

**WAYNESBURG UNIVERSITY****2017-2018 ANNUAL REPORT  
COUNSELING PROGRAMS**

The graduate Counseling programs of Waynesburg University include a 60 credit Master of Arts in Counseling with two specialization tracks: (a) Clinical Mental Health and (b) Addictions. We are the only counseling program in the Commonwealth of Pennsylvania with a CACREP accredited program in Addictions Counseling. Twenty-four students graduated in May 2018 in the Master of Arts program. Twenty of these graduates were in Clinical Mental Health and four were in the Addictions track. The vital statistics for the MA in Counseling programs are provided in the following table:

**Master of Arts in Counseling Program  
Annual Graduate Counseling Program Outcome Report  
Class of 2018**

Total Number of Graduates	24
Clinical Mental Health Graduates	20
Addictions Counseling Graduates	4
Completion Rate for All Graduates in MA Programs	86%
National Counselor Exam (NCE) Pass Rate	76%
NCE Pass Rate Clinical Mental Health Graduates (n=20)	80%
NCE Pass Rate Addictions Counseling Graduates (n=4)	50%
Job Placement Rate All Graduates—Addictions	100%
Job Placement Rate All Graduates—Mental Health	90%
Average Class Size	7

This year marked an important year for the PhD program in Counselor Education and Supervision. During its fourth year the program achieved accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through 2020. In addition, there were four students successfully defended their dissertations and graduated from the program. The vital statistics for the PhD in Counselor Education and Supervision are provided in the following table:

**Annual PhD Counseling Program Outcome Report  
Class of 2018**

Number of Graduates	4
Completion Rate for All Graduates	66%
Job Placement Rate for All Graduates	100%
Average Class Size	6

**Enrollment and Retention:**

The Master of Arts in Counseling enrolled 17 incoming students for the 2017-2018 academic year. The combined MA enrollments for the year were 44, including full and part-time students enrolled as first and second year students at each of the four learning centers. There was an increase in the retention rate for all programs in the Counseling program in 2017-2018. This was due primarily to a return to the adult learner model that increases the utilization of an accelerated class format augmented by hybrid class schedules that utilize online instruction to augment classroom instruction. Currently students in the MA program enroll in 50% of their classes utilizing a hybrid format. There were no student withdrawals in the PhD program during the 2017-2018 academic year. Three students withdrew from the MA program during the 2017-2018 academic year resulting in a 93% retention rate of both first and second year students during the 2017-2018 academic year. Statistics related to the enrollment activities of 2017-2018 are provided below:

**Enrollment Statistics for 2017-2018**  
**Master of Arts in Counseling Program**

Total Applications	27
Interviews	20
Interview Deny	0
Admin Denial Due to Incomplete Apps	7
Total Interviews	20
Deposits	17
Conversion of Interviews to Deposits	85%
Average GPA of Deposits	3.32
Total Conditional Admits	1
Percentage of Conditional Admissions for 2017 Class	6%
Total Withdrawals during 2017-2018 Academic Year	3

**Enrollment Statistics for 2017-2018**  
**PhD in Counselor Education and Supervision Program**

Total Applications	9
Interviews	9
Interview Deny	0
Admin Denial Due to Incomplete Apps	0

Total Interviews	9
Deposits	6
Conversion of Interviews to Deposits	66%
Average GPA of Deposits	3.77
Total Conditional Admits	0
Total Withdrawals during the 2017-2018 Academic Year	0

**OVERVIEW OF COUNSELING PROGRAM UPDATES AND MODIFICATIONS**

**Faculty Transitions:**

Michelle Steimer, PhD was hired as Assistant Professor of Counseling in August 2018. She replaces Dr. Anthony Boone who completed his appointment at Waynesburg University in August 2018. Dr. Steimer is a licensed professional counselor in the state of Pennsylvania as well as a nationally credentialed counselor. She specializes in working with trauma, issues related to military service such as transition to civilian life, family conflict, depression, anxiety, impulse control, and life transitions such as divorce and retirement. She has a B.S. degree in Psychology from the University of Pittsburgh, and earned her MA and PhD in Counselor Education and Supervision at Waynesburg University.

