

Clinical Mental Health Counseling Annual Report 2017-2018

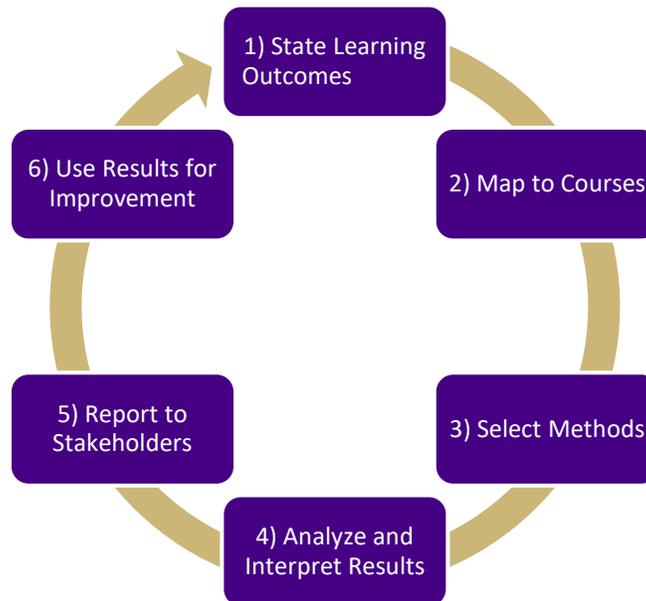
Academic Degree Program: Clinical Mental Health Counseling, M.A./Ed.S.

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In accordance with CACREP (2016) standards regarding Evaluation in the Program D., the following annual report is available to current students, program faculty, institutional administrators, and personnel in cooperating agencies. Each year, these constituents receive an email inviting them to read and comment on the report, and the report is posted on the Counseling Programs website.

The annual report format was developed to correspond to JMU's assessment expectations. The report is aligned with JMU's assessment cycle:



The Clinical Mental Health Counseling Program welcomes a diverse student population and encourages applicants of different ages, from different social, cultural, and ethnic backgrounds, and with different abilities and learning styles. Our alumni work in a variety of settings, including clinical mental health centers, community agencies, psychiatric facilities, and private practice. The 60-credit-hour program offers a distinctive combination of experiential learning, didactic course work, and training activities. Students receive both the Master of Arts and the Educational Specialist degrees at graduation. Graduates are also eligible to become National Certified Counselors. The curriculum meets all the course work requirements for Licensed Professional Counselor regulations in the Commonwealth of Virginia.

The Clinical Mental Health Counseling curriculum is based on the 2016 standards established by the

Council for Accreditation of Counseling and Related Educational Programs (CACREP), which requires demonstration of mastery across eight core counseling areas as well as three areas specifically related to the foundations, contextual dimensions, and practice of clinical mental health counseling. Counseling programs are also asked to include program-specific standards that are consonant with the culture and expectations of that specific program. For the sake of clarity and consistency, the program specific expectations have been mapped, where appropriate, to the CACREP standards (see below).

In addition to other considerations, CACREP requires evaluation of key performance indicators of student learning in each of the abovementioned areas via multiple measures and over multiple points of time. We therefore continue to collect data from constituents to help inform our curriculum, and in informal consultation with internal and external stakeholders, we have added a series of workshops designed to enhance our students' preparation for clinical practice in community settings. Specifically, we have added a workshop on Trauma Informed Care, Working with Child Protective Services and Foster Care Services, Motivational Interviewing, Applied Suicide Intervention Skill Training, and Emotionally Focused Therapy. These workshops are in direct response to recommendations from constituents and alumni.

Student Learning Objectives

Student learning objectives (SLOs) are statements indicating what students should know, think, or do as a result of participating in an academic degree program. SLOs should be student-centered and be written clearly with precise, measureable verbs. There is no set number of SLOs required for the APT.

