ANNUAL REPORT 2024-2025
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 2024-2025 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.

Master of Arts in Counseling – Annual Statistics	
Total Number of Graduates in Past Year	12
Clinical Mental Health Graduates	12
Addictions Counseling Graduates	0
Completion Rate	80%
July 2024- June 2025 NCE Pass Rate Clinical Mental Health Graduates	82%
July 2024 – June 2025 NCE Pass Rate Addictions Counseling Graduates	No data
Job Placement Rate All Graduates - Addictions	100%
Job Placement Rate All Graduates - Mental Health	100%
Average Class Size	12-18 students

At the end of the 2024-2025 academic year, twelve students graduated from the Master of Arts in Counseling program. All twelve were enrolled in the Clinical Mental Health track. As of the start of Fall 2025 semester, the Master of Arts in Counseling program has 62 enrolled students. Fifty of these current students are enrolled in the Clinical Mental Health track, and 12 are enrolled 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, they 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.

Ph.D. Counselor Education & Supervision – Annual Statistics	
Total Number of Graduates in Past Year	5
Completion Rate for Coursework	77%
Average Time to Complete Degree	4.2 years
Job Placement Rate All Graduates	100%
Average Class Size	6-7 students

During 2024-2025 academic year, five doctoral candidates graduated from the program after successful completion of their dissertations. At the beginning of the Fall 2025 semester, there are twenty students enrolled in coursework at the PhD level and nineteen doctoral candidates in the dissertation process.

PROGRAM UPDATES AND MODIFICATIONS

The following updates and modifications were made within the Graduate Counseling Programs during the 2024-2025 academic year. These changes were informed by both program evaluation data and stakeholder input and align with our programmatic and institutional goals.

Ph.D. Program Modality

The 2024–2025 academic year marked the first year with a fully online doctoral cohort. This transition was informed by the program's commitment to increasing accessibility for adult learners while maintaining the integrity and quality of instruction. The online format continues to include synchronous class sessions, personalized faculty mentorship, and collaborative learning experiences, ensuring the same level of engagement and rigor as the in-person format. The delivery model was approved by CACREP and implemented following careful review of student outcomes, faculty capacity, and accreditation standards.

Analysis of 2024–2025 outcomes indicated sustained excellence and program quality in this new delivery format. Student performance, faculty engagement, and program satisfaction remained consistent with prior years, and enrollment increased substantially, reaching a sustainable level that supports both program vitality and individualized mentorship. These results confirm that the program's high academic and professional standards are effectively maintained across both traditional and online modalities.

Substance Use Disorder University Workforce Development

Waynesburg University's Master of Arts in Addictions Counseling program has been awarded the Pennsylvania Department of Drug and Alcohol Programs (DDAP) University Workforce Development grant, part of a $1,000,000 initiative over 30 months beginning March 1, 2025. The Substance Use Disorder University Workforce Development Program (UWDP) aims to address workforce shortages in substance use disorder counseling by reducing financial barriers, enhancing recruitment, providing specialized training, and strengthening the sustainability of the workforce. Eligible students enrolled in Waynesburg's

Master of Arts in Counseling program may receive up to $32,000 in stipends and tuition, with preference given to students in the CACREP-accredited addictions counseling track who reside in Pennsylvania. Participants must complete practicum or internship placements at DDAP-licensed facilities in the state and commit to three years of service as a substance use disorder counselor following graduation.

Welcoming New Core Faculty

In the summer of 2025, we welcomed Dr. Jenna Vidulich and Dr. Leann Romitti as new full-time faculty in our Graduate Counseling Programs. Both have brought extensive clinical experience, a strong commitment to counselor education, and have previously served as part-time faculty in our Master of Arts and Ph.D. programs.

Dr. Leann Romitti holds degrees from Bethany College, Chatham University, and Waynesburg University. Credentialed as a Licensed Professional Counselor (LPC) and National Certified Counselor (NCC), she leads a private practice focused on trauma-informed care for women, LGBTQ+, and relationship-diverse communities. Her work is grounded in feminist and constructivist frameworks, with research interests in LGBTQ+ counselor competence, power and privilege, and social justice in the counseling profession.

Dr. Jenna Vidulich holds degrees from Temple University and Waynesburg University. Her clinical background includes work in substance use treatment, private practice, and community mental health. Most recently, she served as Manager of Digital Health Coaching at UPMC Health Plan. She continues to see clients in private practice and is credentialed as a Licensed Professional Counselor (LPC) and National Certified Counselor (NCC). Her research focuses on substance use disorders, clinical training, and supervision.