She has presented at regional, state, and national conferences including the Pennsylvania and American Counseling Associations' annual conferences and have been a guest speaker at organizations such as West Virginia University and La Roche University. Dr. Steimer serves as an expert on military culture for the National Board of Credentialed Counselors (NBCC) and has conducted an international webinar on military culture and mental health needs for veterans and reservists. She is a Major in the United States Army and Army Reserves where she has served for over 15 years.

Additionally, Fawn Robinson, PhD resigned in August 2018. A search is currently underway for a full time counseling faculty to fill this position.

**Chi Sigma Iota:**

The Waynesburg University chapter, Chi Nu Sigma Chapter of Chi Sigma Iota, the international honor society for Counselor Education, 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 eight continuing education presentations during the 2017-2018 academic year. These workshops provide the Counseling community with education on current trends in the counseling field. It is an opportunity for Licensed Professional Counselors (LPC’s) in the community to earn continuing education credits,

while interacting with faculty and students from Waynesburg University Counseling program.

- *October 4th – Spirituality in Counseling – Reverend Dr. Ron Barnes*
- *November 1st – Psychoactive Substances – Michael Palladini*
- *December 6th – Understanding Gestalt as a Path towards Wholeness: Client and Counselor Opportunities for Growth –Emily Meyer Stewart*
- *January 17th – Emotionally-Focused Couples Therapy with Queer Couples – Nickolas Summa*
- *February 7th – More than War: Cultural Considerations for Veteran and Military Counseling and Crisis Intervention – Michelle Steimer*
- *March 7th – Neuropsychological Reactions and Brain Spotting – Alyssa Pirian*
- *April 4th – Ethics in Mandated Reporting – Dr. Barbara Peck*
- *May 2nd – The Importance of Supervision in School Counseling – Corey VanSickle*

### **Community Engagement**

Chi Nu Sigma participated in a variety of charity events including:

- Sponsoring a team for the Southwestern Pennsylvania NAMIWalk (October 2017).
- Participating in the Charlie Batch (Best of Batch Foundation) Batch-A-Toys Wrapping Party (December 2017). The chapter wrapped household items and toys for two local families.

### **Membership**

Chi Nu Sigma Chapter hosted their annual induction ceremony on April 7, 2017 on Waynesburg University's Main Campus. The chapter initiated 12 new members and celebrated the graduating students.

Chi Nu Sigma Chapter had two chapter faculty co-advisors, Devon Manderino, PhD and Michelle Steimer, PhD.

### **Student Learning Outcomes:**

Student Learning Outcomes (SLO's) for all courses in the Counseling program have been systematically reviewed by the director and faculty of the Graduate Counseling programs. The aggregate assessment of the Student Learning Outcomes indicate that all objectives are being met sufficiently via the current assignments and learning activities provided in the individual courses. Based on the review of SLO's for all courses in the MA program, the faculty has decided to maintain current course assignments and key performance indicators for all courses.

### **Key Performance Indicators:**

Students in all Counseling Programs at Waynesburg University are assessed through Key Performance Indicators (KPIs) for each core curricular area and specialty area. Key Performance Indicators were developed for the PhD and MA programs during the 2017-2018 academic year. Faculty members will use the designated course-based assignments to assess students using multiple methods and at multiple points in time. This data is now being obtained for the Delta and Epsilon PhD cohorts, as well as the incoming class of 2020 for Master of Arts students. These data will be reviewed annually at the program faculty meetings in December and June to determine if any programmatic changes need to be made to ensure that the KPIs are being met.

**KEY PERFORMANCE INDICATORS**  
**Master of Arts in Counseling**

**Professional Counseling Orientation and Ethical Practice:**

2.F.1.k. Strategies for personal and professional self-evaluation and implications for practice.

**Social and Cultural Diversity**

2.F.2.c. Multicultural Counseling Competencies

**Human Growth and Development**

2.F.3.a.f. Theories of individual and family development across the lifespan and the systemic and environmental factors that affect human development, functioning, and behavior.

**Career Development**

2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.

**Counseling and Helping Relationships**

2.F.5.j: evidence-based counseling strategies and techniques for prevention and intervention

2.F.5.n. processes for aiding students in developing a personal model of counseling

**Group Counseling and Group Work:**

2.F.6.b. Dynamics associated with group process and development

**Assessment and Testing**

2.F.7.e: use of assessments for diagnostic and intervention planning purposes

**Research and Program Evaluation**

2.F.8.a: Demonstrate the integration of research in advancing the counseling profession, including skills to critique research to inform counseling practice.