Student Learning Objective
As a result of participating in the Clinical Mental Health Counseling program, students graduating with an EdS in Clinical Mental Health will:
1. take responsibility for embodying and practicing professional and ethical standards at the degree of mastery. Graduates are able to and hold themselves and colleagues accountable for practicing as ethical professional counselors. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid. CACREP Counseling Curriculum: 1. Professional Counseling Orientation and Ethical Practice, a - m
2. work collaboratively and responsibly with colleagues, clients, and community members representing a variety of backgrounds and experiences. Graduates are able to recognize their own beliefs and values and embrace attitudes and practices of understanding, respecting, and competently addressing the beliefs and values of others. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid. CACREP Counseling Curriculum: 2. Social and Cultural Diversity, a - h
3. apply developmentally appropriate counseling theories and techniques, which are ethically and culturally relevant, in the best interest of their clients. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid. CACREP Counseling Curriculum: 3. Human Growth and Development, a - i

<p>4. provide developmentally appropriate career assessment and intervention strategies. Accounting for the clients' varying stages of career and educational development, program graduates employ relevant assessments and apply labor market trends. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.</p> <p>CACREP Counseling Curriculum: 4. Career Development, a - j</p>
<p>5. provide evidence-based counseling services to diverse clients, grounded in principles of developmental competence, empathy, humanism, and social justice. Program graduates are able to make decisions that are in the best interests of their clients. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.</p> <p>CACREP Counseling Curriculum: 5. Counseling and Helping Relationships, a – n and 6. Group Counseling and Group Work, a - h</p>
<p>6. employ relevant assessments related to clients and programs in their respective workplaces. Program graduates are able to assess clients for serious and foreseeable harm to self or others and/or abuse and neglect. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.</p> <p>CACREP Counseling Curriculum: 7. Assessment and Testing, a - m</p>
<p>7. critically evaluate research related to core areas of counseling practice and use data-informed decision-making practices for program evaluation and management. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.</p> <p>CACREP Counseling Curriculum: 8. Research and Program Evaluation, a - j</p>
<p>8. demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Applying evidence-based interventions for prevention and treatment of a broad range of mental health issues, graduates also demonstrate skills for social justice and advocacy. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.</p> <p>CACREP Clinical Mental Health Counseling Curriculum: 1. Foundations, a – e, 2. Contextual Dimensions, a – m, and 3. Practice, a - e</p>

Course/learning Experiences

If students are expected to meet the stated SLOs, they must be provided with learning opportunities to assist them in meeting the SLO. Learning opportunities should be clearly linked to SLOs, and all SLOs should be covered by at least one learning opportunity. This is often referred to as program theory.

Student learning objective	Courses/Experiences mapped to the objective		
	Introductory	Practice	Mastery
1. Professional and Ethical practice	Psyc 630 midterm	Psyc 760 supervision summary	Psyc 790 case presentations

		Comprehensive exam	
2. Cultural competence and self-awareness	Psyc 630 research paper	Psyc 749 time 1/time 2 reflection	Psyc 749 cross cultural counseling
3. Developmentally appropriate approaches	Psyc 614 midterm	Psyc 614 reflection paper	Psyc 614 research paper
4. Appropriate career counseling	Psyc 669 notecards	Psyc 669 literature review	Psyc 790 case presentations
5. Evidence-based counseling	Psyc 661 counseling session	Psyc 695 counseling sessions/evaluation Comprehensive exam	Psyc 790 case presentations
6. Relevant assessment procedures	Psyc 607 personal assessment project	Psyc 695 counseling sessions/evaluation	Psyc 790 case presentations
7. Research evaluation	Psyc 630 midterm	Psyc 600 program evaluation project	Psyc 800 EdS project
8. Key clinical mental health counseling competencies	Psyc 664 counseling tapes	Psyc 695 counseling sessions/evaluations Comprehensive exam	Psyc 790 case presentations

Assessment Measures

To obtain results that are useful for evaluating whether students met the stated SLOs, instruments must be selected to elicit the desired knowledge, skills, or attitudes from students. All SLOs should be measured by at least one instrument. Moreover, to obtain the strongest evidence of student learning, SLOs should be measured by a direct measure of student learning.

Objective	Description of Instrument used to assess objective	Direct/Indirect
1. Professional and Ethical practice	Comprehensive exam rubric Internship supervisor evaluation form	D – student is observed D – student is observed
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	D – student is observed

3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	I - assessment is based on written product
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	I - assessment is based on written product
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms Comprehensive exam rubric	D – student is observed D – student is observed
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	I - assessment is based on written product
7. Research evaluation	Psyc 800 EdS project evaluation rubric	D – student is observed
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms Comprehensive exam rubric Progress Reviews	D – student is observed D – student is observed D – student is observed

Desired Results

To aid in interpretation of results, it is helpful to determine a result that programs hope students will meet (i.e. 80% of students will pass an exam, or students will increase by at least 10 points from the beginning of the program to the end of the program). Ideally, programs will have a desired result for each objective and will justify their desired result based on external research, faculty consensus, previous years' results, etc.