Integrated Undergraduate Pathway to the M.A. in Counseling

During the 2024–2025 academic year, the Undergraduate-to-Graduate Counseling Pathway was revitalized to create a seamless transition for high-achieving Waynesburg University undergraduates interested in pursuing a CACREP-accredited Master of Arts in Counseling. The pathway allows motivated students to begin graduate-level coursework early—typically starting in the spring of their junior year or later, depending on individual readiness and schedule. This structure enables students to accelerate their progress toward the M.A. in Counseling (Clinical Mental Health or Addictions Counseling), reducing both time and cost to degree completion while providing early exposure to advanced counseling content. The first students enrolled in the pathway in Fall 2025, marking an important milestone in expanding academic opportunities and strengthening the pipeline into the graduate counseling programs. Moving forward, faculty and program leadership will monitor enrollment trends, strengthen collaboration with undergraduate advisors, and enhance targeted outreach to ensure sustained growth and student success within this pathway.

PROGRAM EVALUATION DATA AND ANALYSIS

Applicant Characteristics

Applications to both the Master of Arts in Counseling and the Ph.D. in Counselor Education and Supervision programs continued to grow during the 2024–2025 academic year, reflecting sustained interest and strengthened visibility of Waynesburg University's Graduate Counseling Programs. Applications to the M.A. program increased dramatically—from 32 in 2023–2024 to 70 in 2024–2025—while Ph.D. applications doubled from 9 to 18 during the same period. After interviewing 88 applicants, the Master of Arts program enrolled 29 new students in Fall 2025, and the Ph.D. program enrolled 10 new students. This growth represents a significant milestone, as both programs have now achieved a sustainable enrollment level while maintaining academic rigor and selectivity.

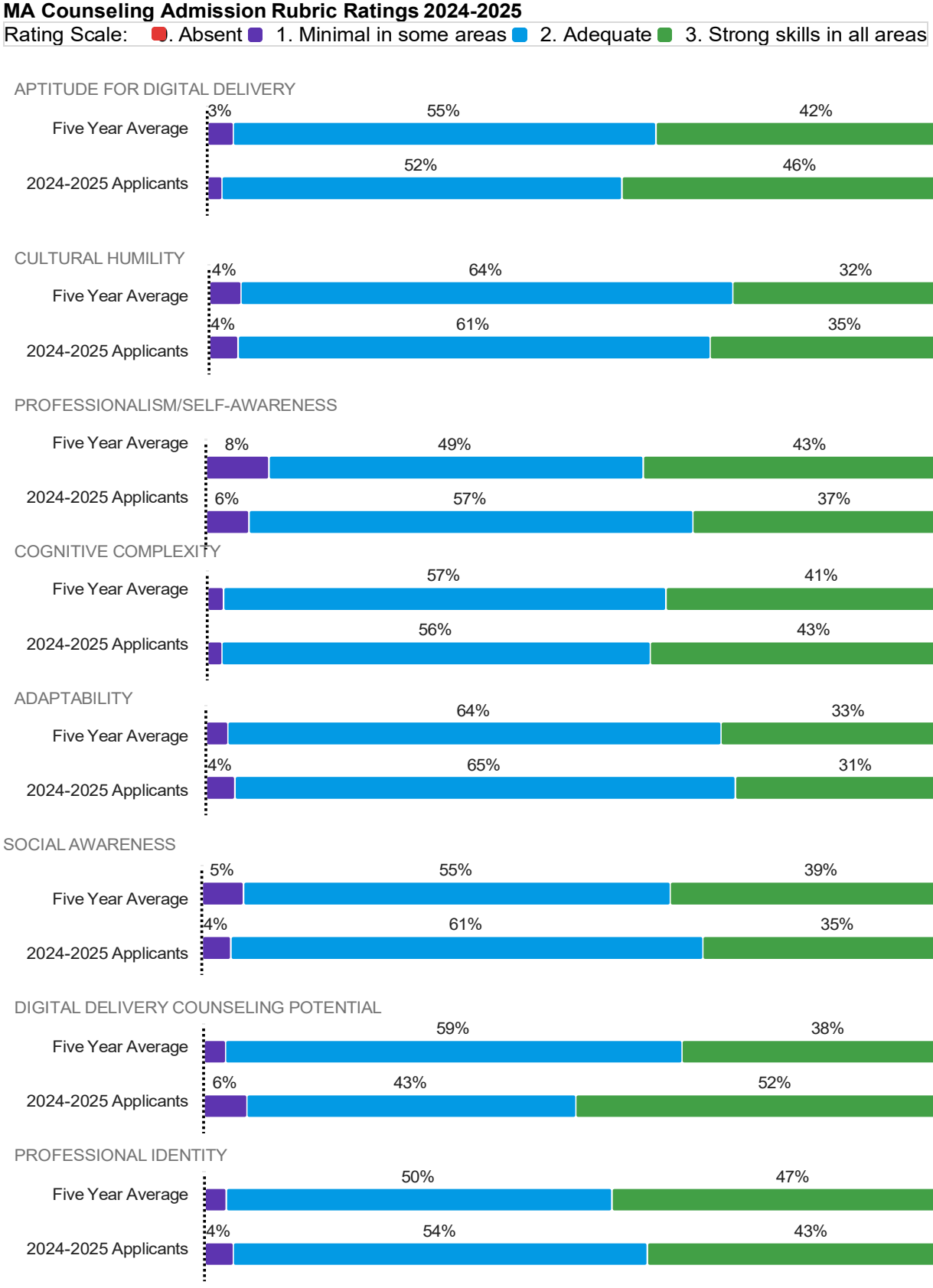
Applicant Trends	**2022-2023**	**2023-2024**	**2024-2025**
Number of M.A. Applicants	40	32	70
Number of Ph.D. Applicants	4	9	18

