

## **ANNUAL REPORT 2020-2021**

### **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.*

Fifteen students graduated in May 2021 in the Master of Arts program. Twelve 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 2021 with nine incoming students. The Doctoral cohorts currently average 5.75 students. There were five dissertations completed during the 2020-2021 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 2021 academic year, there were 35 enrolled in coursework at the PhD level. Our current graduation rate for the PhD program is 47% based on the total number of people who have enrolled since its inception in 2014. The number of PhD students who have completed all of their coursework and are currently working on dissertations (ABD) is 60%.

**Table 1: PhD Retention and Graduation Rates**

	Alpha	Beta	Gamma	Delta	Epsilon	<b>CURRENT RATES</b>
Total Students who enrolled in at least one semester of courses	14	3	4	5	6	32
Number of program withdrawals	3	1	2	0	1	7
Total Students that reached ABD	11	2	2	5	5	25
Graduates (as of Fall 2021)	8	2	2	3	0	15
ABD (as of Fall 2021)	3	1	0	2	5	11
<b>Graduation Rate (Graduates/Total Students)</b>	<b>0.57</b>	<b>0.67</b>	<b>0.50</b>	<b>0.60</b>	--	<b>0.47</b>
<b>Graduation-ABD Rate (Graduates/All students who reached ABD)</b>	<b>0.73</b>	<b>1.00</b>	<b>1.00</b>	<b>0.60</b>	--	<b>0.60</b>

During the academic year of 2020-2021 there were four dissertations completed resulting in the conferral of five PhD degrees in Counselor Education and Supervision.

These dissertations are listed below:

- Sharon Bovalina: “Exploring the Relationship Between Well-Being, Mindfulness, and Spirituality with Counselors and Counselors-in-Training.”
- Robert Mehalik: “Gambling behavior among club/intramural/recreational (CIR) college student athletes attending Division II and Division III universities in Southwestern Pennsylvania.”
- Vanessa Milagros-Guillen: “Against All Odds: What Are the Lived Experiences of First-Generation Latinx College Students in Central Florida?”
- Cynthia Speer: “Social and Emotional Learning in Pre-K Programs: A Survey of Educator SEL Perception and Experiences.”

## **OVERVIEW OF COUNSELING PROGRAM UPDATES AND MODIFICATIONS**

### **CACREP Accreditation**

Both the MA and PhD programs were granted an 8-year accreditation in August, 2021 by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This accreditation followed an extensive self-study evaluation that was completed before the pandemic. As an accommodation to the pandemic, CACREP instituted a virtual self-study process which enabled us to complete the accreditation process in the spring of 2021. Accreditation is a recognition that we have met all the standards set forth by CACREP for both the on-ground MA and the PhD programs. These programs will be fully accredited through 2029.

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.

### **New Online MA Program:**

Waynesburg University initiated a 100% online delivery of the Master of Arts in Counseling program during the 2020-2021 academic year. Nine students enrolled in the online MA in Counseling program in the fall of 2020 and 16 students enrolled in the fall of 2021. The curriculum and course requirements match those of our traditional MA program. The online program is not accredited by CACREP. An application for CACREP accreditation will be completed during the 2021-2022 academic year.

### **Grants:**

#### **HRSA/BHWET Grant**

The Master of Arts in Counseling program received a grant from the Department of Health and Human Resources (HRSA) for the Behavioral Health Workforce Education and Training Program (BHWET). This program focuses on increasing the behavioral health workforce in underserved areas or working with high need populations. This grant will provide a \$10,000 annual stipend to qualifying students completing their internships in field placements that meet the requirements for serving clients in high need and high demand areas. The grant will also provide increased training opportunities for faculty and students, as well as support an annual regional conference for mental health professionals, administrators, and allied health professionals. The total grant award from 2021-2025 is \$1,069,239.

#### **Staunton Farm Foundation/ Cultivating Substance Use Disorder Counselors of Tomorrow**

The Addictions Certificate program received a \$25,000 grant from the Staunton Farm Foundation to defray 50% of the cost of tuition for five students enrolled in the Addictions Certificate program during 2021-2022. The goal of the grant is to increase addiction counseling services in our region.

### **Program Response to COVID-19**

Due to the nature of adult learning, and the fact that all of our students commute to the learning centers, the faculty agreed to conduct all graduate counseling courses for the Fall 2021 semester in our traditional classroom format, utilizing a combination of classroom instruction and a hybrid model of instruction that combines synchronous and asynchronous instruction. We continue to monitor the status of COVID-19 infections within the Waynesburg University and in our community and will maintain the health and safety of our students, staff, and faculty as our top priority. Therefore, we remain flexible in our approach to classroom instruction and will make appropriate adjustments based on the most current guidelines and the best data available to us.

