

ANNUAL REPORT 2021-2022

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. The Graduate Counseling Programs also offer multiple certificates and advanced training opportunities for mental health professionals. This annual report outlines successes, areas for growth, and changes within the Graduate Counseling Programs during the 2021-2022 Academic Year.

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 from the Master of Arts in Counseling program in May 2022. Of these graduates, thirteen were enrolled in the Clinical Mental Health track, and two were enrolled in the Addictions track. The Master of Arts in Counseling program currently has 43 enrolled students, with an average cohort size of 8 to 9 students per cohort.

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 program continues to maintain enrollments with seven incoming students in Fall 2022 and a current average of 6 to 7 students per cohort. This academic year, three dissertations were successfully completed, with 15 additional doctoral candidates in the dissertation phase. At the beginning of the 2022-2023 academic year, there are 20 students enrolled in coursework at the PhD level. During the academic year of 2021-2022, three PhD degrees in Counselor Education and Supervision were conferred. The graduates and their dissertations are listed below:

- Dr. Sabrie Wiggins-Rose (March, 2022). “Unmasking the Masked: Identifying Indicators of Child Sexual Abuse History in African American Female Survivors.”
- Dr. Dennis Winkler, Jr. (March, 2022). “Measuring the relationship of race-based trauma, racial identity, and spirituality.”

- Dr. Jerry Dooley (May, 2022). “Burnout Among School Counselors in West Virginia Public PK-12 Schools.”

PROGRAM UPDATES AND MODIFICATIONS

Change in Leadership

As of August 1, 2022, the role of Director of Graduate Counseling Programs was transitioned from Dr. James Hepburn to Dr. Devon Bowser. Dr. Bowser has served as core faculty in Waynesburg University’s Graduate Counseling Programs for eight years and held the role of Assistant Director since 2020. Dr. Hepburn has returned to full-time teaching in the Graduate Counseling Programs, and we are deeply grateful for his years of leadership.

New Faculty

Our Graduate Counseling Programs increased to six full-time faculty members with the addition of Dr. Dennis Winkler, Jr. Dr. Winkler specializes in working with underserved communities, including clinical and research focus in the areas of trauma, family, and spiritually integrated psychotherapy. In addition to clinical practice at his Wellness Center in Baltimore, Dr. Winkler has nearly 15 years of experience in organizing and facilitating culturally sensitive groups. He holds a Master of Arts degree in Pastoral Counseling from Loyola University and is a graduate of Waynesburg University’s Ph.D. Counselor Education & Supervision program. His research has focused on the relationship between race-based trauma, racial identity, and spirituality. We are pleased with the experience and expertise he adds to an already outstanding team of core and part-time faculty.

Certificate in Clinical Supervision

The Graduate Counseling Programs are pleased to announce the addition of a Certificate in Clinical Supervision program set to launch next spring. This Clinical Supervision Certificate program will enhance the professional identity and competence of clinical supervisors in the behavioral health workforce by offering an advanced educational training program. Clinical supervision is a required component of the counseling profession, yet there are limited education and training opportunities that specifically address the core competencies of clinical supervision. Waynesburg University is committed to addressing the unmet needs of the behavioral health workforce and recognizes the necessity for properly trained, competent, and effective clinical supervisors. This certificate will be offered as a 12-credit, non-degree, post-baccalaureate program which will be available 100% asynchronous online and can be successfully completed in as little as two semesters. The certificate will consist of three core clinical supervision courses with a fourth course dedicated to a specific concentration in clinical supervision: supervision in clinical mental health, substance use disorders, or school counseling. Development of this program is supported through a grant awarded by the Staunton Farm Foundation.

Upcoming Location Change

Waynesburg University’s Southpointe Learning Center will be moving to a new location this fall semester. This move is planned for October 20, 2022, with all in-person classes being held at the new location beginning Monday, October 24, 2022. Our new address for the Southpointe Center will be: Waynesburg University Southpointe Center, 1000 Horizon Vue Drive, Suite 1A32, Canonsburg, PA 15317.

Faculty Professional Activities

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.

- Bowser, D.** (2022). *Counseling for all: Inclusive practices for clients with disabilities*. Waynesburg University CSI Speaker Series, Waynesburg University, PA.
- Bowser, D.** (2022). *Best practices for youth exposed to Adverse Childhood Experiences (ACEs)*. Behavioral Health Workforce and Education Training Program for Professions: Interpersonal Workshop, Waynesburg University, PA.
- McNichols, K. & Cordero-Davis, A.** (2021). Invisible women: Justice-involved pregnant women presenting with opioid use disorders. *The Journal of the Pennsylvania Counseling Association*, 21(2), 27-36.
- McNichols, K.** (2021). *Trauma-informed care in substance use disorder counseling*. Behavioral Health Workforce and Education Training Program for Professions: Interpersonal Workshop, Waynesburg University, PA.
- McNichols, K.** (2021). *Restoring connection: A trauma-informed approach to substance use disorder counseling*. CSI Speaker Series, Waynesburg University, PA.
- McNichols, K.** (2022). *Counseling Families and Individuals with Substance Use Disorders*. UMPC/WPIC Addiction Medicine.
- McNichols, K.** (2022). *Restoring Connection: A Trauma-Informed Approach to Substance Use Disorder Counseling*. UMPC/WPIC Addiction Medicine.
- Nocita, A.** (September, 2021). "Ethics for Behavioral Health Professionals." Presented to Cambria County Behavioral Health providers. Online, three hour presentation, 3 CE credits.
- Nocita, A.** (October, 2021). "Ethics for Behavioral Health Professionals." Presented to Somerset and Bedford County Behavioral Health providers. Online, three hour presentation, 3 CE credits.
- Nocita, A.** (May, 2022). "Ethical Principles for Behavioral Health." Presented to Somerset and Bedford County Behavioral Health providers. Online, three hour presentation, 3 CE credits.
- Romitti, L., Loeffler, D., and **McNichols, K.** (2021, November 12-14). *Diversity and inclusion in action: Culturally competent and effective treatment of substance use disorders among the LGBTQ+ community*. [Conference Session]. Pennsylvania Counseling Association 53rd Annual Conference, King of Prussia, PA.