The 2024–2025 academic year also marked the transition of the doctoral program to an online format, a decision made after careful evaluation of student needs and enrollment trends. At this point, across both the Ph.D. and M.A. programs, application and enrollment trends clearly demonstrate strong student preference for flexible, accessible learning options. Notably, there were no new enrollments in the in-person format for the Master of Arts Counseling program in 2024-2025, confirming that the online model aligns with current student needs and market demand while preserving program quality and faculty engagement. However, we will continue to monitor trends to determine effectively and accessible counselor education pathways.

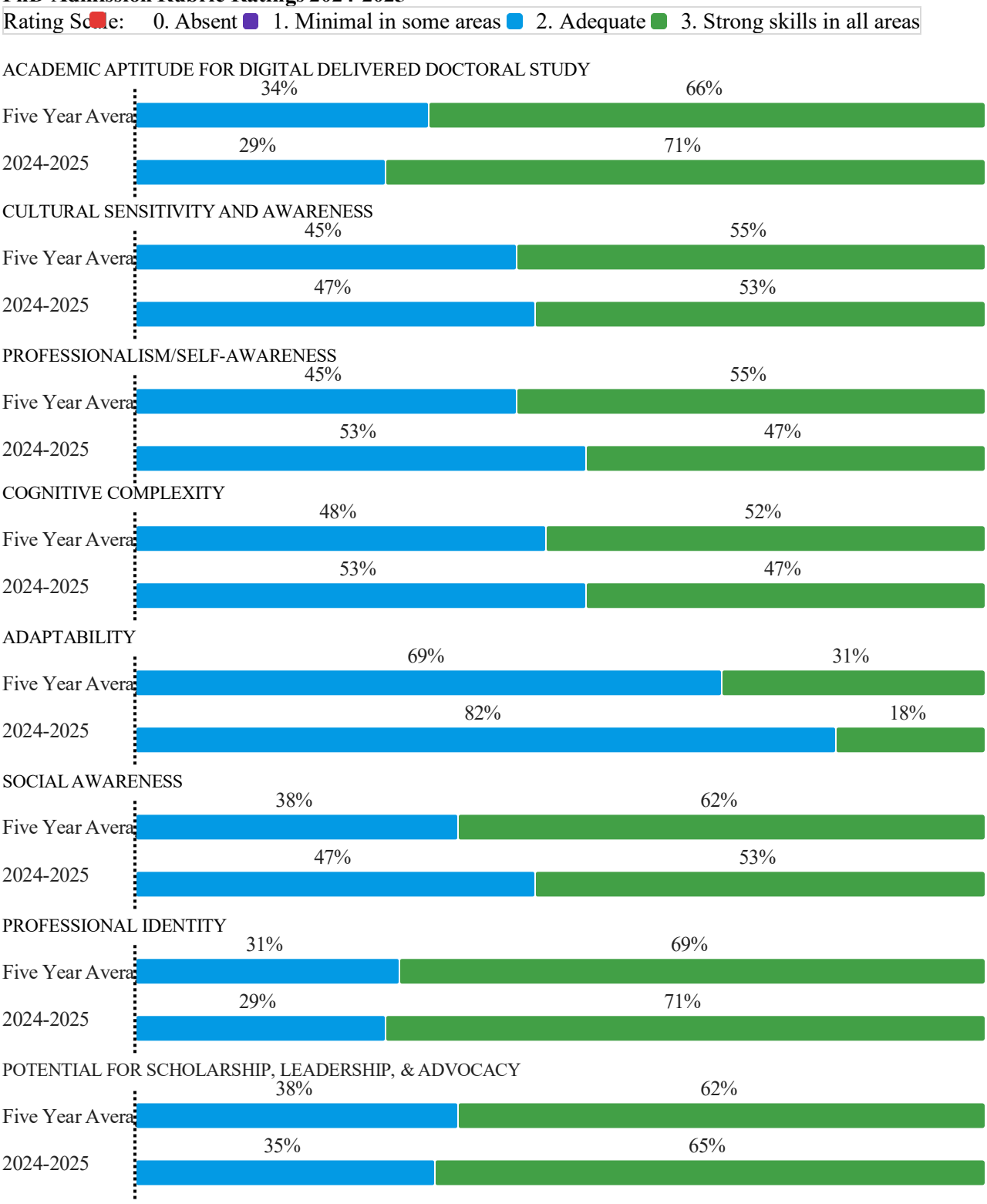
Another emerging trend is the increase in students pursuing part-time enrollment. Of the 62 current M.A. students, 21 are enrolled part-time, allowing them to complete the degree over three to four years instead of the traditional 18 months. This shift highlights the program's appeal to working professionals and nontraditional students while underscoring the importance of intentional curriculum planning and advising. Program leadership is coordinating course sequencing and student support to ensure consistent progress and developmental alignment for both full- and part-time learners.