**Clinical Mental Health Counseling**

5.C.3.b: Demonstrate knowledge of techniques and interventions for prevention and treatment of a broad range of mental health issues

**Addictions Counseling**

5.A.1.b: Demonstrates knowledge of theories and models of addiction related to substance use as well as behavioral and process addictions.

**KEY PERFORMANCE INDICATORS**  
**PhD in Counselor Education and Supervision**

**Counseling Key Performance Indicators:**

*Knowledge:* Scholarly examination of theories relevant to counseling (Standards 6.B.1.a)

*Skills:* Conceptualization of clients from multiple theoretical perspectives (Standard 6.B.1.c)

**Supervision Key Performance Indicators:**

*Knowledge:* Theoretical frameworks and models of clinical supervision that reflect students' personal style. (Standards 6.B.2.b; 6.B.2.e).

*Skills:* Applying specific supervision methodologies of clinical supervision including skill development, evaluation, remediation, and gatekeeping in clinical supervision. (Standard 6.B.2.d; 6.B.2.i)

**Teaching Key Performance Indicators:**

*Knowledge:* Pedagogy and teaching methods relevant to counselor education in traditional and online learning environments. (Standards B.6.3.b; B.6.3.e)

*Skills:* Instructional and curricular design, delivery, and evaluation methods that incorporate ethical and culturally relevant strategies used in Counselor Education (Standards 6.B.3.b; 6.B.3.h).

**Research and Scholarship Key Performance Indicators:**

*Knowledge:* Ethical and culturally relevant research designs appropriate to quantitative and qualitative research questions (Standards 6.B.4.a, 6.B.4.l)

*Skills:* Professional writing for journal and newsletter publications (Standard 6.B.4.h)

**Leadership and Advocacy Key Performance Indicators:**

*Knowledge:* Role of counselors and counselor advocating on behalf of the profession, professional identity, and clients at the individual, system, and policy levels (Standards B.6.5. i; B.6.5.j)

*Skills:* Strategies of leadership in relation to current multicultural and social justice issues (Standards 6.B.5.k).

**SURVEY DATA AND ANALYSIS**

**Master of Arts in Counseling 2018 Exit Survey**

The results of the exit survey for the graduating class of 2018 indicate that students rate as “very good to excellent” the convenient times classes were offered and the accessibility of library resources. The response of program administration to student concerns was also rated highly. Faculty were rated highly in terms of their expertise of the subjects they were teaching as well as their teaching methodologies. In terms of the curriculum, students provided the highest ratings for the counseling skill development courses and their internship and practicum experiences.

Areas receiving the lowest ratings include concerns about the physical facilities in which classes are conducted, the accessibility of program policies on University web resources, and opportunities for students to engage in discussion, academic inquiry, and expression of their opinions. These items will be address through collaborative planning with the Student Advisory Board during the 2018-2019 academic year. The curricular areas of Research and Program Evaluation and Human Growth and Development received the lowest ratings and will be targeted by the faculty to identify ways to increase learning and student engagement in these subjects areas.

Resources	Frequency of Ratings (n = 14)					Average Rating
	Poor	Fair	Satisfactory	Very Good	Excellent	
Physical facilities were of sufficient quality to meet program objectives.	2 (14%)	0 (0%)	6 (43%)	2 (14%)	4 (29%)	3.43
Blackboard course management system was satisfactory	0 (0%)	0 (0%)	10 (71%)	0 (0%)	4 (29%)	3.57
Library resources (including online/EBSCO Host) were accessible.	0 (0%)	0 (0%)	2 (14%)	8 (57%)	4 (29%)	4.14
Courses were scheduled at convenient times.	0 (0%)	0 (0%)	2 (14%)	8 (57%)	4 (29%)	4.14

Academic support services were adequate to meet my needs.	0 (0%)	0 (0%)	10 (71%)	0 (0%)	4 (29%)	3.57
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Program Administration and Policies	Frequency of Ratings (n = 14, *n = 13)					Average Rating
	Poor	Fair	Satisfactory	Very Good	Excellent	
Program administration was responsive to student concerns.	0 (0%)	0 (0%)	2 (14%)	6 (43%)	6 (43%)	4.29
Program policies were clearly stated.	0 (0%)	0 (0%)	10 (71%)	0 (0%)	4 (29%)	3.57
Program policies were non-discriminatory.	2 (14%)	0 (0%)	6 (43%)	3 (21%)	3 (21%)	3.57
Program policies were publicly accessible via MyConnect.*	0 (0%)	0 (0%)	4 (31%)	6 (46%)	3 (23%)	3.36