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.](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 2020-2021 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.

- January 27, 2021: Restoring Connection: A Trauma-Informed Approach to Addiction Counseling- Kelley McNichols, PhD, LPC, NCC, CADC, CCDP, CCTP.
- February 24, 2021: LGBTQ+ Suicide and Prevention: Considerations for Providers - Leann Romitti and David Loeffler.
- March 24, 2021: A Trauma-Informed Approach in the School. David Como.
- April 21, 2021: Ethics in Counseling- Dr. Andrew Nocita.

Community Engagement. Chi Nu Sigma participated in a variety of charity and educational events including:

- March 2021: AFSP Out of the Darkness Walk (raising over \$8,000).
- Spring-Summer 2021: Kane Project. Donated items to the vulnerable to support communication, interests, and holistic wellness.

Membership. Chi Nu Sigma Chapter hosted their annual induction ceremony virtually on March 20, 2020. The chapter inducted 14 new members and celebrated the graduating students.

### **DIVERSITY & BELONGING ACTION PLAN**

In the 2020-2021 academic year, the Graduate Counseling Programs of Waynesburg University conducted a comprehensive diversity and inclusion assessment of its programs, policies, and practices. In this context, diversity was defined as characteristics or identities that separate people into different groups. Most often, diversity is equated with dimensions of cultural identity, such as race, gender, religion, or socioeconomic status. It can also include identified cultural groups such as veterans, service members, and students classified as non-traditional. There are clear benefits to having a diverse community; in higher education, the most evident benefit is the richness of ideas that comes from having a variety of perspectives and voices come together in search of truth and knowledge. The term “inclusion” focused on the degree to which members of a community are able to be heard, valued, and respected within that community. Criteria specific to diversity and inclusion were informed by accreditation standards and the Waynesburg University mission.

Analysis of the findings of the Diversity and Inclusion Audit were used to develop a purposeful and measurable action plan for diversity and inclusion efforts in the Graduate Counseling Programs. These actions are monitored as part of the Graduate Counseling Programs’ ongoing program evaluation process, with assessment of current progress in meeting diversity/inclusion goals disseminated to stakeholders as part of our annual program reports.

### **PROGRESS REPORT AUGUST 2021**

#### **Policies and Procedures:**

- ***Outcome 1: Diversity and inclusion outcomes as identified in this audit will be continuously monitored as part of the annual program evaluation process established for the Graduate Counseling Programs.*** These outcomes were identified in Spring 2021 following the Diversity and Inclusion Audit conducted by the Graduate Counseling Programs. A report of progress on diversity and inclusion outcomes is disseminated to stakeholders through the annual report.
- ***Outcome 2: Incorporate the leadership responsibility for ensuring ongoing implementation and evaluation of diversity/inclusion practices as a specific responsibility within either the Director or Assistant Director position.*** Beginning in the 2021-2022 academic year, the leadership responsibility of implementation and evaluation of diversity/inclusion practices is identified as a specific duty of the Assistant Director in Graduate Counseling Programs position. This outcome is now met.
- ***Outcome 3: In collaboration with Waynesburg University’s Diversity and Belonging Initiative, Graduate Counseling faculty will support the development of a mission***

*statement that clearly communicates the University's commitment to diversity and inclusion to outside stakeholders and interested parties.* A diversity statement was developed for the Diversity and Belonging initiative of Waynesburg University. This statement will be distributed to stakeholders and interested parties via communication methods approved by administration.

- ***Outcome 4: Ensure consistency of language and expectations across the university's anti discriminatory policy, student and employee codes of conduct, and program-specific diversity statements.*** Beginning in the Fall 2021 semester, the Graduate Counseling Programs' diversity statement will be consistently stated across all course syllabi and Student Program Guides for the Master of Arts in Counseling and Ph.D. Counselor Education & Supervision programs. Graduate Counseling faculty will continue to participate in institutional reviews of policies and codes of conduct as part of ongoing institutional assessment.

### **Recruitment and Retention**

- ***Outcome 5. Increase enrollment and diversity in student populations through targeted marketing plan that includes recruitment and retention of underrepresented populations in both the counseling profession and in higher education.*** A targeted marketing plan was developed in April 2021 to improve recruitment and enrollment of a diverse student population. Program representatives initiated contact to increase community outreach through collaboration with community colleges, organizations, fraternities/sororities, and targeted media activities. Progress on this outcome is assessed at least once per semester. Two separate grant funding opportunities for financial resources to assist Graduate Counseling students were successfully awarded during the summer of 2021. The Graduate Counseling Program faculty intends to apply for a minimum of one grant per year to support Graduate Counseling students.