Our faculty continue to be active in the counseling profession through leadership and advocacy efforts. Dr. Devon Bowser serves as the Associate Editor for the Journal of the Pennsylvania Counseling Association (JPCA). Dr. Kelley McNichols is the Project Evaluator for the Medication Assisted Treatment Expansion Grant of the Armstrong County Drug and Alcohol Commission and has provided consultation services for licensing a Drug and Alcohol Outpatient Treatment Project in Pittsburgh, Pennsylvania. Dr. Andrew Nocita provides ethics continuing education training to behavioral health professionals in Bedford, Cambria, and Somerset counties. Dr. Michelle Steimer continues to serve as President of the Pennsylvania Military and Government Counseling Association and board member of the Pennsylvania Counseling

Association and was promoted a leadership role in military and veteran initiatives at Waynesburg University. Finally, our core faculty are serving in leadership roles for the numerous grant initiatives overseen by our Graduate Counseling Programs.

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 2022

Policies and Procedures: all outcomes have been met.

Representation in Leadership: all outcomes have been met.

Recruitment and Retention:

- ***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. Progress on this outcome is continuously monitored, with adjustment to the targeted marketing plan in response to enrollment trends. Grant funding provided financial resources to assist Graduate Counseling students with defraying the cost of professional development, particularly during clinical field placements. The Graduate Counseling Program faculty intends to continue apply for a minimum of one grant per year to support Graduate Counseling students.

Diversity and Inclusion in Curriculum:

- ***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. Opportunities for program and university activities that build on the diversity exposure and awareness experiences are identified each academic year, with an emphasis on service learning. These activities will enrich the diversity of experiences of students while benefiting the needs of disadvantaged groups in the community.
- ***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 Program faculty have increased leadership and collaborative roles in the larger Waynesburg University community to support diversity and belonging initiatives. This involvement includes collaboration in institutional assessment and advancement, grant funding opportunities that can increase opportunities for a diverse university community, and initiatives to provide support to veteran and active military students. This outcome will continue to be assessed each year.

2021-2022 GRANT SUMMARIES**HRSA/BHWET Grant**

Waynesburg University received a \$1,069,239 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 provides 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 also allows the Graduate Counseling Programs to 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.

Our first BHWET Scholar cohort, active during the 2021-2022 academic year, was comprised of 12 Master of Arts in Counseling students. These students and their site supervisors were provided with a series of professional development workshops throughout the program. In addition, the inaugural Behavioral Health Workforce Education and Training Program (BHWET) Annual Conference in April 2022 was a success, offering a full day of professional development to over 50 participants. The 2nd Annual BHWET Conference will be held in Spring 2023. Finally, the Waynesburg University Counseling Training Clinic is being launched in the 2022-2023 academic year. This clinic will provide training opportunities to Master of Arts in Counseling students while offering telemental health services to the members of our community.

HRSA/HWRT Grant

Waynesburg University was awarded a three-year grant totaling more than \$1.5 million from the Health Resources Services Administration (HRSA) for the launch of its Healthcare Workforce Resiliency Training (HWRT) Program. The purpose this program is to enhance the resilience, health and safety of healthcare workers in order to impact community resilience and mental health in the face of long-term stressors and health impacts amid the COVID-19 pandemic. Facilitated through the Graduate Counseling Programs, the program will provide a comprehensive training curriculum to healthcare workers, first responders, and similar professionals tasked with the care of others. Waynesburg University is partnering with community leaders, healthcare organizations, first responders, and private practices to form a coalition that will collaborate to address healthcare worker and first responder mental health and resiliency needs. This program is intended to launch in Fall 2022.

Staunton Farm Foundation/ Cultivating Substance Use Disorder Counselors of Tomorrow

The Addictions Counseling 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 Counseling Certificate program during 2021-2022. The goal of the grant was to increase training for addiction counseling services in our region. Through this grant, the enrollment for the Addiction Counseling Certificate program increased drastically, with sustained higher enrollment for 2022-2023.

Staunton Farm Foundation/ Certificate in Clinical Supervision

Waynesburg University received a \$25,000 grant from the Staunton Farm Foundation to support the development of the Clinical Supervision Certificate. This grant will support the development of a 12-credit, non-degree, post-baccalaureate Certificate in Clinical Supervision program which will be available 100% asynchronous online and can be successfully completed in as little as two semesters. The certificate will consist of three core clinical supervision courses with a fourth course dedicated to a specific concentration in clinical supervision: supervision in clinical mental health, substance use disorders, or school counseling. This program is intended to launch in January 2023.

Waynesburg University will offer scholarships to five eligible students enrolled in WU's non-degree Certificate in Clinical Supervision program. Funds from the Staunton Farm Foundation grant will defray 50% of the student tuition for this program, with Waynesburg University matching this scholarship for those students. As such, non-degree Certificate in Clinical Supervision scholarship recipients will be able to complete the four supervision courses, or the 12 credits, at 100% cost savings.