Faculty	Frequency of Ratings (n = 14, *n = 12)					Average Rating
	Poor	Fair	Satisfactory	Very Good	Excellent	
Opportunity existed for student discussion, inquiry, and expression of opinion.	2 (14%)	1 (7%)	1 (7%)	8 (57%)	2 (14%)	3.50
Faculty demonstrated classroom expertise.	0 (0%)	0 (0%)	2 (14%)	3 (21%)	9 (64%)	4.50
Faculty demonstrated professional/theoretical expertise.*	0 (0%)	0 (0%)	2 (16%)	0 (0%)	10 (83%)	4.67



Faculty provided sufficient mentoring to assist me in my career.*	0 (0%)	3 (25%)	2 (16%)	2 (16%)	5 (42%)	3.75
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Content Areas	Frequency of Ratings (n = 14, *n = 13)					Average Rating
	Poor	Fair	Satisfactory	Very Good	Excellent	
Assessment and evaluation	0 (0%)	4 (29%)	4 (29%)	2 (14%)	4 (29%)	3.43
Counseling processes	0 (0%)	0 (0%)	2 (14%)	0 (0%)	12 (86%)	4.71
Field experience	0 (0%)	0 (0%)	2 (14%)	6 (43%)	6 (43%)	4.29
Group counseling*	2 (15%)	0 (0%)	0 (0%)	6 (46%)	5 (38%)	3.92
Human growth and development	0 (0%)	0 (0%)	12 (86%)	1 (7.1%)	1 (7.1%)	3.21
Multiculturalism	2 (14%)	0 (0%)	2 (14%)	6 (43%)	4 (29%)	3.71
Professional orientation	0 (0%)	0 (0%)	9 (64%)	4 (29%)	1 (7.1%)	3.43
Research and program evaluation	0 (0%)	2 (14%)	9 (64%)	2 (14%)	1 (7.1%)	3.14

### PhD Exit Survey Ratings:

There were four PhD graduates during the 2017-2018 academic year, each completing an exit survey rating their view of the programs ability to meet each of the CACREP standards for PhD programs as well as the overall ratings for the recourses, faculty, and governance of the program. The results are provided in the following table and reflect an high overall satisfaction with the faculty, academic preparation and training, and quality of the learning environment.

	Average Rating by Graduates
<b>RESOURCES</b>	
Physical facilities were of sufficient quality to meet program objectives	5.00
There was adequate space for non-instructional activities	4.75
Library resources (including online/EBSCO Host) were accessible	5.00
Courses were scheduled at convenient times	5.00
Program administration was responsive to student concerns	4.00
Academic support services were adequate to meet my needs	5.00
<b>GOVERNANCE/POLICIES</b>	
Program policies were clearly stated	4.50
Program policies were non-discriminatory	4.50
Program policies were publicly accessible	4.25
Opportunity existed for student discussion, inquiry, and expression of opinion	3.50
<b>FACULTY</b>	
Faculty demonstrated classroom expertise	4.75
Faculty demonstrated professional/theoretical expertise	4.75
Faculty provided sufficient mentoring to assist me in my career	4.50
Faculty helped you make progress toward completion of your degree	5.00
Faculty facilitated your professional and personal well-being	4.25
Faculty use of technology effectively	4.75
Faculty was open to receiving/accepting your feedback about the program	3.50
Faculty were available for advising	4.75
Faculty advising and mentoring was effective	4.50
<b>OVERALL RATING OF THE PROGRAM</b>	<b>4.75</b>
Helping you make progress toward completion of your degree	5.00
Facilitating your professional and personal well-being	4.25
The use of technology/instructional technology	4.00
Faculty receiving/accepting your feedback about the program	3.75
Faculty advising availability and effectiveness	4.50

	Average rating by graduates
<b>DOCTORAL PROFESSIONAL IDENTITY</b>	
<b>COUNSELING</b>	
Scholarly examination of theories relevant to counseling	4.75
Integration of theories relevant to counseling	4.50
Conceptualization of clients from multiple theoretical perspectives	4.50

