.
- Dr. Hepburn served on the board of the Pennsylvania Association of Spiritual, Ethical and Religious Values in Counseling.

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 41 MA applicants and 18 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 remained consistent with the previous academic year: the Master of Arts in Counseling program enrolled 19 incoming students for the 2019-2020 academic year, while the PhD in Counselor Education and Supervision program enrolled 9 incoming students. Demographic information related to applicants are provided in Table 2.1.

Table 2.1 Applicant Demographics for Fall 2019 Entry

		MA Applicants	PhD Applicants
Total Number of Applicants Interviewed		41	18
State of Residence	CA	1	
	CO	1	
	DC		1
	MD		4
	MI		1
	NY		1
	OH	2	
	PA	32	8
	TN		1
	WV	5	2
Gender	Female	33	14
	Male	8	4
Ethnicity	Black/African American	2	3
	Asian	2	1
	White	38	12
Median Age		25	37

The combined MA enrollments for the 2019-2020 academic year were 36, including full and part-time students enrolled as first and second year students at three learning centers (Monroeville, Southpointe, and Waynesburg). Eighteen students graduated from the MA program in Spring 2020. The PhD enrollment, not including transfer students from Argosy, for 2019-2020 was 29 students, with one graduate in December 2019, one graduate in May 2020, and three graduates in August 2020. Retention rates remain positive, with a rate of 89% (4 withdrawals out of 36 students) for MA program, and a retention rate of 92% (3 withdrawals out of 29 students) for the PhD program during the 2019-2020 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 2019-2020 academic year can be found in Tables 2.1 and 2.2 below.

Table 2.2 Average M.A. KPI Ratings 2019-2020 Academic Year

CACREP Area	Measurement Point				
	Point 1	Point 2	Point 3	Point 4	Point 5
Professional Counseling Orientation & Ethical Practice	1.47	2.75	3.88	2.69	3.47
Social & Cultural Diversity	2.00	3.31	2.98	3.00	3.37
Human Growth & Development	2.11	3.00	2.89	3.10	
Career Development	1.35	2.89	3.37	3.00	
Counseling & Helping Relationships (Knowledge)	2.20	2.24	3.00		
Counseling & Helping Relationships (Skills)	1.59	3.00	3.14		
Group Counseling & Group Work	1.47	2.50	2.08	3.36	
Assessment & Testing	1.35	2.94	3.20		
Research & Program Evaluation	1.47	2.18	3.23		
Addiction Counseling	2.00	2.67	3.67		

Clinical Mental Health Counseling	2.67	3.14	3.25
Disposition	1.65	2.81	3.37

Table 2.3 Average Ph.D. KPI Ratings 2019-2020 Academic Year

	Measurement Point				
CACREP Area	**Point 1**	**Point 2**	**Point 3**	**Point 4**	**Point 5**
Counseling	2.50	4.00	2.60	2.40	3.60
Supervision	2.00	2.80	2.80	3.00	
Teaching	2.43	2.67	3.40	2.60	3.20
Research & Scholarship	3.00	2.40	3.40	4.00	
Leadership & Advocacy	3.00	2.75	3.40	3.20	
Disposition	2.00	2.60	2.60	3.40	

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.

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 2019-2020 academic year. This indicates that doctoral students usually and extensively demonstrate indicators of progress in teaching and supervision skills within their field experience placements.

Service and Professional Development Activities
Faculty typically collects data regarding involvement in service activities throughout each academic year. However, service and professional development activities were largely disrupted in Spring and Summer 2020 semesters due to the COVID-19 pandemic; faculty have examined efforts and activities for service/professional development using alternate means of interaction, and share this information with students.

Master of Arts in Counseling Exit Survey (Spring 2020)
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.

The results of this survey indicated that recent graduates held an overall favorable view of the Master of Arts in Counseling program experience. Notable increases in ratings were noted in comparison to the previous year's results, indicating a positive response to programmatic changes.

Table 2.5 MA Counseling 2020 Exit Survey Results

	Average Rating by Graduates
RESOURCES	$n = 19$
Physical facilities were of sufficient quality to meet program objectives.	4.42
Canvas course management system was satisfactory	3.95
Library resources (including online/EBSCO Host) were accessible.	4.47
Courses were scheduled at convenient times.	4.26
Academic support services were adequate to meet my needs.	4.53
PROGRAM ADMINISTRATION AND POLICIES	$n = 19$
Program administration was responsive to student concerns.	4.37
Program policies were clearly stated.	4.47
Program policies were non-discriminatory.	4.47
Program policies were publicly accessible via MyConnect.	4.47
FACULTY	$n = 19$, *$n = 18$
Opportunity existed for student discussion, inquiry, and expression of opinion.	4.63
Faculty demonstrated classroom expertise.	4.16
Faculty demonstrated professional/theoretical expertise. *	4.20
Faculty provided sufficient mentoring to assist me in my career.	3.95
CONTENT AREAS	$n = 19$
Assessment and evaluation	3.84
Counseling processes	4.37
Field experience	4.26
Group counseling	3.84
Human growth and development	4.21
Multiculturalism	4.42
Professional orientation	4.26
Research and program evaluation	4.11