PROGRAM EVALUATION DATA AND ANALYSIS

Applicant and Student Demographics

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 16 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. A total of 29 new students matriculated as part of the Fall 2022 cohorts: 22 Master of Arts in Counseling students and 7 PhD Counselor Education and Supervision students.

Incoming enrollments were consistent with enrollment rates from the previous academic year: the Master of Arts in Counseling program enrolled 22 incoming students for the 2021-2022 academic year, while the PhD in Counselor Education and Supervision program enrolled 7 incoming students. Demographic information related to applicants are provided in Table 2.1.

Table 2.1 Applicant Demographics for Fall 2022 Entry

	MA Counseling	PhD
Total Number of Applicants	41	16
Sex		
Male	5 (12%)	4 (25%)
Female	35 (85%)	11 (69%)
Race and Hispanic/Latino Origin*		
American Indian, Alaska Native, Native Hawaiian or Other Pacific	0 (0%)	1 (6%)
Asian	0 (0%)	1 (6%)
Black or African American	3 (7%)	1 (6%)
Hispanic or Latino	0 (0%)	2 (13%)
White	38 (93%)	12 (80%)
Median Age	24	34.5

**These numbers reflect students who self-identified for each racial/ethnic category. Applicants were able to indicate more than one racial/ethnic identity.*

The PhD enrollment for 2021-2022 was 34 students, with 22 students enrolled in pre-dissertation courses. Four students completed the PhD program between September 2021 and August 2022. The PhD program saw a lower retention rate this year of 85%, which reflects an unexpected number of withdrawals from the first year cohort during the Fall 2022 semester (5 withdrawals/dismissals out of 34 students). The combined MA enrollments for 2021-2022 were 42 students, including full and part-time students enrolled as first and second year students. Thirteen students graduated from the MA program in Spring 2022. Retention rates remain positive for the MA Counseling program with a rate of 88% (5 withdrawals/ dismissals out of 42 students).

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 KPI ratings for the 2021-2022 academic year can be found in Tables 2.1 and 2.2 below.

Table 2.2 Average M.A. KPI Ratings 2021-2022 Academic Year

CACREP Area	Measurement Point				
	Point 1	Point 2	Point 3	Point 4	Point 5
Professional Counseling Orientation & Ethical Practice	1.94	2.00	1.94	3.20	4.00
Social & Cultural Diversity	2.00	1.94	2.50	3.00	3.00
Human Growth & Development	1.94	2.87	3.27		
Career Development	1.82	3.00	3.20		
Counseling & Helping Relationships (Knowledge)	1.71	2.25	3.75		
Counseling & Helping Relationships (Skills)	1.88	2.06	3.00		
Group Counseling & Group Work	1.65	2.93	2.07	3.67	
Assessment & Testing	2.00	2.80	3.20		
Research & Program Evaluation	2.67	3.07	3.20		
Addiction Counseling	2.12	2.50	2.50		
Clinical Mental Health Counseling	2.06	3.00	3.08		
Disposition	2.18	2.24	2.93	3.57	

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
Counseling	2.00	3.00	3.00	3.80	3.80
Supervision	1.83	2.33	2.67	3.20	
Teaching	2.17	2.33	3.17	2.83	3.80
Research & Scholarship	2.33	3.00	3.60	3.00	
Leadership & Advocacy	2.00	3.17	3.80	3.40	
Disposition	2.33	3.17	3.17	3.60	

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. A pattern of lower ratings across all KPIs was noted for some groups of students; action planned is

to continue monitoring progress for each cohort and address student engagement with online learning tools and online courses.

Course Evaluations

Course evaluations serve as an opportunity for students to provide feedback on courses and instructors. These evaluations are reviewed on a regular basis and used to inform continuous improvement of courses as well as ongoing instructor training and support.

Site Supervisor Evaluations

The Master of Arts Program asks site supervisors to complete two different evaluations each semester to assess practicum and internship student field experiences. Midterm evaluations indicate that both practicum students and interns are consistently rated “Above Expectations” across clinical areas. Using the Counselor Competencies Scale - Revised (CCS-R), site supervisors provided an average rating of 4.42 for students enrolled in field placement courses in 2021-2022. A combined assessment of these averages indicated that students were demonstrating competence in counseling knowledge, skills, and disposition.

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 2021-2022 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 are beginning to increase again as restrictions related to the COVID-19 pandemic lift. The following provides a brief summary of activities for this academic year.

Table 2.4 Service Activities Report

Date	Brief Description	Students	Faculty
12/2021	Overdose Prevention Kit distribution	5	1
3/2022	Graduate Counseling Programs sponsored a team and volunteered for the Out of Darkness walk at Waynesburg University. The team was the highest in fundraising out of all teams for the walk.	9	2
4/2022	Individual advocacy projects – CNS 608 course assignment	7	
3/22 – 8/22	Operation Teddy Friend		2