Use of evidence-based counseling practices	4.25
Use of methods for evaluating counseling effectiveness	4.25
Ethically and culturally relevant counseling in multiple settings	4.25
<b>SUPERVISION</b>	
Understands purposes of clinical supervision	4.75
Understands theoretical frameworks & models of clinical supervision	4.75
Understands roles & relationships related to clinical supervision	5.00
Uses skills of clinical supervision	4.50
Uses opportunities for developing a personal style of clinical supervision	4.75
Conducts assessment of supervisees' developmental level & other relevant characteristics	4.75
Understands modalities of clinical supervision & the use of technology	4.50
Follows administrative procedures & responsibilities related to clinical supervision	4.75
Understands evaluation, remediation, & gatekeeping in clinical supervision	4.75
Understands legal & ethical issues & responsibilities in clinical supervision	4.75
Uses culturally relevant strategies for conducting clinical supervision	4.50
<b>TEACHING</b>	
Understands role & responsibilities related to educating counselors	4.50
Uses pedagogy & teaching methods relevant to counselor education	4.50
Incorporates models of adult development & learning	4.75
Uses instructional & curriculum design, delivery, & evaluation methods relevant to counselor education	4.75
Understands effective approaches for online instruction	4.25
Understands screening, remediation, & gatekeeping functions relevant to teaching	4.00
Conducts assessment of learning	4.25
Uses ethical & culturally relevant strategies used in counselor preparation	4.50
Understands the role of mentoring in counselor education	4.50
<b>RESEARCH &amp; SCHOLARSHIP</b>	
Understands research designs appropriate to quantitative & qualitative research questions	5.00
Understands univariate & multivariate research designs & data analysis methods	5.00
Understands qualitative designs & approaches to qualitative data analysis	5.00
Understands emergent research practices & processes	4.75
Understands models & methods of instrument design	4.75
Understands models & methods of program evaluation	4.75
Understands research questions appropriate for professional research & publications	5.00
Able to engage in professional writing for journal & newsletter publication	4.75
Able to engage in professional conference proposal preparation	4.75

Able to engage in the design & evaluation of research proposals for a human subjects/institutional review board	4.75
Understands the process for submitting grant proposals & other sources of funding	4.00
Understands ethical & culturally relevant strategies for conducting research	4.75
<b>LEADERSHIP &amp; ADVOCACY</b>	
Uses theory & skills of leadership	4.75
Understands leadership & leadership development in professional organization	4.75
Understands leadership in counselor education programs	4.75
Demonstrates knowledge of accreditation standards & processes	4.75
Understands leadership, management, & administration in counseling organizations & other institutions	4.75
Understands leadership roles & strategies for responding to crises & disasters	4.75
Understands strategies of leadership in consultation	4.50
Understands current topical & political issues in counseling & how those issues affect the daily work of counselors & the counseling profession	4.50
Understands role of counselors & counselor educators advocating on behalf of the profession & professional identity	4.75
Understands models & competencies for advocating for clients at the individual, system, & policy levels	4.50
Uses strategies of leadership in relation to current multicultural & social justice issues	4.50
Uses ethical & culturally relevant leadership & advocacy practices	4.50

**Alumni Survey:**

An alumni survey was completed during the summer of 2018 which indicated strengths in the areas of developing counseling knowledge and skills, awareness of ethical and legal issues in counseling, satisfaction with the internship and practicum placements, the accessibility of faculty and faculty helpfulness in curricular matters. The alumni survey indicated that helpfulness in job placement and preparation for work in private practice are areas that need to be addressed more comprehensively within the curriculum.