### **Representation in Leadership**

- ***Outcome 6: Increase diversity in adjunct faculty, guest speakers, and other leaders, particularly within the PhD program.*** The Graduate Counseling Programs began to establish an adjunct faculty pool through ongoing advertisement with the North Atlantic Region of the Association of Counselor Education & Supervision (NARACES) and WU doctoral alumni. This pool will be advertised on an as-needed basis, with online courses offering an opportunity for applicants from a wider geographical area. Representatives from professional and leadership organizations were identified and invited to appear as guest speakers at 2021-2022 program events and for course-related topics during the Fall 2021 semester. A process for identifying and disseminating information on mentorship opportunities for doctoral students is being established in order to provide these students with opportunities to engage with leaders of diverse backgrounds. Our goal is that by

May 2024, at least three doctoral students per cohort will engage in these mentorship opportunities.

### **Diversity and Inclusion in Curriculum**

- ***Outcome 7. Increase opportunities for application of multicultural competencies across the MA and PhD programs.*** The Diversity & Inclusion Audit surveyed general content areas across the MA and PhD curricula. As a follow-up, Graduate Counseling Program faculty and doctoral students will assess the ways in which each topic is incorporated into the coursework to ensure depth and breadth across the board. This will be completed as a research project during the 2021-2022 academic year. Projects in service of the community were identified for one PhD and one MA course for the Fall 2021 semester. Opportunities for program and university activities that build on the diversity exposure and awareness experiences of CNS 508/CNS 608 are being identified for the 2021-2022 academic year. These activities will enrich the diversity of experiences of students while benefiting the needs of disadvantaged groups in the community.
- ***Outcome 8. Offer intentional activities to increase both awareness of and exposure to diversity, both inside the University and in engagement with larger communities.*** The Graduate Counseling Programs received grant funding that incentivizes Master of Arts students to seek field placements with historically underserved populations. The initial audit results identified a need for learning opportunities specifically with non-U.S. citizens and military populations; the Graduate Counseling Programs are working to identify appropriate experiences and field placements with these populations for both MA and PhD students. Finally, contact was initiated with local community colleges to explore partnerships to offer teaching or counseling field placements for doctoral students. This will expand the opportunities for diverse experiences while providing service to local community colleges.

### **FACULTY PROFESSIONAL ACTIVITIES 2020-2021**

Our faculty remain active in the counseling profession through leadership, research, advocacy, and service activities. The ability to participate in conferences was limited this year due to travel restrictions from COVID-19.

The following highlights professional activities during the past academic year.

#### **Publications:**

**Bowser, D., Joseph, M., Crothers, L., Kolbert, J., & Holmes, I. (2020).** A constructivist approach to promoting spiritual competence in counselor trainees. *Journal of Spirituality in Mental Health*, 22. <https://doi.org/10.1080/19349637.2020.1844607>

**McNichols, K.** & Cordero-Davis, A. (2021). Invisible women: Justice-involved pregnant women presenting with opioid use disorders [Manuscript submitted for publication]. Counseling Department, Waynesburg University.

**McNichols, K.** (2020). Justice-involved individuals presenting with opioid use disorders: Medications for addiction treatment expansion implications during the COVID-19 pandemic. *Journal of the Pennsylvania Counseling Association, 21(1)*, 16-22.

### **Workshop and conferences presentations:**

**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.

Cordero-Davis, A. & **McNichols, K.** (2020, October 2-4). Cultivating connection and change with justice-involved pregnant women presenting with opioid use disorders [Poster presentation]. Pennsylvania Counseling Association Annual Conference, State College, PA.

**McNichols, K.** (2021). Restoring connection: A trauma-informed approach to substance use disorder counseling. Chi Sigma Iota Speaker Series, Waynesburg University, PA.

**Nocita, A.** (2020). Ethical Principles for Behavioral Health Professionals. Presented to Somerset County Behavioral Health providers, Virtual.

**Nocita, A.** (2021). Ethics in Counseling. CSI Speakers Series. Waynesburg University, Virtual.

**Steimer, M.** (2020). Unbroken: Veteran Advocacy in the Face of Marginalization. · 2020 National Board for Credentialed Counselors Foundation Online Summit, Virtual.

**Steimer, M., Como, D., & Stoddard, C.** (2020). Lights, Camera, Maybe?: Appropriate Use of Pop Culture in Working with Veteran Populations. 2020 PCA Conference, Virtual.