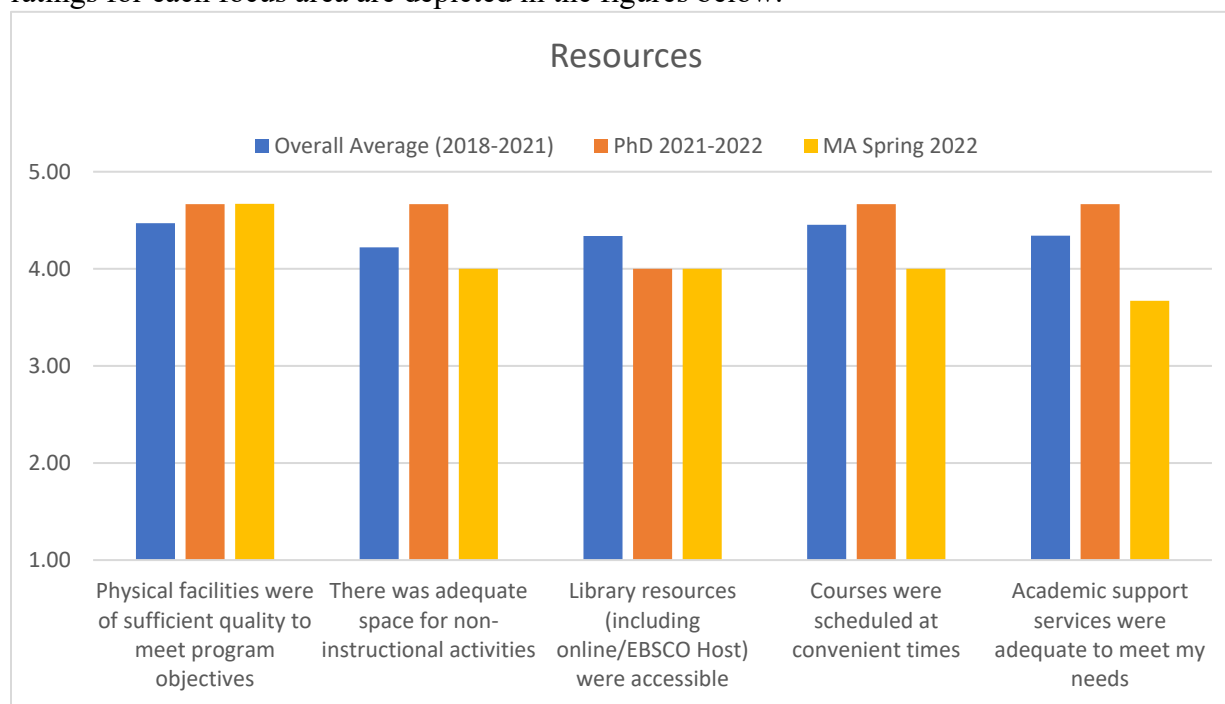
Students and faculty resumed conference attendance during the 2021-2022 academic year with participation in local, state, and national conferences. Professional development workshops were