**Graduate Counseling Program Alumni Survey - ratings of the program (N=25)**

	Poor	Fair	Satisfactory	Very Good	Excellent	Average Rating
<b>Overall rating of the program</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>9</b>	<b>8</b>	<b>3.81</b>
1. Professional competencies of faculty overall	1	0	5	12	7	3.96
2. Instructional competencies of faculty overall	0	4	2	14	5	3.80
3. Accessibility of faculty	1	1	2	12	9	4.08

4. Faculty helpfulness with curricula matters	1	0	3	13	8	4.08
5. Faculty helpfulness with personal matters	1	2	3	5	8	3.89
6. Faculty helpfulness with job placement	5	5	3	1	4	2.67
7. Quality of your preparation compared to colleagues of other programs	2	2	3	11	6	3.71
8. Helping relationships	0	0	3	11	12	4.35
9. Group work	0	0	9	10	7	3.92
10. Human growth and development	0	5	3	7	11	3.92
11. Career development	4	5	8	5	4	3.00
12. Counseling diverse populations	0	1	6	11	8	4.00
13. Ethical and legal issues in counseling	0	1	1	10	14	4.42
14. Integration of spiritual and/or Christian values in counseling	3	1	5	7	3	3.32
15. Assessment	1	4	6	8	7	3.62
16. Program Evaluation	2	5	8	5	5	3.24
17. Advocacy and community outreach	2	2	9	7	4	3.38
18. Practicum and internship	1	1	4	7	13	4.15
19. Professional identity and service	0	3	3	12	8	3.96
20. Professional writing and research	3	1	5	11	6	3.62
21. Preparation for certification and/or licensing exam	3	1	2	9	10	3.88
22. Preparation for work in private practice	6	4	6	6	3	2.84

### Graduate Counseling Program Site Supervisor and Employer Survey Results:

A survey of counseling site supervisors and employers was completed in the summer of 2018 which indicated relative strengths by site supervisors in the students' professional demeanor and comportment, professional ethics and counselor intervention skills. Areas identified as areas for improvement were research foundations and testing and appraisal skills. Interns and graduates of the program were rated as "very competent" when compared to interns from other programs, and generally are rated as competent to very competent when compared to full time employees.

	Average Ratings Given By:	
	Site Supervisors (n=4)	Employers (n=3)
Counseling intervention skills	4.00	4.33
Case conceptualization skills	3.75	4.33
Professional demeanor and comportment	4.50	4.33
Professional ethics	4.25	3.67
Counseling theory foundation	3.50	4.00
Research foundation	2.50	3.00
Group work	3.75	4.67
Multicultural awareness	4.00	3.67
Career and lifestyle counseling	3.00	3.67

Testing and appraisal skills	2.33	3.67
Knowledge of lifespan development issues	2.75	4.33
5= Extremely Satisfied, 4= Very Satisfied, 3= Satisfied, 2= Somewhat Satisfied, 1= Not Satisfied		

How competent were our interns/graduates, compared to other interns and graduates you may have had?	Average Ratings by Site Supervisors/Employers (n = 6)
Compared to full-time employees	3.50
Compared to interns from other programs	4.00
Compared to your expectations of a student at this level of training	3.67
5= Extremely competent, 4= Very competent, 3= Competent, 2= Somewhat competent, 1= Not competent	

Regarding the program's preparation of students	Average Ratings by Site Supervisors/Employers (n = 6)
Overall, how would you rate the Graduate Counseling program in preparing graduates for a career in this field?	3.50
Overall, how would you rate the students' academic knowledge base?	3.67
Overall, how would you rate the students' clinical preparedness?	3.67
5= Excellent, 4= Very Good, 3= Satisfactory, 2= Fair, 1= Poor	

**MA Program Data as it Relates to Program Objectives:**

*Objective 1. Respect the dignity, integrity and humanity of all those they serve in their counseling activities.*

*Objective 2. Maintain adequate self-awareness, emotional health and moral integrity in order to enhance their responsiveness to the needs of others.*

**Objectives 1 and 2:** Counselor potential ratings indicated that overall, students met program criteria for social skills, conscientiousness, openness to experience, cognitive complexity, and professionalism. Self-care activities were incorporated as topics into specific courses, in order to reinforce emotional health and self-awareness.

*Objective 3. Articulate a professional philosophy and theoretical orientation that guides their counseling approach.*

**Objective 3:** As part of the candidacy process, students were required to submit a paper that identified their professional philosophy and theoretical orientation. All students who applied for candidacy successfully completed the candidacy process. Site supervisors provided ratings of “satisfied” to “very satisfied” (average rating 3.50) with students in the area of counseling theory foundation, while employer average rating was “very satisfied” (4.00).