Admission rubric data indicated balanced strengths across applicant domains, with the highest ratings in adaptability (82%) and cognitive complexity (53%), underscoring strong readiness for advanced study in an online format. Cultural sensitivity and professionalism ratings remained consistent with five-year averages, reflecting success in attracting diverse and ethically grounded candidates who align with the program's mission. At the master's level, the steady applicant pool and consistent enrollment demonstrate ongoing demand and effective outreach, particularly among those pursuing licensure in clinical mental health counseling. Overall, both programs continue to attract high-caliber applicants with the academic aptitude and professional dispositions necessary for success in counselor education.

MA Counseling Admission Rubric Ratings 2024-2025



PhD Admission Rubric Ratings 2024-2025



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.

MA KPI Ratings – Average Student Progress

Key Performance Indicator Area		Point 1	Point 2	Point 3	Point 4/5
Professional Counseling & Ethical Practice	2025 Graduates	2.00	2.00	2.00	2.93
	3 Year Average	**1.93**	**1.88**	**2.23**	**2.98**
Social & Cultural Foundations	2025 Graduates	1.90	2.00	2.50	3.00
	3 Year Average	**1.92**	**1.84**	**2.77**	**3.00**
Human Growth & Development	2025 Graduates	1.79	2.00	3.00	
	3 Year Average	**1.86**	**2.52**	**3.02**	
Career Development	2025 Graduates	1.79	2.00	3.00	
	3 Year Average	**1.84**	**2.49**	**3.02**	
Counseling & Helping Relationships (Knowledge)	2025 Graduates	1.56	2.93	3.00	
	3 Year Average	**1.66**	**2.42**	**3.02**	
Counseling & Helping Relationships (Skills)	2025 Graduates	2.00	2.00	2.78	
	3 Year Average	**1.87**	**2.02**	**2.93**	
Group Counseling	2025 Graduates	1.75	3.00	3.00	3.00
	3 Year Average	**1.66**	**2.66**	**2.80**	**3.02**
Assessment	2025 Graduates	2.13	1.50	3.00	
	3 Year Average	**2.04**	**1.83**	**3.04**	
Research Design & Program Evaluation	2025 Graduates	3.00	2.88	3.00	
	3 Year Average	**2.53**	**2.79**	**3.13**	
Disposition	2025 Graduates	1.56	1.33	2.71	3.00
	3 Year Average	**1.93**	**2.08**	**2.90**	**3.22**
Addiction Counseling Track	2025 Graduates	-	-	-	
	3 Year Average	**2.22**	**2.75**	**3.00**	

Clinical Mental Health	2025 Graduates	1.88	2.50	3.00
Counseling Track	**3 Year Average**	**1.90**	**2.43**	**3.07**

Ph.D. KPI ratings are summarized below as a five-year average. Students are demonstrating expected skill and knowledge development as they move through the program.