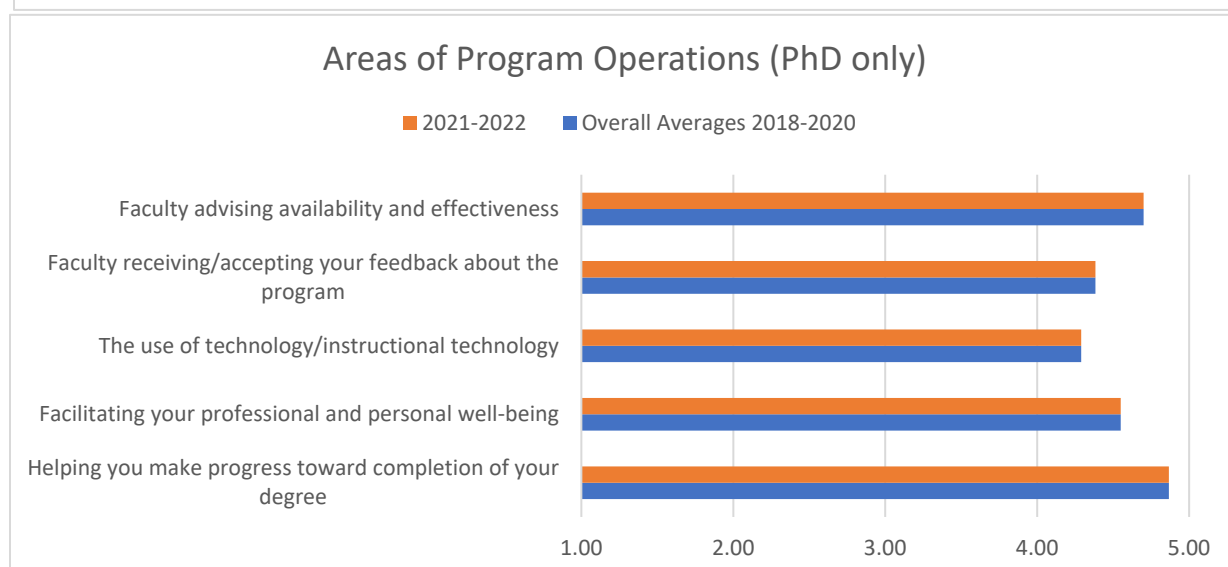
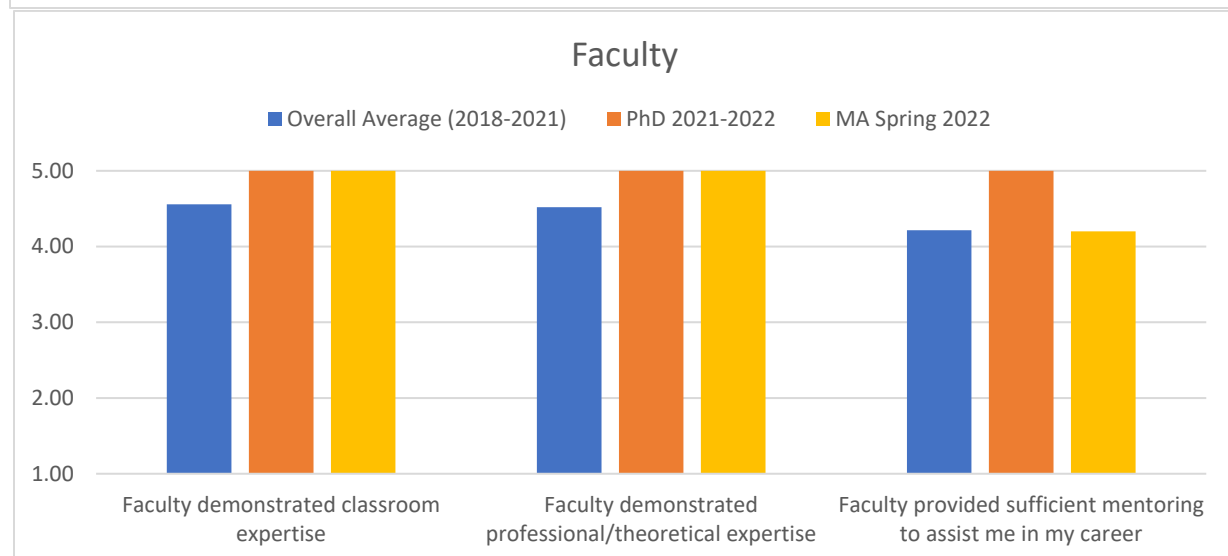
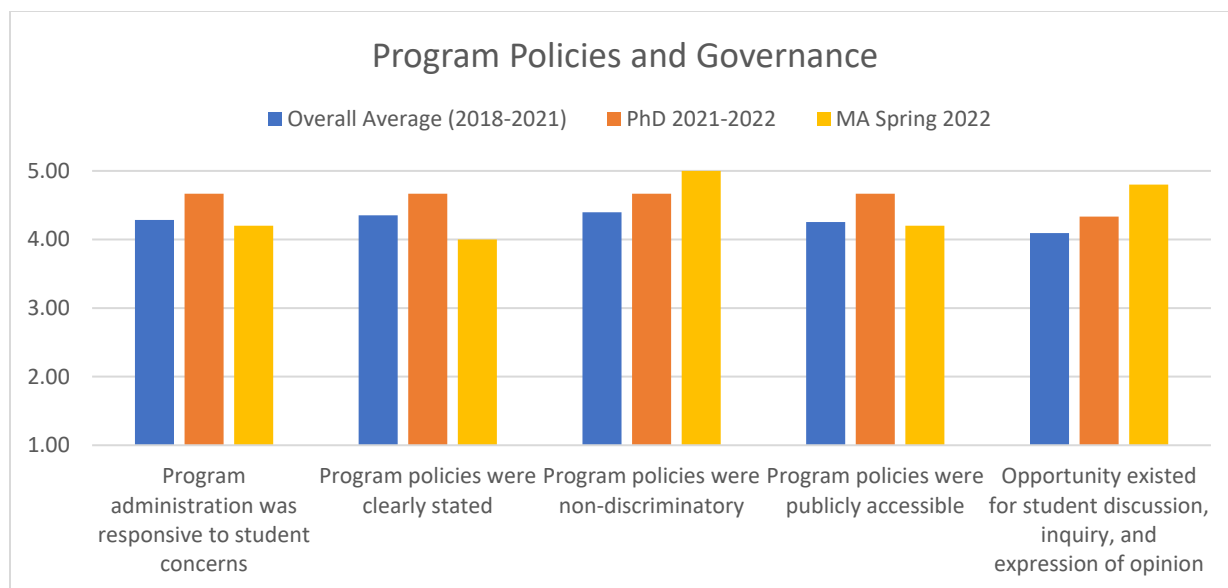
provided throughout the academic year to counseling professionals in the community, including the delivery of the 1st Annual BHWET Conference in Spring 2022.