### **Grants:**

**Hepburn, J. & McNichols, K.** (2021-2025). Behavioral health workforce education and training program: American rescue plan (Award No. 1 MC1HP42119-01-00). Department of Health and Human Resources. Health Resources and Services Administration.

**McNichols, K.** (2021-2022). Cultivating substance use disorder counselors of tomorrow. Staunton Farm Foundation.

### **Leadership and advocacy:**

Dr. Michelle Steimer was a founding committee member of the PCA Anti-Racism Task Force.

Dr. Michelle Steimer serves as the President of the Pennsylvania Military and Government Counseling Association and board member of the Pennsylvania Counseling Association.

Dr. Michelle Steimer is listed as an expert on military culture and mental health for Mental Health Academy which serves an international audience and is based out of Australia. Three of the trainings that Dr. Steimer has developed for the NBCC-F are now accessible worldwide.

Dr. Kelley McNichols is the Project Evaluator for the Medication Assisted Treatment Expansion Grant (#31632), Armstrong County Drug and Alcohol Commission; Shelocta, Pennsylvania.

Dr. Devon Bowser serves as the Associate Editor for the Journal of the Pennsylvania Counseling Association (JPCA).

## 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 26 MA applicants and 9 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 were consistent with enrollment rates from the previous academic year: the Master of Arts in Counseling program enrolled 23 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 2020 Entry**

	MA Applicants	PhD Applicants
Total Number of Applicants Interviewed	26	9
State of Residence		
MD	0	1
PA	24	9
WV	1	0
Gender		
Female	22	9
Male	4	1
Ethnicity		
Asian	0	1
Black/African American	1	1
Hispanic or Latinx	1	1
White	24	6
Median Age	27	31

The combined MA enrollments for the year were 36 students, including full and part-time students enrolled as first and second year students. Fifteen students graduated from the MA program in Spring 2021. The PhD enrollment for 2019-2020 was 33 students, with four graduates. Retention rates remain positive, with a rate of 83% (6 withdrawals out of 36 students) for MA program, and a retention rate of 97% (1 withdrawals out of 33 students) for the PhD program during the 2020-2021 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.

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, and demonstrated student mastery of targeted knowledge/skills by the completion of the program. Average KPI ratings for the 2020-2021 academic year can be found in Tables 2.1 and 2.2 below.

**Table 2.2 Average M.A. KPI Ratings 2020-2021 Academic Year**

CACREP Area	Measurement Point				
	Point 1	Point 2	Point 3	Point 4	Point 5
Professional Counseling Orientation & Ethical Practice	2.28	2.20	2.93	2.69	3.00
Social & Cultural Diversity	2.00	2.54	2.50	3.14	3.57
Human Growth & Development	2.28	2.50	2.87	3.47	
Career Development	2.43	3.00	3.13		
Counseling & Helping Relationships (Knowledge)	1.78	3.00	3.29		
Counseling & Helping Relationships (Skills)	2.00	2.07	3.64		
Group Counseling & Group Work	1.89	2.93	2.07	3.64	
Assessment & Testing	2.07	2.80	3.00		

Research & Program Evaluation	2.73	3.41	2.00
Addiction Counseling	2.00	3.00	3.00
Clinical Mental Health Counseling	1.79	3.86	3.75
Disposition	2.33	2.40	3.13

**Table 2.3 Average Ph.D. KPI Ratings 2020-2021 Academic Year**

CACREP Area	Measurement Point				
	Point 1	Point 2	Point 3	Point 4	Point 5
<b>Counseling</b>	3.00	4.00	2.80	3.40	4.00
<b>Supervision</b>	2.13	2.00	2.40	3.80	
<b>Teaching</b>	2.00	2.83	3.50	2.80	3.40
<b>Research &amp; Scholarship</b>	3.40	3.00	3.60	3.00	
<b>Leadership &amp; Advocacy</b>	2.50	2.75	4.00	4.00	
<b>Disposition</b>	3.00	2.20	2.80	3.80	

### 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

In-person service learning opportunities and professional development activities were limited due to the COVID-19 pandemic. The Graduate Counseling Programs continues to explore opportunities for service learning and professional development.

### Master of Arts in Counseling 2021 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. Average ratings by students who graduated in Spring 2021 were in the “Very Good” to “Excellent” range for all areas except “Research and program evaluation.” Programmatic changes were implemented to address concerns specific to this area, which is typically one of the more challenging areas of counselor training.