PhD Exit Survey (Summer 2019 – Summer 2020)
PhD exit survey data is collected from students upon completion of their doctoral degree in a given semester. Six students completed their doctoral studies in the Counselor Education & Supervision program during this evaluation period: 2 students in Summer 2019, 1 student in Fall 2019, 1 student in Spring 2020, and 2 students in Summer 2020.

The Ph.D. Counselor Education and Supervision Exit Survey uses a five-point rating scale, with 1 = Very Dissatisfied, 2 = Dissatisfied, 3 = Somewhat Satisfied, 4 = Satisfied, and 5 = Very Satisfied. Graduates consistently rated "Satisfied to Very Satisfied" for all content areas of the doctoral program. Resources and faculty were rated as "Satisfied to Very Satisfied" for the majority of areas, with an emphasis on faculty mentorship and demonstration of instructional expertise. It is noted that PhD graduates for 2019-2020 were from four separate doctoral cohorts, with responses consistent across all cohorts. This reflects an overall positive view of the Ph.D. program by its graduates.

Table 2.6 PhD Counseling 2019-2020 Exit Survey Results

	Average Rating by Graduates
RESOURCES	*N = 6*
Physical facilities were of sufficient quality to meet program objectives	4.80
There was adequate space for non-instructional activities	4.60
Library resources (including online/EBSCO Host) were accessible	4.40
Courses were scheduled at convenient times	4.60
Program administration was responsive to student concerns	4.60
Academic support services were adequate to meet my needs	4.80
GOVERNANCE/POLICIES	
Program policies were clearly stated	4.40
Program policies were non-discriminatory	4.40
Program policies were publicly accessible	4.20
Opportunity existed for student discussion, inquiry, and expression of opinion	4.40
FACULTY	
Faculty demonstrated classroom expertise	4.60
Faculty demonstrated professional/theoretical expertise	4.40
Faculty provided sufficient mentoring to assist me in my career	4.40
Faculty helped you make progress toward completion of your degree	4.60
Faculty facilitated your professional and personal well-being	4.60
Faculty used technology effectively	4.40
Faculty was open to receiving/accepting your feedback about the program	4.80
Faculty were available for advising	4.60
Faculty advising and mentoring was effective	4.60
OVERALL RATING OF THE PROGRAM	**4.60**
Helping you make progress toward completion of your degree	4.60

Facilitating your professional and personal well-being	4.40
The use of technology/instructional technology	4.20
Faculty receiving/accepting your feedback about the program	4.40
Faculty advising availability and effectiveness	4.60
DOCTORAL PROFESSIONAL IDENTITY	**Average rating by graduates**
COUNSELING	
Scholarly examination of theories relevant to counseling	4.60
Integration of theories relevant to counseling	4.40
Conceptualization of clients from multiple theoretical perspectives	4.60
Use of evidence-based counseling practices	4.20
Use of methods for evaluating counseling effectiveness	4.40
Ethically and culturally relevant counseling in multiple settings	4.40
SUPERVISION	
Understands purposes of clinical supervision	4.80
Understands theoretical frameworks & models of clinical supervision	4.80
Understands roles & relationships related to clinical supervision	4.80
Uses skills of clinical supervision	4.80
Uses opportunities for developing a personal style of clinical supervision	4.80
Conducts assessment of supervisees' developmental level & other relevant characteristics	4.60
Understands modalities of clinical supervision & the use of technology	4.60
Follows administrative procedures & responsibilities related to clinical supervision	4.80
Understands evaluation, remediation, & gatekeeping in clinical supervision	4.80
Understands legal & ethical issues & responsibilities in clinical supervision	4.80
Uses culturally relevant strategies for conducting clinical supervision	4.80
TEACHING	
Understands role & responsibilities related to educating counselors	4.60
Uses pedagogy & teaching methods relevant to counselor education	4.60
Incorporates models of adult development & learning	4.60
Uses instructional & curriculum design, delivery, & evaluation methods relevant to counselor education	4.60
Understands effective approaches for online instruction	4.40
Understands screening, remediation, & gatekeeping functions relevant to teaching	4.60
Conducts assessment of learning	4.60
Uses ethical & culturally relevant strategies used in counselor preparation	4.60
Understands the role of mentoring in counselor education	4.60
RESEARCH & SCHOLARSHIP	
Understands research designs appropriate to quantitative & qualitative research questions	4.80
Understands univariate & multivariate research designs & data analysis methods	4.80