Graduate Counseling Exit Survey Results 2022

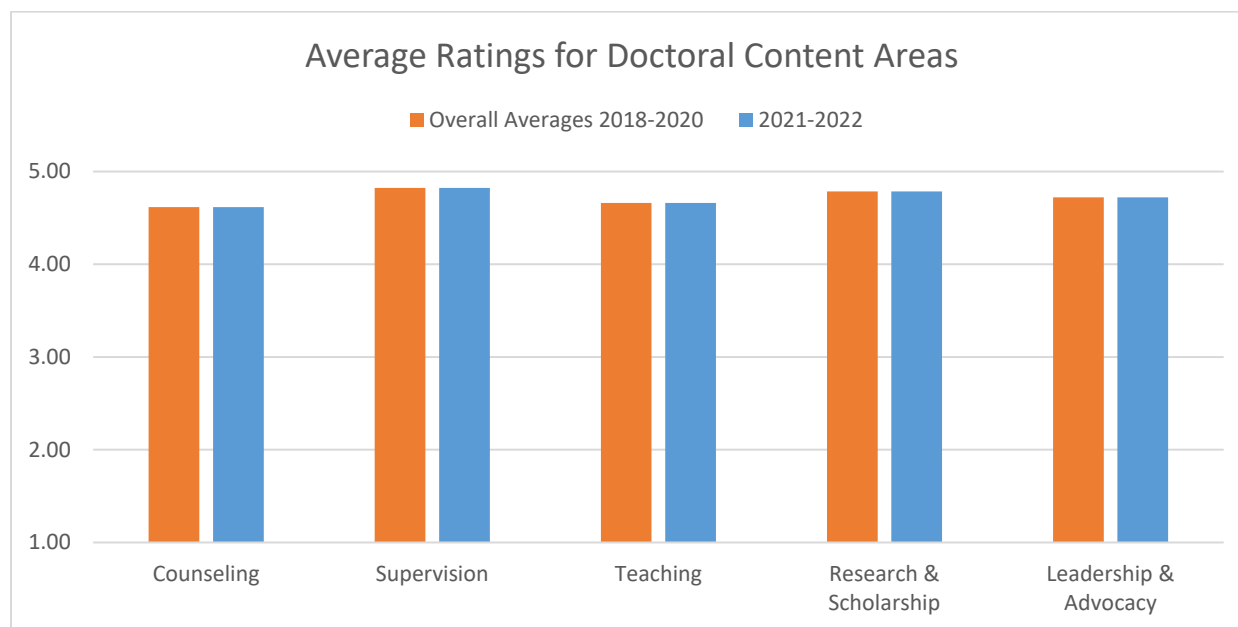
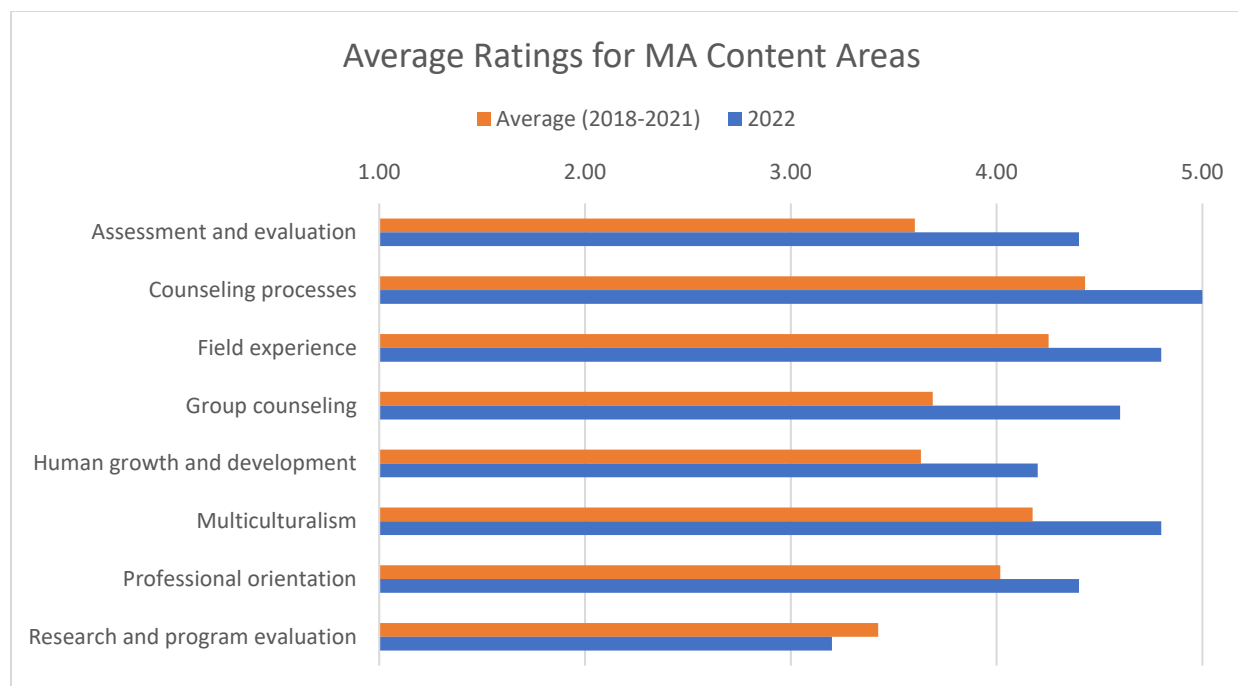
Master of Arts in Counseling exit survey data is collected from students upon completion of their degree each year. The MA Counseling Exit Survey uses a five-point rating scale, with 1 = Poor, 2 = Fair, 3 = Satisfactory, 4 = Very Good, and 5 = Excellent. PhD exit survey data is collected from students upon completion of their doctoral degree in a given semester. 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. Four students completed their doctoral studies in the Counselor Education & Supervision program during this evaluation period (September 2021-August 2022).

Average ratings by students who graduated in the 2021-2022 Academic Year were in the “Very Good”/”Satisfied” (4) to “Excellent”/”Very Satisfied” (5) range for program policies and governance as well as faculty items. Ratings of university resources were somewhat lower, with responses between “Satisfactory”/”Somewhat Satisfied” (3) and “Very Good”/”Satisfied” (4) for most items. Programmatic changes were implemented to address utilization and integration of university resources into Graduate Counseling courses to help increase student success. Average ratings for each focus area are depicted in the figures below.





The results of this survey indicated that recent graduates held an overall favorable view of their Graduate Counseling Program experience. The responses by 2021 graduates were generally consistent with responses from previous graduate cohorts, indicating that the Graduate Counseling Programs continues to provide a quality education in a supportive environment. PhD graduate ratings of doctoral content areas were consistent with averages of past years. MA graduate ratings of content areas were consistently higher than average, with the exception of research and program evaluation. This continues to be a focus area for the MA Counseling program.



Alumni Survey

Alumni from the Master of Arts in Counseling program are surveyed every three years. The most recent survey was distributed in 2021, and these results were reported in the 2020-2021 Annual Report. The Ph.D. Counselor Education & Supervision program had its first graduates in 2018. In August 2022, the first alumni survey for this program was distributed to the 18 Ph.D. alumni, with results discussed below. The next surveys for both MA and PhD alumni will be distributed in 2024.