Objective	Instrument	Desired result	Justification for desired result
1. Professional and Ethical practice	Comprehensive exam rubric Internship case presentation rubric	100% pass result by 2 nd attempt 95% of all evaluations at level 2, indicating sufficient mastery, by	Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is

		completion of second semester	prepared for post-graduation practice.
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	Recent research (Goodwin, Coyne, & Constantino, 2018) has highlighted the contextual demands for competence; therefore students are provided consultation as well as evaluation to ensure they meet this standard.
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	The breadth of considerations students are expected to cover in the research paper are purposefully designed to allow faculty to assess understanding of content.
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	The specific considerations students are expected to cover in the research paper are purposefully designed to allow faculty to assess understanding of content related to career counseling.
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	95% of all evaluations at level 2, indicating mastery, by completion of second semester 100% pass result by 2 nd attempt	Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice.
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	90% of all evaluations at level 2, indicating mastery	Opportunities to exhibit skill in administering and evaluating formal assessment results vary in students' practice opportunities (Psyc 695 Practicum and Psyc 790 Internship), depending on client need. Faculty rely on

			evaluations of this project to determine sufficient levels of mastery for progression in the program
7. Research evaluation	Psyc 800 EdS project evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	Opportunities to exhibit overt skill in research evaluation vary in students' practice opportunities (Psyc 695 Practicum and Psyc 790 Internship), yet are necessary for determination of best practice in counseling. Faculty therefore rely on evaluations of the project to determine levels of mastery that suggest students can generalize research evaluation skills beyond literature review to the actual determination of appropriate interventions.
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric Progress Reviews	95% of all evaluations at level 2, indicating mastery, by completion of second semester 100% pass result by 2 nd attempt 100% satisfactory after any necessary remediation plan	Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice. Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior. The specific domains are informed by counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training.

Data Collection Process

Sound data collection procedures are integral for obtaining high quality results. Data collection considerations include which students were sampled, how many students were sampled, whether the students were representative of the students to which inferences will be made, whether data were collected at one time point or multiple time points, whether students were motivated to give best effort on the assessments, etc. Data collection procedures may differ based on whether selected-response or performance assessments are administered. For example, if a performance assessment is administered, it may also be useful to include multiple raters and rater training prior to scoring the student artifacts.

Objective	Instrument	Students sampled	Sample size	Timepoint(s)	Motivation
1. Professional and Ethical practice	Comprehensive exam rubric Internship case presentation rubric	All students	1 (2 nd year cohort) 9 (3 rd year cohort)	Semester after completion of Psyc 695, typically students' second year	Students will not progress in the program without successfully completing the comprehensive exam, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated.
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	All students	8 (1 st year cohort)	At completion of Psyc 749, typically students' 1 st year	This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	All students	8 (1 st year cohort)	At completion of Psyc 614, typically students' 1 st year	This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly

					motivated to earn an A in the course.
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	All students	8 (1 st year cohort)	At completion of Psyc 669, typically students' 2 nd year	This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	All students	12 (2 nd and 3 rd year cohort) 1 (2 nd year cohort)	At completion of Psyc 695 and 790, typically during students' 2 nd and 3 rd years	This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	All students	8 (1 st year cohort)	At completion of Psyc 607, typically students' 2 nd year	This instrument is one indicator considered in the course evaluation. They are motivated to earn an A in the course.
7. Research evaluation	Psyc 800 EdS project evaluation rubric	All students	9 (3 rd year cohort)	At completion of Psyc 800, typically students' 3 rd year	Students must successfully complete the EdS project in order to graduate. They are highly motivated.
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations	All students	12 (2 nd and 3 rd year cohort)	At completion of Psyc 695 and 790, typically during students' 2 nd and 3 rd years	Students will not progress in the program without successfully completing the

	Comprehensive exam rubric		1 (2 nd year cohort)		
	Progress Reviews		All students	Each semester	comprehensive exam, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated. Progress reviews are completed by faculty each semester and address counseling dispositions. Ideally, students are intrinsically motivated through their interest in the field to exhibit the expected dispositions across academic and experiential domains.

Validity Evidence

Validity evidence creates a stronger case for eventual inferences to be made from scores. Without validity evidence, it is difficult to determine whether assessments are truly measuring the intended knowledge, skills, and abilities programs have deemed important for students. Important validity evidence includes, but is not limited to, reliability estimates (e.g. Cronbach’s alpha or interrater reliability), correlations with other variables (e.g., professional certification exam results or course grades), and faculty/expert evaluation of assessment content.