The results of this survey indicated that recent graduates held an overall favorable view of the Master of Arts in Counseling program experience. The responses by 2021 graduates were generally consistent with responses from previous graduate cohorts. This indicated that the Graduate Counseling Programs maintained the same quality education and responsiveness to students needs throughout the necessity of remote learning from Spring 2020 through Spring 2021.

**Table 2.4 MA Counseling 2021 Exit Survey Results**

<b>RESOURCES</b>	<b>Average Rating by Graduates</b>	
	2021 Graduates	2020 Graduates
Physical facilities were of sufficient quality to meet program objectives.	4.29	4.42
Canvas course management system was satisfactory	4.00	3.95
Library resources (including online/EBSCO Host) were accessible.	4.00	4.47
Courses were scheduled at convenient times.	4.43	4.26
Academic support services were adequate to meet my needs.	4.40	4.53
<b>PROGRAM ADMINISTRATION AND POLICIES</b>		
Program administration was responsive to student concerns.	4.71	4.37
Program policies were clearly stated.	4.57	4.47
Program policies were non-discriminatory.	4.71	4.47
Program policies were publicly accessible via MyConnect.	4.50	4.47
<b>FACULTY</b>		
Opportunity existed for student discussion, inquiry, and expression of opinion.	4.86	4.63
Faculty demonstrated classroom expertise.	5.00	4.16
Faculty demonstrated professional/theoretical expertise.	4.86	4.20
Faculty provided sufficient mentoring to assist me in my career.	4.86	3.95
<b>CONTENT AREAS</b>		
Assessment and evaluation	4.14	3.84
Counseling processes	4.86	4.37
Field experience	4.57	4.26
Group counseling	4.00	3.84
Human growth and development	4.00	4.21

Multiculturalism	4.57	4.42
Professional orientation	4.71	4.26
Research and program evaluation	3.67	4.11

### PhD 2020 - 2021 Exit Survey

PhD exit survey data is collected from students upon completion of their doctoral degree in a given semester. Four students completed their doctoral studies in the Counselor Education & Supervision program during this evaluation period: 1 student in Fall 2020 and 3 students in Spring 2021.

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 who completed their doctoral degree in the 2020-2021 academic year consistently rated “Satisfied to Very Satisfied” for all areas of the doctoral program. It is noted that PhD graduates for 2020-2021 were from three separate doctoral cohorts, with responses consistent across all cohorts. In comparison to the overall average ratings from previous graduates (2018 to 2020), recent graduates gave similar or higher ratings for all areas. This response pattern reflects an overall positive view of the Ph.D. program by its graduates.

**Table 2.5 PhD Counseling 2020-2021 Exit Survey Results**

	Average Rating by Graduates	
	2020-2021	2018-2020 Average
<b>RESOURCES</b>		
Physical facilities were of sufficient quality to meet program objectives	5.00	4.90
There was adequate space for non-instructional activities	4.67	4.68
Library resources (including online/EBSCO Host) were accessible	5.00	4.70
Courses were scheduled at convenient times	5.00	4.80
Program administration was responsive to student concerns	5.00	4.30
Academic support services were adequate to meet my needs	5.00	4.90
<b>GOVERNANCE/POLICIES</b>		
Program policies were clearly stated	5.00	4.45
Program policies were non-discriminatory	5.00	4.45
Program policies were publicly accessible	5.00	4.23
Opportunity existed for student discussion, inquiry, and expression of opinion	4.67	3.95
<b>FACULTY</b>		
Faculty demonstrated classroom expertise	5.00	4.68
Faculty demonstrated professional/theoretical expertise	5.00	4.58
Faculty provided sufficient mentoring to assist me in my career	5.00	4.45
Faculty helped you make progress toward completion of your degree	5.00	4.80
Faculty facilitated your professional and personal well-being	5.00	4.43

Faculty used technology effectively	5.00	4.58
Faculty was open to receiving/accepting your feedback about the program	5.00	4.15
Faculty were available for advising	5.00	4.67
Faculty advising and mentoring was effective	5.00	4.55
<b>OVERALL RATING OF THE PROGRAM</b>	<b>5.00</b>	<b>4.68</b>
Helping you make progress toward completion of your degree	5.00	4.80
Facilitating your professional and personal well-being	5.00	4.33
The use of technology/instructional technology	4.67	4.10
Faculty receiving/accepting your feedback about the program	5.00	4.08
Faculty advising availability and effectiveness	5.00	4.55