*Objective 4. Provide competent counseling that is guided by the ethical principles of the American Counseling Association and reflect the values inherent in the Christian heritage.*

Objective 4: All students were required to maintain active membership in the American Counseling Association throughout the course of studies. Counselor potential ratings indicated students met program criteria for maintaining ethical standards and openness to ideas and values. Site supervisors indicated an average rating of “very satisfied” (4) to “extremely satisfied” (5) with students in the areas of professional demeanor and comportment (average rating 4.5) and professional ethics (4.25). Student rating of “integration of spiritual and/or Christian values in counseling” was satisfactory (average rating 3.32) as per student exit interviews.

*Objective 5. Articulate the essential tenets of the major theories of counseling and the application of these theories in a variety of clinical settings with a range of presenting problems.*

*Objective 6. Effectively apply counseling theory and technique to address concerns raised in individual, group, family, and career counseling.*

*Objective 7. Demonstrate knowledge of developmental stages and processes across the lifespan and use this knowledge to inform therapeutic interventions and strategies.*

*Objective 8. Think critically and creatively regarding research and treatment methodologies in the fields of counseling.*

*Objective 9. Demonstrate in their personal and professional lives an awareness of, and sensitivity to, cultural diversity, gender equity, and social justice.*

*Objective 10. To competently evaluate individuals and programs through a variety of assessment instruments and methodologies.*

*Objective 11. Communicate clearly, both orally and in writing, with clients, peers, and the community at large, using a variety of traditional and electronic media.*

*Objective 12. Demonstrate the knowledge and skills set forth by the CACREP core and specialty standards.*

Objectives 5 through 12: Student Learning Outcomes (SLOs) and faculty observations as well as site supervisor evaluations indicated overall competency related to these objectives. Student exit interviews indicated an average of “satisfactory” (3) to “very good” (4) ratings in the following academic areas: helping relationships (average 4.35), group work (3.92), human growth and development (3.92), career development (3.00), counseling diverse populations (4.00), assessment (3.62), program evaluation (3.24), and professional writing and research (3.62). Site supervisor survey results indicated similar findings (see table 1). Overall, preparation of students by the program was rated between satisfactory and very good by site supervisors and employers of graduates. Additionally, one student was awarded an NBCC Minority Fellowship as partial fulfillment of Objective 9.

**Table 1. Graduate Counseling Program Site Supervisor and Employer Survey Results**

	Average Ratings Given By:	
	Site Supervisors (n=4)	Employers (n=3)
Counseling intervention skills	4.00	4.33
Case conceptualization skills	3.75	4.33
Professional demeanor and comportment	4.50	4.33

Professional ethics	4.25	3.67
Counseling theory foundation	3.50	4.00
Research foundation	2.50	3.00
Group work	3.75	4.67
Multicultural awareness	4.00	3.67
Career and lifestyle counseling	3.00	3.67
Testing and appraisal skills	2.33	3.67
Knowledge of lifespan development issues	2.75	4.33
5= Extremely Satisfied, 4= Very Satisfied, 3= Satisfied, 2= Somewhat Satisfied, 1= Not Satisfied		

### PhD Program Data as it Relates to Specific Program Objectives:

*Objective 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.*

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

Objectives 1 and 2: 67% of applicants to the Ph.D. program in 2017 (see Table 2) had graduated from a CACREP-accredited Master's program indicating a strong foundation in the eight core areas of counselor training. 62% of current Ph.D. students in the 2017-2018 academic year (see Table 3) had graduated from a CACREP-accredited Master's program. Leadership and research activities of current PhD students increased from the previous academic year (see Table 3), reflecting the program's recent efforts to address needs in these areas.

All the Student Learning Objectives (SLOs) for the PhD courses have been reviewed for the 2017-2018 academic year. An aggregate analysis indicated that SLOs are currently being met at the "Basic Level of Competence" for all PhD students who maintain enrollment in the respective course. The data from the SLOs were used in conjunction with faculty observations, student feedback, and Key Performance Indicators to make specific program modifications which are described in the Program Modifications in Response to Program Data section found later in this report. PhD field experience ratings by site supervisors and students indicated competency of students in the areas of advanced clinical counseling, supervision, and teaching.



The PhD comprehensive exam is comprised of four sections related to teaching, counseling, supervision, and research. Students are required to respond to each question with written analysis and an oral defense. Three students were eligible to take the comprehensive exams during the summer semester of 2017. All three students passed all four sections of the comprehensive exam and were granted doctoral candidacy status. There were 12 doctoral candidates enrolled in the PhD program at the end of the 2017-2018 year.