The program faculty members take a hermeneutic approach to comprehensive exam and other student evaluation ratings and therefore group consensus is required prior to the reporting of final ratings. For this reason we do not calculate inter-rater reliability.

Face validity is assumed with site-supervisor and university-supervisor evaluations of students in practicum and internship. This is due to the fact that evaluation items are drawn from the CACREP Clinical Mental Health Counseling standards (beginning Fall 2016), which are the standards by which our program is evaluated and accredited. Further, the CACREP standards are the basis for the design of our courses and our students’ evaluations across the curriculum. Construct validity applies to the standards, as experts in the field determine the CACREP accreditation standards.

Construct validity is also maintained as faculty expertise results in deep knowledge of the field and its associated standards. With some exceptions, noted below, the faculty who teach courses associated with the objectives identified here are core faculty, who are licensed mental health providers with doctoral level training in our field of expertise. Core faculty members teach courses that are aligned with their professional experience and expertise and therefore have sufficient training and competence to assess levels of student mastery. In cases in which core faculty members are not available to teach these courses, we employ adjunct faculty members who are specifically chosen for their training and experience related to the course content. Further, all core faculty members gather at the end of each semester to evaluate every student’s professional dispositions and our key clinical mental health counseling competencies via our Progress Review process. Our combined evaluations assist us in determining the validity of the specific measures identified in the table below.

Objective	Instrument	Evaluator	Progress review relevance?
1. Professional and Ethical practice	Comprehensive exam rubric Internship case presentation rubric	2 core faculty members Adjunct faculty members with at least 5 years’ licensed clinical experience	Yes
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	Core faculty member	Yes
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	Core faculty member	
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	Core faculty member	
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	Core and adjunct faculty members with at least 5 years’ licensed clinical experience 2 core faculty members	Yes

6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	Licensed, adjunct faculty member with expertise in assessment and counseling	
7. Research evaluation	Psyc 800 EdS project evaluation rubric	At least 2 core faculty members	
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric Progress Reviews	Core and adjunct faculty members with at least 5 years' licensed clinical experience 2 core faculty members All core faculty members	Yes

Summary of Program Evaluation Results

Results are used to convey to stakeholders how well students met the stated student learning objectives. Thus, results should be clearly presented in relation to the student learning objectives. Often, historical results provide context for the current year's results and provide insight about student learning trends.

Objective	Historical Results			
	Instrument	Prior results	Prior results	This year's results
1. Professional and Ethical practice	1. Comprehensive exam rubric	100% pass at 2 nd attempt	100% pass at 2 nd attempt	100% pass at 1 st attempt
	Internship case presentation rubric	100% pass at Practice level	100% pass at Practice level	95% pass at Practice level

2. Cultural competence and self-awareness	2. Psyc 749 Cross cultural counseling evaluation rubric	95% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	96% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation
3. Developmentally appropriate approaches	3. Psyc 614 Research paper evaluation rubric	92% of evaluation scores indicate level 2 (mastery)	94% of evaluation scores indicate level 2 (mastery)	96% of evaluation scores indicate level 2 (mastery)
4. Appropriate career counseling	4. Psyc 669 Literature review evaluation rubric	95% of evaluation scores indicate level 2 (mastery)	95% of evaluation scores indicate level 2 (mastery)	100% of evaluation scores indicate level 2 (mastery)
5. Evidence-based counseling	5. Psyc 695 and Psyc 790 case presentation evaluations	100% of all evaluations at level 2 (mastery) by completion of second semester of internship	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship; 1 student continuing to complete required hours, but evaluations at practice level
6. Relevant assessment procedures	6. Psyc 607 personal assessment project rubric	90% of all evaluations at level 2	90% of all evaluations at level 2	95% of all evaluations at level 2
7. Research evaluation	7. Psyc 800 EdS project evaluation rubric	100% of evaluation scores indicate level 2 (mastery)	100% of evaluation scores indicate level 2 (mastery)	100% of evaluation scores indicate level 2 (mastery)

8. Key clinical mental health counseling competencies	8. Psyc 695 and Psyc 790 case presentation evaluations	100% of all evaluations at level 2 (mastery) by completion of second semester of internship	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship; 1 student continuing to complete required hours, but evaluations at practice level
	Comprehensive exam	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
	Progress Reviews	100% satisfactory after any necessary remediation plan	100% satisfactory after any necessary remediation plan	88% satisfactory after any necessary remediation plan. One student counseled out of program.