**Table 2.6 PhD Counseling 2020-2021 Exit Survey Results – Doctoral Content**

<b>DOCTORAL PROFESSIONAL IDENTITY</b>	<b>Average rating by graduates</b>	
<b>COUNSELING</b>		
Scholarly examination of theories relevant to counseling	5.00	4.68
Integration of theories relevant to counseling	5.00	4.45
Conceptualization of clients from multiple theoretical perspectives	5.00	4.55
Use of evidence-based counseling practices	5.00	4.23
Use of methods for evaluating counseling effectiveness	5.00	4.33
Ethically and culturally relevant counseling in multiple settings	5.00	4.33
<b>SUPERVISION</b>		
Understands purposes of clinical supervision	5.00	4.78
Understands theoretical frameworks & models of clinical supervision	5.00	4.78
Understands roles & relationships related to clinical supervision	5.00	4.90
Uses skills of clinical supervision	5.00	4.65
Uses opportunities for developing a personal style of clinical supervision	5.00	4.78
Conducts assessment of supervisees' developmental level & other relevant characteristics	5.00	4.68
Understands modalities of clinical supervision & the use of technology	5.00	4.55
Follows administrative procedures & responsibilities related to clinical supervision	5.00	4.78
Understands evaluation, remediation, & gatekeeping in clinical supervision	5.00	4.78
Understands legal & ethical issues & responsibilities in clinical supervision	5.00	4.78
Uses culturally relevant strategies for conducting clinical supervision	5.00	4.65

<b>TEACHING</b>		
Understands role & responsibilities related to educating counselors	5.00	4.55
Uses pedagogy & teaching methods relevant to counselor education	5.00	4.55
Incorporates models of adult development & learning	5.00	4.68
Uses instructional & curriculum design, delivery, & evaluation methods relevant to counselor education	5.00	4.68
Understands effective approaches for online instruction	4.67	4.33
Understands screening, remediation, & gatekeeping functions relevant to teaching	5.00	4.30
Conducts assessment of learning	5.00	4.43
Uses ethical & culturally relevant strategies used in counselor preparation	5.00	4.55
Understands the role of mentoring in counselor education	5.00	4.55
<b>RESEARCH &amp; SCHOLARSHIP</b>		
Understands research designs appropriate to quantitative & qualitative research questions	5.00	4.90
Understands univariate & multivariate research designs & data analysis methods	5.00	4.90
Understands qualitative designs & approaches to qualitative data analysis	5.00	4.90
Understands emergent research practices & processes	5.00	4.68
Understands models & methods of instrument design	5.00	4.68
Understands models & methods of program evaluation	5.00	4.68
Understands research questions appropriate for professional research & publications	5.00	4.90
Able to engage in professional writing for journal & newsletter publication	4.67	4.68
Able to engage in professional conference proposal preparation	5.00	4.68
Able to engage in the design & evaluation of research proposals for a human subjects/institutional review board	4.67	4.68
Understands the process for submitting grant proposals & other sources of funding	4.67	4.68
Understands ethical & culturally relevant strategies for conducting research	5.00	4.20
<b>LEADERSHIP &amp; ADVOCACY</b>		
Uses theory & skills of leadership	5.00	4.68
Understands leadership & leadership development in professional organization	5.00	4.68
Understands leadership in counselor education programs	5.00	4.68
Demonstrates knowledge of accreditation standards & processes	5.00	4.58

Understands leadership, management, & administration in counseling organizations & other institutions	5.00	4.58
Understands leadership roles & strategies for responding to crises & disasters	5.00	4.58
Understands strategies of leadership in consultation	5.00	4.45
Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession	5.00	4.45
Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity	5.00	4.68
Understands models & competencies for advocating for clients at the individual, system, & policy levels	5.00	4.55
Uses strategies of leadership in relation to current multicultural & social justice issues	5.00	4.55
Uses ethical & culturally relevant leadership & advocacy practices	5.00	4.55

### Alumni Survey

Alumni from the Master of Arts in Counseling program are surveyed every three years. A total of 29 alumni responded to this survey between April and June 2021. Of those responses, the majority (12) were from alumni who graduated in the past 5 years, with nine more responses by alumni who graduated between 2011 and 2015, and the remaining five by alumni who graduated between 2003 and 2010. Ninety-three percent of alumni stated they would recommend the Graduate Counseling Programs to a friend. The most common reasons provided were the professors, the curriculum, and the affordability.