PhD KPI Ratings – Average Student Progress

5-Year Average	Point 1	Point 2	Point 3	Point 4
Counseling	2.51	2.66	2.90	3.37
Supervision	2.32	2.17	2.79	3.09
Teaching	2.34	2.61	2.97	3.33
Research	2.59	2.79	3.23	3.00
Leadership & Advocacy	2.41	2.51	3.09	3.35
Disposition	2.57	2.93	3.04	3.00

Average ratings across M.A. and Ph.D. programs for 2024-2025 were consistent with expectations. Students demonstrated steady progression across all CACREP core areas, reaching expected mastery of targeted knowledge/skills by the completion of their program. The consistency of improvement from baseline to completion indicates a developmentally appropriate trajectory of competence. One consideration for continued monitoring: MA Counseling disposition ratings *s*howed growth but slightly lagged earlier-year averages (from 1.33 → 3.00), suggesting the continued importance of early dispositional development support.

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 "Acceptable" to "Above Expectations" across clinical areas. Using the Counselor Competencies Scale - Revised (CCS-R), site supervisors provided an average rating of 4.64 for students enrolled in field placement courses in 2024-2025. A combined assessment of these averages indicated that students were demonstrating strong 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 2024-2025 academic year. This indicates that doctoral students usually and extensively demonstrate indicators of progress in teaching and supervision skills within their field experience

placements. As doctoral students provide triadic supervision to our Master of Arts in Counseling practicum students, MA students are also able to provide feedback on their supervisory experience. This feedback highlighted supervisory competence and support, reinforcing the benefit of this experience for both MA and PhD students.

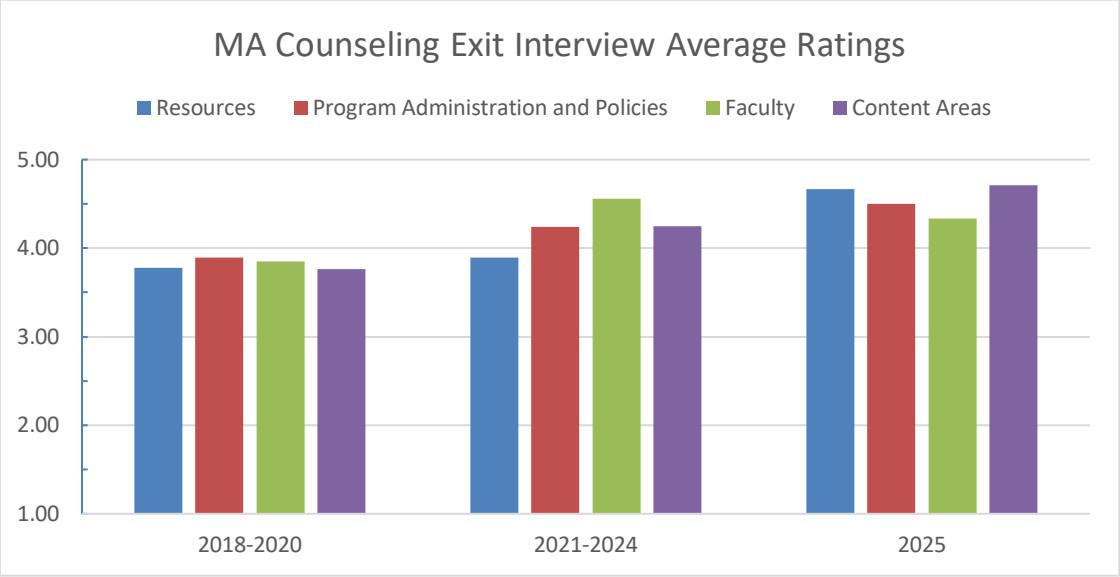
Graduate Counseling Exit Survey Results Spring 2025

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. The results for the 2024-2025 graduates are discussed below.