Interpretation of Results

In addition to presenting results, it is important to interpret what the results mean, often in the context of student learning objectives. Interpretations should make reference to the specified desired results, as well as curricular/pedagogical changes.

Objective	Interpretations			
	Instrument	Actual Result	Desired Result	Interpretation
1. Professional and Ethical practice	1. Comprehensive exam rubric	100% pass at 1 st attempt	100% pass result by 2 nd attempt	We feel confident in our ability to help students learn the core competencies associated with professional and ethical practice. We also rely on the combination of data obtained from both the comprehensive exam and the internship
	Internship case presentation rubric	95% pass at Practice level	95% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester	

				experiences to make our determinations regarding student learning in this area.
2. Cultural competence and self-awareness	2. Psyc 749 Cross cultural counseling evaluation rubric	96% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	Students this year presented a curiosity and motivation regarding this subject matter that enabled them to progress further than some previous classes.
3. Developmentally appropriate approaches	3. Psyc 614 Research paper evaluation rubric	96% of evaluation scores indicate level 2 (mastery)	90% of evaluation scores indicate level 2 (mastery)	The requirements for the research paper this year were presented earlier in the semester, and students were invited to offer drafts for feedback.
4. Appropriate career counseling	4. Psyc 669 Literature review evaluation rubric	100% of evaluation scores indicate level 2 (mastery)	90% of evaluation scores indicate level 2 (mastery)	Students were given opportunities to engage in field trips that heightened their understanding of real-world applications.
5. Evidence-based counseling	5. Psyc 695 and Psyc 790 case presentation evaluations	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship; 1 student continuing to complete required hours, but evaluations at practice level	95% of all evaluations at level 2, indicating mastery, by completion of second semester	Students typically score in our desired range regarding this domain. What is less evident from these results is the amount of informal advising and support that is offered each semester to students who may struggle with certain professional and ethical behaviors

	Comprehensive Exam	100% pass at Practice level	100% pass result by 2 nd attempt	(as also measured on the progress review and assessed via the comprehensive exam). We may want to find a more formal way to capture this data as well as document specific actions that faculty and students take to gain competence.
6. Relevant assessment procedures	6. Psyc 607 personal assessment project rubric	95% of all evaluations at level 2	90% of all evaluations at level 2, indicating mastery	Our faculty member teaching Assessment this year has extensive training in assessment and is also a Licensed Professional Counselor. Her experience helped our students gain additional valuable learning.
7. Research evaluation	7. Psyc 800 EdS project evaluation rubric	100% of evaluation scores indicate level 2 (mastery)	90% of evaluation scores indicate level 2 (mastery)	These results are typical for our students' performance in the EdS project. Nevertheless, it may be helpful for faculty to document the number of students who proceed to present and/or publish their EdS research.
8. Key clinical mental health counseling competencies	8. Psyc 695 and Psyc 790 case presentation evaluations	95% of all evaluations at level 2, indicating mastery, by completion of second semester of	95% of all evaluations at level 2, indicating mastery, by	As mentioned above, students typically score in our desired range regarding this domain. What is

		internship; 1 student continuing to complete required hours, but evaluations at practice level	completion of second semester	less evident from these results is the amount of informal advising and support that is offered each semester to students who may struggle with certain professional and ethical behaviors (as also measured on the progress review and assessed via the comprehensive exam). We may want to find a more formal way to capture this data as well as document specific actions that faculty and students take to gain competence.
	Comprehensive Exams	100% pass at Practice level	100% pass result by 2 nd attempt	
	Progress Reviews	100% satisfactory after any necessary remediation plan	88% satisfactory after any necessary remediation plan. One student counseled out of program.	

Results Dissemination

An immense amount of time, energy, and resources are dedicated to conducting high-quality assessment. Far too many resources are dedicated to assessment for results to go unused. The first step of using results is to share results with key stakeholders, such as faculty, department heads, students, among others. Thus, programs should clearly articulate a plan for result dissemination.

Our accrediting body, CACREP, requires the following, under “Evaluation of the Program”:

Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

Therefore, the major results from the APT report will be made accessible on our program website, in addition to other data we collect for our CACREP report, such as site evaluation information, exit survey data, and employment and graduation rates.

Our report will also be shared with the counseling program faculty, our department head, and made available to students and other counseling constituents via our program website.

Subsequent Program Modifications

Ideally, programs use assessment results to make curricular and pedagogical changes that they believe will assist students in better meeting the student learning objectives. Programs should specify a clear, detailed plan for using results. In this plan, programs may consider describing the planned curricular changes based on results, implementation strategies, implementation dates, and why/how the curricular changes are expected to improve student learning.