**Table 2.7 Graduate Counseling Program Alumni Survey Results**

	Average Ratings*	
	Surveyed in 2018 (N = 26)	Surveyed in 2021 (N = 29)
<b>Overall rating of the program</b>	<b>3.81</b>	<b>4.28</b>
Faculty demonstrated professional/theoretical expertise	3.96	4.45
Faculty demonstrated classroom expertise	3.80	4.52
Faculty were available and accessible	4.08	4.48
Faculty were helpful with curricula matters	4.08	4.54
Faculty were helpful with personal matters that impacted studies	3.89	4.54
The program facilitated professional and personal well-being	N/A	4.31

Quality of your preparation compared to colleagues of other programs	3.71	4.35
<b>Ability to apply the following content from your curriculum.</b>		
Helping relationships	4.35	4.63
Group work	3.92	3.89
Human growth and development	3.92	4.12
Career development	3.00	3.65
Multicultural competencies and counseling diverse populations	4.00	4.23
Ethical and legal issues in counseling	4.42	4.59
Integration of spiritual and/or Christian values in counseling	3.32	3.68
Assessment	3.62	3.93
Program Evaluation	3.24	3.75
Advocacy and community outreach	3.38	3.80
Practicum and internship	4.15	4.25
Professional identity and service	3.96	4.20
Professional writing and research	3.62	3.64
Preparation for certification and/or licensing exam	3.88	4.22

\* 5= Excellent, 4= Very Good, 3= Satisfactory, 2= Fair, 1= Poor

When describing the strengths of the program, the majority of alumni emphasized the program faculty. One person stated: “I cannot say enough about the faculty. Each one of them brought so much to the program and really led the way to a successful educational experience. They are truly the backbone of the program.” The second most common responses was the cohort experience, followed by curriculum and accessibility for adult learners through evening classes.

There were also themes in suggestions for additions to the program. These included: encouraging students to participate in their own therapy; increasing practice with assessments, ethics, and case management; medication and pharmacology training; and providing information and support for licensure and insurance credentialing. One noted difference was that alumni that graduated prior to 2016 suggested further addressing multicultural issues as well as information for private practice. Alumni who graduated in the past five years did not mention these, reflecting changes made in the graduate counseling programs in the past seven years.

In line with the Graduate Counseling Programs’ Diversity & Belonging action plan, alumni were asked to respond to the following new survey question: “When considering diversity and inclusion, are there any projects, programs, or policies that you believe would benefit the Graduate Counseling Programs and/or Waynesburg University as a whole?” Of those alumni that had suggestions, the most common was to increase education/training and inclusion for

LGBTQ+ in counseling and counselor training. Alumni also suggested creating a diversity and inclusion office for the university that provides support for minority students. There were noted strengths for the Graduate Counseling Program in intentionally promoting multicultural awareness and self-awareness that challenges perspectives and assumptions while maintaining a safe space for minoritized students.

As the doctoral program has only had graduates starting in 2018, the alumni have not been surveyed at this time. The first alumni survey will be sent out in 2022.

### **Graduate Counseling Program Site Supervisor and Employer Surveys**

Data is collected at least once every three years. Surveys were sent out in Spring 2020; however, not enough responses were received to effectively evaluate and report results. It is believed that this is due in large part to the increased workloads of mental health providers in the current state of affairs. The Graduate Counseling Program is reviewing its process before sending out a new survey request in the 2021-2022 academic year.

### **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 "Very Good" to "Excellent," suggesting that respect for cultural diversity is well integrated into counseling coursework. Similarly, MA Counseling alumni rated "Very Good" to "Excellent" for their ability to apply multicultural competencies and counseling diverse populations content as well as for ethics in counseling. Integration of spiritual and/or Christian values in counseling was rated as "Satisfactory" to "Very Good" by alumni surveyed in 2021. Site supervisors indicate that Waynesburg University students are well-versed in ethical counseling practice.

*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 continuing to develop skills as reflective counselors with integrity. Graduate student exit surveys indicated a drastic increase in satisfaction with faculty mentorship for professional and personal development, reflecting increased efforts in this area. Alumni rated the program high for facilitation of professional and personal well-being, while site supervisor evaluations indicate that students are responsive to supervision and demonstrate high ethical conduct in their

field placements. Student advisory board meetings were increased in frequency during the 2020-2021 academic year to provide additional support and communication between students and program faculty during semesters of remote instruction.

*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 continue to rate 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. Content areas were generally rated as “Very Good” to “Excellent” by 2021 graduates, with noted improved ratings in the areas of Assessment and Group Counseling compared to 2020 graduates. Alumni ratings increased across all curriculum core areas, with an overall average of 4.04 (“Very Good”) compared to the 3.77 (“Satisfactory”) average rating by alumni surveyed in 2018. Alumni highly rated the quality of the program compared to colleagues of other programs, increasing from 3.71 (“Satisfactory”) in 2018 to 4.35 (“Very Good”) in 2021.