Understands qualitative designs & approaches to qualitative data analysis	4.80
Understands emergent research practices & processes	4.60
Understands models & methods of instrument design	4.60
Understands models & methods of program evaluation	4.60
Understands research questions appropriate for professional research & publications	4.80
Able to engage in professional writing for journal & newsletter publication	4.60
Able to engage in professional conference proposal preparation	4.60
Able to engage in the design & evaluation of research proposals for a human subjects/institutional review board	4.60
Understands the process for submitting grant proposals & other sources of funding	4.40
Understands ethical & culturally relevant strategies for conducting research	4.80
LEADERSHIP & ADVOCACY	
Uses theory & skills of leadership	4.60
Understands leadership & leadership development in professional organization	4.60
Understands leadership in counselor education programs	4.60
Demonstrates knowledge of accreditation standards & processes	4.40
Understands leadership, management, & administration in counseling organizations & other institutions	4.40
Understands leadership roles & strategies for responding to crises & disasters	4.40
Understands strategies of leadership in consultation	4.40
Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession	4.40
Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity	4.60
Understands models & competencies for advocating for clients at the individual, system, & policy levels	4.60
Uses strategies of leadership in relation to current multicultural & social justice issues	4.60
Uses ethical & culturally relevant leadership & advocacy practices	4.60

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 continue to rate multiculturalism content as high, suggesting that respect for cultural diversity remains well integrated into counseling coursework. The department's fall activity, "Multicultural Night," was well-attended and provided opportunities for community building and knowledge sharing.

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 that were then amplified through the international pandemic and current events; the Graduate Counseling Programs faculty have continued to provide opportunities for student development and self-care through advising and course activities.

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.

The MA Counseling program completed its first year following conversion of the majority of courses to an eight-week format. This continues to be largely well-received. Furthermore, in response to student course evaluations and feedback in exit interviews, the faculty decided to

make several adjustments to the current order of courses starting in Fall 2020, including changing the CMHC trauma course to a 16-week, face-to-face format.

All courses were adapted to a remote instruction format during the Spring and Summer 2020 semesters as part of mitigation efforts for COVID-19, and primarily made use the online learning management system, Canvas, as well as synchronous tools to maintain engagement and practice of skills. Student feedback regarding this adaptation has been very positive overall, with students still able to engage with faculty and the course content in ways as close to normal as possible.

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 continued to explore ways to increase student involvement with community needs, including specific responses to service needs related to COVID-19. 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.

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 2019-2020 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.

Faculty are increasing doctoral student leadership in service learning and professional development 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, process groups were offered to students in response to current events. 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, *"Christian Counseling and Neuropsychology,"* was offered in March 2020 to Ph.D. students through Chi Nu Sigma. Multiple dissertations included some consideration of Christian principles in relation to counseling and overall health.

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.

Dissertation topics proposed in the past academic year clearly targeted specific community and professional needs, with clear implications for impact on the counseling profession. 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 increased significantly during this academic year, demonstrating a relationship with increase in professional activities and service projects. Service activities specific to doctoral student skills and professional development were targeted through leading activities in Multicultural Night as well as invitations for involvement and advocacy.

PROGRAM MODIFICATIONS IN RESPONSE TO PROGRAM DATA:

1. In response to feedback from students, the Master of Arts in Counseling changed the order of several courses beginning Fall 2020. Specialization courses are now all taken in the second year of MA studies, with the Testing & Appraisal and Psychopathology & Diagnosis moved to earlier semesters. Affected Key Performance Indicators have been modified to reflect these course changes. Additionally, in response to student feedback and faculty review, doctoral summer courses were modified from seven-week course formats to the full 14-week summer semester to align with the PhD supervision field experience.

2. 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.

3. Based on student feedback, advisory board meetings, and faculty review, the Graduate Counseling Programs core faculty have increased mentorship and group engagement opportunities to maintain student engagement during distance learning. Faculty continue to dialogue with students regarding ongoing needs.

4. In reflection of PhD Leadership Portfolio and Key Performance Indicators reviews, core faculty have focused efforts on including doctoral students in faculty-led research projects and conference presentations. Students from multiple doctoral cohorts have taken advantage of these opportunities for professional development.

5. With the introduction of the first 100% online MA cohort as well as current distance learning needs, the Graduate Counseling Programs have implemented an electronic record management system, Tevera, to collect and house field experience documentation. Students, faculty, and site supervisors will be supported throughout this transition to electronic records.

6. 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.