Objective	Change in curriculum	Anticipated timeline for implementation	Reason(s) for change
1. Professional and Ethical practice	We are currently collecting data from constituents to help inform our curriculum, and in informal consultation with internal and external stakeholders, we are adding a series of workshops designed to enhance our students' preparation for clinical practice in community settings. Workshops include: <i>Working with Foster Care and Child Protective Services; Motivational Interviewing; Trauma Informed Care; Dialectical Behavior Therapy; and Attachment Across the Lifespan</i>	Fall 2018	We're basing this change on our observation of emerging research in the field as well as feedback from graduates regarding recent changes and trends in the field.
2. Cultural competence and self-awareness	No specific change beyond modifying syllabi to include emerging research. The workshops mentioned above also have relevance for this objective.		

3. Developmentally appropriate approaches	No specific change beyond modifying syllabi to include emerging research. The workshops mentioned above also have relevance for this objective.		
4. Appropriate career counseling	No specific change beyond modifying syllabi to include emerging research.		
5. Evidence-based counseling	The workshop series we are adding (mentioned in 1 above), will also have relevance for this objective.	Fall 2018	We're basing this change on our observation of emerging research in the field as well as feedback from graduates regarding recent changes and trends in the field.
6. Relevant assessment procedures	No specific change beyond modifying syllabi to include emerging research.		
7. Research evaluation	No specific change beyond modifying syllabi to include emerging research.		
8. Key clinical mental health counseling competencies	In addition to the workshops mentioned above regarding Professional and Ethical Practice, we are hoping to add a group counseling component to our practicum experience.	Fall 2018 – We are currently in conversation with faculty in the School of Education to assess feasibility of adding a group experience to their student teachers' experience.	Our accrediting body requires students have opportunities to engage in group counseling beyond their course in groups. Practicum and internship sites are not always able to guarantee work in this modality, so we are hoping this change can enhance students' training and also meet our accreditation requirements.

Use of Results for Assessment Improvement

Assessment processes must continually evolve to accommodate new research, changing student demographics, evolving faculty/departments, etc. Thus, changes will likely be made to the assessment process from year to year. Changes may include modifying objectives, changing measures, changing which students are assessed, changing data collection procedures, etc. Programs should specify past changes as well as plans for future changes, and may consider providing a plan for implementation of future changes.

Change	Anticipated timeline for implementation	Reason(s) for change
<p>We are in the process of clarifying our assessment plan, which includes 1) adding program specific Key Clinical Mental Health Counseling Competencies to our existing assessment plan; 2) checking the accuracy of our curriculum map of objectives with corresponding courses and experiences; 3) ensuring that each objective is assessed at the introductory, practice, and mastery levels for all students; 4) determining the most efficient and effective method for gathering and maintaining these data; and 5) revising our communication with external stakeholders (alumnae; current employers; local practitioners) to ensure ongoing applicability of our training to actual clinical settings.</p>	<p>Ongoing through Spring 2018</p>	<p>Please note that the assessment plan reported here is still in progress as we prepare our CACREP self-study report this fall semester, 2018.</p> <p>Although we are currently using some of the same procedures we have used in the past to gather data regarding our students’ progress (comprehensive exams, practicum and internship evaluations, progress reviews), we feel the need to create a more efficient system that will allow for easy aggregation and disaggregation of data to better enable us to advise students and note trends across time.</p> <p>We welcome feedback as we work to strengthen our overall assessment plan.</p>

Substantial Program Changes

During the 2017-2018 academic year, three senior faculty members permanently retired from their service as emeriti adjunct for the JMU Counseling Programs. In addition, one assistant professor left the Counseling Programs, and a new assistant professor, Amanda Evans, was hired. Further, in order to ensure high quality advising and program oversight, the Counseling Programs instituted a 3-Director model of leadership, in which Michele Kielty directs the School Counseling Program, Renee Staton directs the Clinical Mental Health Counseling Program, and Debbie Sturm directs the Counseling and Supervision Ph.D. program. Finally, JMU's Counseling and Psychological Services hired a new director, Kelly Atwood, Ph.D., LPC when Tim Schulte retired, and the center moved to the newly renovated Campbell Hall. The Clinical Mental Health and Counseling and Supervision directors now have remote access to practicum and internship students' counseling sessions via HIPAA-compliant, dedicated monitors in their offices.