Course evaluations and exit interview survey results indicated that students continue to find the Research Design & Program Evaluation content area to be the most challenging area of their program. This content area was refocused across the curriculum during the 2020-2021 academic year to support ongoing development of knowledge and skills via scaffolded course activities throughout the curriculum. Comparison of 2021 and 2022 graduate exit survey ratings will help assess the effectiveness of these modifications.

It should be noted that graduates who completed the 2021 exit interview were engaged in a combination of remote and in-person learning from Spring 2020 through the end of their program. Their favorable ratings speak to the efforts of the program in continuing to deliver a quality program during a worldwide pandemic.

*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.*

Waynesburg MA Counseling students have consistently applied for NBCC fellowships, scholarships, and conference presentation opportunities through mentorship and encouragement by faculty. One student was awarded an NBCC military scholarship during the 2020-2021 academic year.

The Graduate Counseling Programs were awarded two grants in the summer of 2021. These grants support the engagement of students within rural and underserved communities. Activities associated with these grants are being initiated in the Fall 2021 semester.

A program-wide event was held online in the Fall 2020 semester to increase student knowledge and skills specific to advocacy. Students identified opportunities for future advocacy work specific to the counseling profession and in support of at-risk populations. Chi Sigma Iota continued service work remotely through raising over \$8,000 for AFSP Out of the Darkness Walk and donating items to support communication, interests, and holistic wellness as part of the Kane Project.

### **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.*

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 once again offered a writing workshop prior to comprehensive examinations in order to increase confidence and skills in professional writing. 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 & advocacy.

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

Conference attendance and presentations were limited in the 2020-2021 academic year due to current events. Program faculty continued to identify and offer opportunities for doctoral student professional development and leadership. Mentorship continues to be emphasized in the doctoral program, with positive feedback from students. Faculty are looking to identify additional mentorship possibilities for students to increase diversity in leaders and experiences.

Doctoral students are invited to participate in research and course development opportunities within the Graduate Counseling Programs to enhance their skills and experiential learning. Three doctoral students presented as part of the CSI Speaker Series in the 2020-2021 academic year, while eight doctoral students presented during the program-wide Advocacy Night.

- 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. 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. Consistent with previous years, dissertation topics proposed in this academic year incorporated needs or gaps within specific targeted counseling populations. Doctoral students were invited to participate in the Graduate Counseling Program's Diversity & Inclusion audit through surveys and through research opportunities. The Graduate Counseling faculty continue to consider the opportunities available for doctoral students to emphasize culturally competent and social justice perspectives of leadership, and are intentionally increasing guest speakers and leaders from the profession that can model these perspectives for students.

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

The Advanced Specialty in Christian and Spiritual Counseling is offered to doctoral students as an additional opportunity for integrating Christian principles ethically and competently. One dissertation study completed in 2021 specifically focused on spirituality and mindfulness as it relates to professional well-being. Program evaluation data encourage a focus on this objective in the 2021-2022 academic year.

*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 2020-2021 academic year, doctoral students provided service to local counseling professionals through providing expert presentations as part of the CSI Speaker Series and Graduate Counseling Programs Advocacy Night. Dissertation topics proposed in the past academic year clearly targeted specific community and professional needs, with clear implications for impact on the counseling profession. Service activities specific to doctoral student skills and professional development were targeted as part of the service learning plan for the 2020-2021 academic year, with an increase in student applications for NBCC fellowships and scholarships. In response to student feedback, a process was developed to include research, leadership, and advocacy activities as part of the CNS 665 Internship field experience.

#### **PROGRAM MODIFICATIONS IN RESPONSE TO PROGRAM DATA:**

1. 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 offered on a regular basis to support the transition to increasingly online educational formats.
2. In response to student feedback, a process was developed to include research, leadership, and advocacy activities as part of the CNS 665 Internship field experience. Doctoral students are now able to identify field experience activities that target doctoral standards in Research & Scholarship as well as Leadership & Advocacy.

3. Feedback from students and alumni contributed to the development of a Diversity & Belonging Action Plan. This action plan introduced targeted objectives in response to community and program needs. Progress with these objectives will be assessed and disseminated as part of annual reports.
  
4. To increase opportunities for engagement with medically underserved and rural communities, the Graduate Counseling Programs applied for two grants during the 2020-2021 academic year. These actions were encouraged through Community Advisory Board and student input, and it is our hope that the execution of these grant programs will increase financial and professional opportunities for our students while benefiting our local communities.