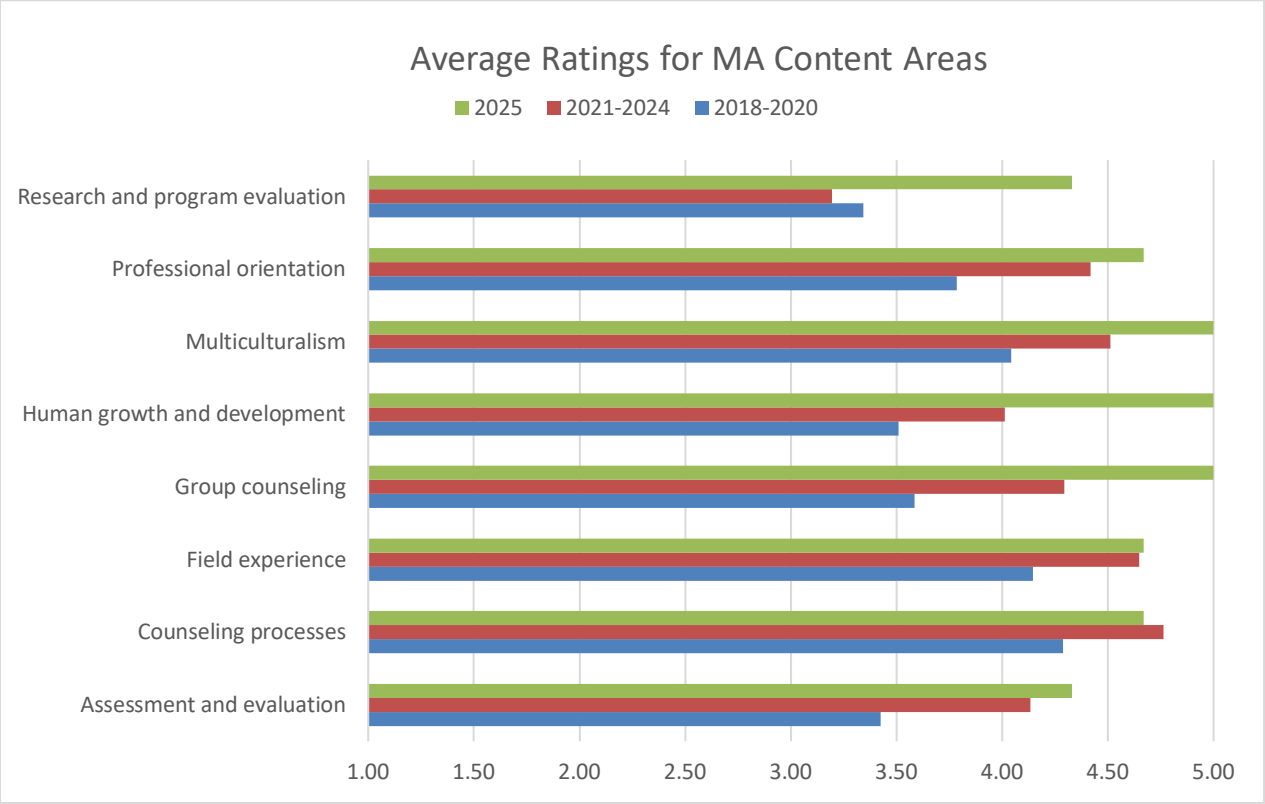
M.A. Counseling Exit Interview Results

	Average Rating	
	5 Year Average (2021-2025)	**2024-2025 Graduates**
Resources	4.08	4.67
Program Administration and Policies	4.31	4.50
Faculty	4.50	4.34
Curriculum	4.36	4.71

Average ratings by students who graduated in the 2023-2024 Academic Year were in the “Very Good”/”Satisfied” (4) to “Excellent”/”Very Satisfied” (5) range for most items. Graduates ratings regarding resources and curriculum were higher than averages in the past five years, suggesting that students were increasingly satisfied with programmatic modifications made to enhance learning resources and the curriculum content areas.



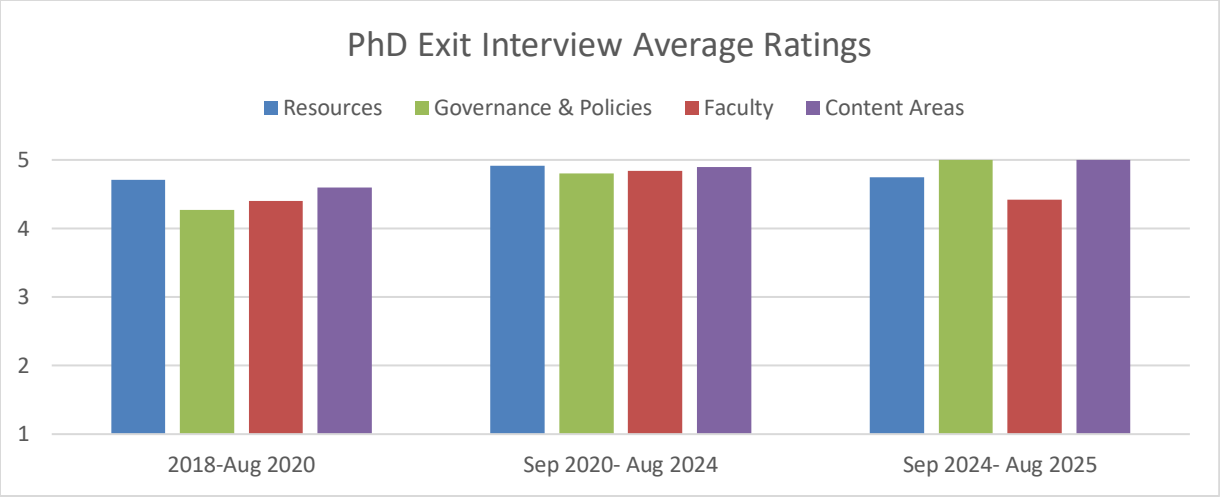
The research area of the curriculum, which is historically rated as lower than other curriculum areas, had an average rating of 4.33 (“Very Good/Excellent”), aligning with the average ratings for other content areas. This indicates adaptations to the research content of the curriculum helped to align with student expectations. Ratings of program administration, policies, and faculty remain consistent with previous years, though increased from the 2023-2024 graduate responses.