The 2017-2018 academic year saw the first graduates of the PhD Counselor Education and Supervision program at Waynesburg University. Four PhD students successfully completed their dissertations and graduated from the program during the 2017-2018 academic year. Each student's dissertation study directly prepared them to act as a leader in the counseling, counselor education, and supervision fields. Graduate data indicated that 100% of all PhD graduates are actively involved in leadership and research activities related to counseling, counselor education, or supervision.

**Table 2. PhD Applicant Data**

	2014 (N = 33)	2015 (N = 20)	2016 (N = 8)	2017 (N = 9)
<b>Applicant Data*</b>				
Gender				
<i>Male</i>	24%	15%	25%	22%
<i>Female</i>	76%	85%	75%	78%
Ethnicity				
<i>Black or African American</i>	3%	20%	25%	22%
<i>White</i>	97%	80%	75%	78%
CACREP accredited Master's Degree				
<i>Yes</i>	73%	55%	88%	67%
<i>No</i>	27%	45%	12%	33%
Professional license				
<i>Licensed Professional Counselor</i>	46%	15%	25%	32%
<i>Other professional license</i>	6%	10%	13%	7%
<i>No license</i>	48%	75%	62%	61%
Leadership experience				
<i>Yes</i>	33%	35%	38%	78%
<i>No</i>	67%	65%	62%	22%
Research experience				
<i>Yes</i>	18%	25%	38%	21%
<i>No</i>	82%	75%	62%	79%
<i>Note: *As per applicant report</i>				

**Table 3. Current PhD Student Data**

	2016- 2017 (N = 22)	2017- 2018 (N = 21)
<b>Current Student Data</b>		

Gender		
Male	29%	24%
Female	71%	76%
Ethnicity		
Black or African American	8%	14%
White	92%	88%
CACREP accredited Master's Degree		
Yes	71%	62%
No	29%	38%
Professional license		
Licensed Professional Counselor	38%	41%
Other professional license	21%	29%
No license	41%	30%
Leadership experience		
Yes	54%	71%
No	46%	29%
Research experience		
Yes	58%	86%
No	42%	14%

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

Objective 3: In addition to doctoral courses that specifically targeted cultural competencies and social justice in leadership, eight continuing education workshops were offered to Ph.D. students through Chi Nu Sigma. Topics focused on current trends in counseling, including cultural competencies for specific populations and social justice issues. Four Ph.D. students presented on specific topics during this workshop series. Ph.D. students also attended and presented at regional, state, national, and international conferences for the counseling profession during the 2017-2018 academic year.

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

Objective 4: In addition to doctoral courses that specifically targeted ethics and cultural competencies, one continuing education workshop specific to spirituality in counseling was offered in October 2017 to Ph.D. students through Chi Nu Sigma. The Advanced Specialty in Christian and Spiritual Counseling was offered to doctoral students as an additional opportunity for integrating Christian principles ethically and competently.

*Objective 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.*

**Objective 5:** Ph.D. students were encouraged to participate in volunteer service opportunities organized through Chi Nu Sigma. Four Ph.D. students presented Chi Nu Sigma workshops during the 2017-2018 year, as a service to their fellow students and to the local professional community.

**Program Modifications in Response to Program Data:**

1. Master of Arts Program Objectives will be revised in the 2018-2019 academic year to reflect the evolving focus of the program. Input will be obtained from advisory boards, faculty, and students regarding objectives.
2. There was an identified need in 2016-2017 for increased emphasis in leadership as well as research and scholarship activities. Implemented activities appeared to be successful, as leadership and research activities of current students greatly increased. Key performance indicators in this domains also indicated student growth related to leadership and research. Therefore, faculty will continue to emphasize an increase in leadership and research activities through mentorship, course activities, and collaboration with faculty projects.
3. Active servant leadership was tracked via student report and faculty observations during the 2017-2018 year. Data suggested that this objective was met through connecting students with organized opportunities, such as the workshop series offered by Chi Nu Sigma.
  - Program faculty identified specific courses throughout each program to tie in with organized community service opportunities. It is hoped that this will increase involvement in servant leadership by students in their local communities.
  - Faculty continue to encourage students to become actively involved in Chi Nu Sigma as well as mentorship and leadership opportunities offered by professional counseling organizations.