Table 2.5 PhD Counselor Education & Supervision Alumni Survey Results 2022

	Average Ratings
Faculty demonstrated professional/theoretical expertise	4.83
Faculty demonstrated classroom expertise	4.67
Faculty were available and accessible	4.33
Faculty were helpful with curricula matters	4.50
Faculty were helpful with personal matters that impacted studies	4.00
The program facilitated professional and personal well-being	4.67
Quality of your preparation compared to colleagues of other programs	4.40
Advanced counseling knowledge and skills	4.67
Counselor supervision	4.40
Counselor education	4.50
Professional writing and research	4.50
Multicultural competencies in counseling, supervision, education, research, and leadership	4.33
Advocacy and community outreach	4.17
Professional identity and leadership	4.67
Overall satisfaction with the PhD Counselor Education and Supervision program.	4.67

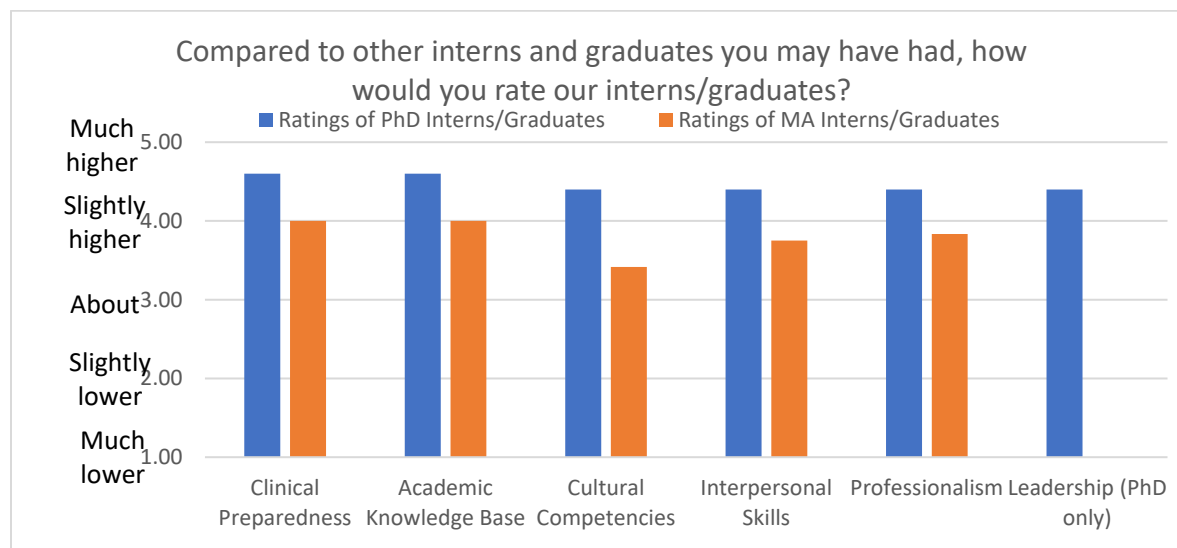
* 5= Excellent, 4= Very Good, 3= Satisfactory, 2= Fair, 1= Poor

PhD alumni reported continued active involvement in professional organizations and are employed as clinicians and faculty, indicating successful outcomes of their doctoral education. In describing the strengths of the program, PhD alumni primarily emphasized the program faculty and the cohort model. Respondents identified research, writing, and professional development as the most highly valued skills gained in this program. Suggestions to enhance the program included offering mentorship between PhD cohorts as well as increasing opportunities for publication.

Graduate Counseling Program Site Supervisor and Employer Survey

Data is collected at least once every three years. Surveys were sent out in Spring 2020; however, at that time, not enough responses were received to effectively evaluate and report results. The Graduate Counseling Programs revised the survey and distribution process for site supervisor/employer surveys, recognizing the increased workloads of mental health providers

from 2020 to present. These revisions appear to have been successful in eliciting a stronger response, with responses from the Summer 2022 survey discussed below.



Respondents consistently gave high ratings of our Graduate Counseling students and graduates across both the PhD and MA Counseling programs. These ratings indicated that site supervisors and employers perceived Waynesburg University interns/graduates as above average across clinical preparedness, academic knowledge base, cultural competencies, interpersonal skills, professionalism, and leadership. Respondents indicated that Waynesburg University's Graduate Counseling Programs are "Very Good" to "Excellent" in preparing graduates for a career in this field. Site supervisors also gave an average rating of "Very Good" for the support, training, and communication provided by Graduate Counseling program faculty to sites during practicum and internship. Notable strengths of our students included: professional curiosity and eagerness to learn, openness to feedback, high autonomy, professionalism, clinical knowledge, and willingness to go outside of their comfort zone. Suggestions for continued enhancement of the programs included further communication during doctoral field experiences as well as strategies for students to develop their own theoretical approach to counseling.

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. Site supervisors and employers indicate that Waynesburg University students are well-versed in counseling practice, professionalism, and multicultural competencies.

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 sustained satisfaction with faculty mentorship for professional and personal development, reflecting continued efforts in this area. Site supervisor evaluations indicate that students are responsive to supervision and demonstrate high ethical conduct in their field placements, while employers and site supervisors consistently rate interns/graduates as above average for professionalism and interpersonal skills. A program-wide event was held online in the Fall 2022 semester to increase student skills and activities specific to self-care. This event was well-attended and met with positive feedback.

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 2022 graduates and were generally higher than average ratings of 2018-2021 graduates. Likewise, site supervisors and employers rated Master of Arts in Counseling interns/graduates as slightly higher than average in terms of clinical preparedness and academic knowledge base.