Ph.D. Exit Interview Results

	Average Rating	
	5 Year Average (2021-2025)	**2024-2025 Graduates**
Resources	4.87	4.75
Program Administration and Policies	4.85	5.00
Faculty	4.74	5.00
Curriculum	4.92	5.00

Feedback from the 2024–2025 Ph.D. graduates demonstrated continued satisfaction with the quality and impact of their educational experience. Consistent with prior cohorts, graduates reported strong ratings across all doctoral content areas, reflecting the program’s ongoing success in maintaining academic rigor and personalized support. All respondents indicated they would recommend the program, highlighting the enduring culture of excellence and commitment to ongoing enhancement of the student experience.



Alumni Survey

Alumni from the Master of Arts in Counseling and Ph.D. Counselor Education & Supervision programs are surveyed every three years. The most recent survey was distributed in Summer 2024, with a summary of those responses discussed in the 2023-2024 annual report.

Graduate Counseling Program Site Supervisor and Employer Survey

Data is collected at least once every three years. Surveys were last sent out in Summer 2022; our next scheduled survey distribution is Summer 2025. An initial attempt to gather early feedback during the 2024–2025 academic year resulted in a limited response rate. The program will explore alternative strategies to increase participation—such as brief targeted surveys, integrated post-placement evaluations, or follow-up interviews—to ensure continued compliance and meaningful stakeholder input.

REVIEW OF PROGRAM GOALS

Master of Arts in Counseling

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.

- **Summary of 2024–2025 Data Trends:** Dispositional and cultural key performance indicator ratings, site supervisor evaluations (average 4.64/5), and alumni feedback all demonstrate that students consistently apply ethical principles and multicultural competencies in practice. Exit survey data reflected strong satisfaction with ethical preparation (average 4.45/5), and the National Counselor Exam pass rate (82%) further confirms mastery of professional standards and ethical competence.
- **Planned Actions:** Faculty will continue embedding complex ethical case analyses and reflective decision-making exercises throughout coursework and supervision. Plans include increased use of case-based simulation and integration of cultural ethics scenarios to strengthen advanced ethical reasoning across diverse clinical contexts.

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.

- **Summary of 2024–2025 Data Trends:** Student disposition ratings improved from "Emerging" to "Proficient" levels across the program, reflecting growth in self-awareness and professional identity. Site supervisors consistently noted high levels of ethical conduct, openness to feedback, and interpersonal effectiveness. Graduates rated faculty support for personal and emotional challenges at 4.38/5, confirming that the program continues to provide a supportive learning environment that fosters counselor self-awareness and wellness.
- **Planned Actions:** Faculty will expand structured advising and reflective activities early in the program to promote dispositional development and self-care. The Counselor Potential Rating tool will be reviewed to enhance tracking of students' growth in emotional regulation, professionalism, and wellness practices.

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

- **Summary of 2024–2025 Data Trends:**
  KPI data show steady student progression and mastery across all eight CACREP core areas by program completion. Ratings in Counseling & Helping Relationships and Research Design & Program Evaluation demonstrated measurable improvement compared with previous years. Site supervisor and employer feedback confirm that students are well-prepared for clinical practice, with knowledge and applied skills that meet or exceed expectations. One consideration for assessment of KPI data moving forward is the increasing number of part-time students and how their progression might impact evaluation of development across the curriculum.
- **Planned Actions:**
  Faculty will continue refining course sequencing and assessment points to align with CACREP 2024 standards. To strengthen program evaluation and stakeholder input, the department will also review and expand methods for collecting feedback from site supervisors and employers to ensure ongoing improvement and compliance with CACREP standards.

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.

- **Summary of 2024–2025 Data Trends:** Students maintained engagement in community and service-learning initiatives, including participation in the Behavioral Health Workforce Education and Training (BHWET) program and the new DDAP-funded Substance Use Disorder University Workforce Development grant. These partnerships have expanded access to practicum placements and supported leadership development in addressing community mental health needs.
- **Planned Actions:** Faculty will continue expanding partnerships with regional agencies to support workforce development and service-learning. With the growth of the online cohort, which includes increasing enrollment from students residing outside Pennsylvania, the program will broaden its approach to community engagement by

expanding partnerships beyond the immediate region. Faculty will also provide training and resources to help students develop skills to identify and build professional connections within their own local communities, ensuring that all students—regardless of location—can engage meaningfully in service and leadership experiences aligned with program goals.

Ph.D. Counselor Education & Supervision

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.

- **Summary of 2024–2025 Data Trends:** Ph.D. KPI data indicate continued mastery across all five CACREP core areas, with final averages ranging from 3.0 to 3.4. Exit survey responses were uniformly positive, with graduates rating all program areas—including curriculum, faculty, and administration—at 5.0 ("Excellent"). These results reflect strong faculty mentorship and comprehensive doctoral preparation, consistent with prior years, and demonstrate that program rigor and quality were sustained across the new online delivery format.
- **Planned Actions:** Plans for 2025–2026 include developing additional courses to address the updates to the 2024 CACREP standards required 60 credits program. The program will also explore enhanced mechanisms for gathering stakeholder feedback from site supervisors and employers to inform ongoing curricular and assessment improvements. Faculty will continue to monitor student outcomes and satisfaction across the fully online cohort to ensure that accessibility, engagement, and program quality remain consistent with CACREP-accredited standards and the University's mission.

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

- **Summary of 2024–2025 Data Trends:** Graduate and alumni data show that students are successfully transitioning into leadership roles as faculty, supervisors, and clinical directors. Leadership and advocacy KPIs averaged 3.35 at advanced program stages, reflecting high competence. Increased student participation in professional conferences and teaching practica further demonstrates readiness for leadership and advocacy. These achievements continued across the online format, supporting the program's commitment to cultivating leadership excellence through flexible and accessible delivery.
- **Planned Actions:** Faculty will continue to strengthen structured mentorship opportunities to support students in developing professional leadership identities. This includes expanding faculty–student mentoring relationships, promoting peer mentorship within and across cohorts, and providing targeted guidance for conference presentations, teaching, and

professional engagement. These efforts will ensure that students continue to receive personalized support as they transition into leadership roles within the counseling profession.

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

- **Summary of 2024–2025 Data Trends:** Assessment data confirm that doctoral students consistently demonstrate proficiency in cultural awareness and social justice competencies. The introduction of CNS 617 Service and Leadership in Counselor Education and Supervision was well received, with students reporting increased confidence in culturally responsive leadership. Dissertation topics continued to reflect strong alignment with social justice and equity issues. These outcomes were consistent across in-person and online cohorts, highlighting the program's success in maintaining its commitment to culturally competent leadership in all formats.
- **Planned Actions:** Faculty will continue embedding social justice and advocacy into core courses and encourage community-engaged scholarship. Plans include developing partnerships with agencies serving marginalized populations to expand opportunities for applied leadership.

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

- **Summary of 2024–2025 Data Trends:** Feedback from alumni and site supervisors confirms that doctoral students demonstrate professional integrity consistent with the University's mission. Students and graduates continue to cite faculty modeling and mentorship as key to their personal and professional growth. These values have translated successfully to the online format, where faculty foster a collaborative and reflective learning environment consistent with Waynesburg's Christian heritage.
- **Planned Actions:** Faculty will sustain structured opportunities for ethical reflection and integration of faith-based perspectives within coursework and supervision. Future assessment cycles will include qualitative reflection prompts to capture how students integrate Christian values into counseling practice and leadership.

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.

- **Summary of 2024–2025 Data Trends:** Doctoral students demonstrated significant engagement in leadership and service through dissertation projects, teaching, and community initiatives addressing mental health disparities. Site supervisors and employers rated graduates "above average" in leadership and advocacy skills, confirming the program's success in fostering servant leadership. The online cohort model further expanded the program's geographic reach, allowing students to apply leadership and service competencies in diverse regional and professional contexts.
- **Planned Actions:** Faculty will enhance opportunities for doctoral students to participate in collaborative research, consultation, and community-based service projects. Outcomes from these experiences will be systematically tracked to inform ongoing improvement in leadership and service development.