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. The full impact of those changes are not anticipated to be captured until the end of the 2022-2023 academic year, as some course content changes made were not experienced by the most recent graduating class.

It should be noted that graduates who completed the 2022 exit interview included both online and in-person cohorts. The consistency of responses across cohorts indicates successful delivery of the curriculum in multiple formats.

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.

The Graduate Counseling Programs participated in continued service work through multiple activities throughout the academic year, and have seen an increase in student participation through programs such as the Behavioral Healthcare Workforce Education and Training (BHWET) program. The Graduate Counseling Programs continues to make use of grant funding to support the engagement of students within rural and underserved communities.

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, field experience evaluations, and site supervisor/employer surveys demonstrated that PhD students continue to meet or go beyond expectations for advanced studies in the areas outlined in this program objective. Exit survey results remained consistent with past academic years, indicating 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. This was echoed by PhD alumni in their ratings of the program.

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 have begun to increase again in reflection of changes to the COVID-19 pandemic. Program faculty have created a modest professional development fund to help offset the cost of conference attendance and remove the financial barrier for continued doctoral student professional development and leadership. Mentorship continues to be emphasized as an interest for the doctoral program. This is reflected in alumni suggestions for mentorship by other doctoral students as well as individual cohort feedback.

Doctoral students were invited to participate in research and course development opportunities within the Graduate Counseling Programs to enhance their skills and experiential learning. In response to KPI ratings, student feedback, and faculty input, the initial research course of the

PhD program has been moved to the first semester of academic studies. This will allow for more opportunities for research development and engagement throughout the program. Furthermore, the addition of the Behavioral Healthcare Workforce Training and Education (BHWET) annual conference provided an opportunity for doctoral students to engage in professional development in a local and familiar environment. Four current doctoral students, along with two PhD alumni, provided educational sessions during the first annual conference, while seven doctoral students served as conference proposal reviewers.

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 graduates, alumni, and site supervisors/employers consistently gave high ratings for cultural competence across the areas of doctoral education. 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. The Graduate Counseling faculty continue to consider the opportunities available for doctoral students to emphasize culturally competent and social justice perspectives of leadership.

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 2022 specifically focused on spirituality as it related to race-based traumatic stress. Site supervisor/employer surveys as well as alumni surveys indicate that doctoral students are prepared to ethically and professionally integrate principles of Christianity into their personal and professional career development, in line with the mission of Waynesburg University. Students, graduates, and alumni continued to emphasize the value of the program faculty, who actively model the integration of these principles in personal and professional development.

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. 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; students were incentivized to engage in these activities during internship semesters. The new Clinical Supervision Certificate program will provide doctoral students an opportunity to participate in development and

assessment of a program focused on a well-documented need in the counseling profession. Multiple students submitted applications for a mini-research grant associated with activities of the Clinical Supervision Certificate. Students were also encouraged to participate in the BHWET annual conference as an opportunity for providing professional development to behavioral healthcare professionals in the community. Alumni indicated feeling prepared for leadership in the professional community, and this leadership quality was identified as much higher than average by site supervisors and employers.

PROGRAM MODIFICATIONS IN RESPONSE TO PROGRAM DATA:

1. In response to student feedback, KPI ratings, exit interviews, and faculty observations, the Graduate Counseling Programs 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. Core faculty participated in training offered by Waynesburg University's online learning team to enhance strategies for student engagement with online courses. Training for adjunct faculty and doctoral students is offered on a regular basis to support the transition to increasingly online educational formats, with structured opportunities and collaboration with the Waynesburg University Online Learning Team.
2. In response to Master of Arts in Counseling and PhD Counselor Education & Supervision exit surveys, KPI ratings, as well as faculty and advisory boards input, specific courses throughout the MA and PhD curricula have been identified as opportunities to embed utilization of university resources such as the Writing Center and Eberly Library. The intention is to increase and normalize utilization of university resources to help students in their academic journey, while fostering connections with the University beyond the program level.
3. In response to student feedback, KPI ratings, exit interviews, and advisory board input, the following curriculum changes are being introduced in the 2022-2023 Academic Year:
 - a. In the PhD program, CNS 609 Research Design & Program Evaluation was moved to the first semester of doctoral studies. This allows students to have an earlier start with their research agenda and possible publications, an identified need by PhD alumni. Opportunities for research and advocacy within the Graduate Counseling Programs, Waynesburg University, and community partners are now woven into multiple courses throughout the doctoral program. The PhD Research KPI has been revised to more effectively track student development with research and publication throughout the program.
 - b. In the Master of Arts in Counseling program, CNS 507 Introduction to Mental Disorders will no longer be offered. CNS 506 Lifespan Development will now be offered as a first semester course, with a new course focusing on Child & Adolescent Counseling planned for the summer semester. This shift is in response to feedback and profession trends calling for focused training in working with children and adolescents. This course will also help to prepare students for participation in the Behavioral Healthcare Workforce Training and Education

(BHWET) program, which includes financial and professional development benefits for students and site supervisors.

4. To increase opportunities for engagement with medically underserved and rural communities, the Graduate Counseling Programs launched two initiatives supported by grant funding during the 2021-2022 academic year. These actions were encouraged through Community Advisory Board and student input, and preliminary data from these initiatives indicates an increase in financial support and professional opportunities for our students while benefiting our local communities. Additional opportunities are being identified for the 2022-2023 Academic Year, including opportunities for doctoral students to participate in development and assessment of the Clinical Supervision Certificate.