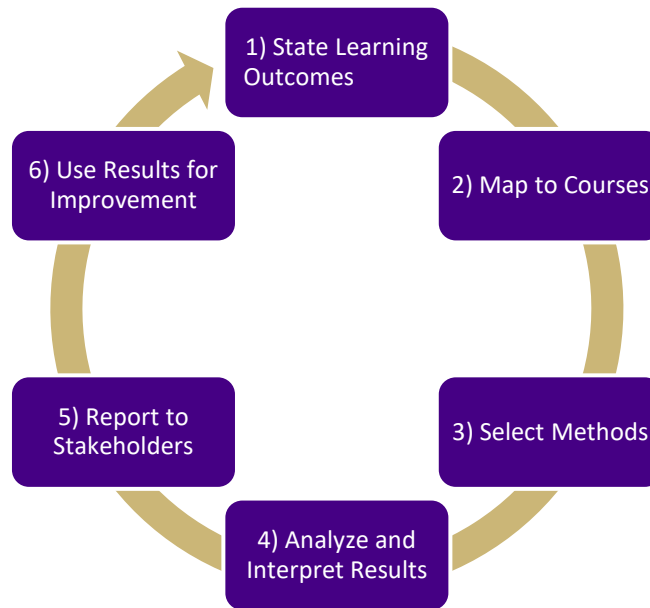


JMU School Counseling Annual Report 2017-2018
Academic Degree Program: School Counseling, M.Ed.
Department Head: Robin Anderson
Assessment Coordinator: Michele L. Kielty

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 School 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.

The School Counseling Program requires 54 credit hours for completion of the Master of Education degree. This program enables graduates to become licensed school counselors in elementary, middle, and secondary schools and is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Our unique program includes: training in social-emotional learning, including mindfulness-based interventions in schools with experienced faculty; emphasis on trauma-informed care in school settings; addressing the needs of special education populations; inter-professional collaboration training with seven school-based professions; and learning hands-on creative interventions for children and adolescents.

We offer small, experiential classes that rarely involve more than eight to ten students. Our dynamic and student-focused faculty members have been the recipients of national ACES awards, along with numerous other honors at the regional, state, university, college, and department levels. Students

receive constant feedback and supervision throughout their training. We place great emphasis on personal and professional growth and the practical application of skills at our school-based community internship sites. School counseling students are placed at all three levels in K-12 settings throughout their practicum and internship experiences.

Our 54-credit-hour curriculum fulfills all the coursework, practicum, and internship requirements in order to qualify as a Licensed School Counselor in the Commonwealth of Virginia. Therefore, 100% of the School Counseling graduates automatically qualify for licensure.

For the sake of clarity and consistency, the program specific expectations have been mapped, where appropriate to the CACREP standards (see APT Element 1A, 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.

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.

Student Learning Objective
As a result of participating in the [academic degree program] curriculum, students graduating with a [degree type] in [academic degree program] will: <i>Note: These learning objectives align with JMU School Counseling Program learning objectives, which are also reflected in the Key Performance Indicators chosen by the program to address CACREP (our accrediting body) standards)</i>
1. School counseling graduates will be able to establish and maintain effective counseling relationships.
2. School counseling graduates will be able to apply trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational systems in order to positively impact mental health, behavioral, and academic outcomes.
3. School counseling graduates will be able to recognize and apply professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.
4. counseling graduates will be able to apply theories of career development across the lifespan, implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.

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		
<p>1. School counseling graduates will be able to establish and maintains effective counseling relationships.</p>	<p>Introductory</p> <p>Counseling Techniques (PSYC 661): Final Assignment/Exam</p> <p>Advanced Developmental Psychology (PSYC 614): Reflection, Key Assignment #2</p> <p>Advanced Developmental Psychology (PSYC 614): Research Paper, Key Assignment #3</p>	<p>Practice</p> <p>Counseling Theories (PSYC 660): Theories Application, Key Assignments #2a, 2b, and 2c</p> <p>Counseling Strategies: Brief Counseling and Crisis Intervention (PSYC 710): Suicide Prevention, Key Assignment #3</p>	<p>Mastery</p> <p>Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2</p> <p>Internship in School Counseling (PSYC 790): Supervisor Evaluation Of Student, First and Second Semesters of Internship</p>
<p>2. School counseling graduates will be able to apply trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational systems in order to positively impact mental health, behavioral, and academic outcomes.</p>	<p>Introductory</p> <p>Multicultural Perspectives of Intervention (PSYC 749): Cross-Cultural Counseling, Key Assignment #1</p> <p>Internship in School Counseling (PSYC 790): Mental Health Report, Key Assignment #4b</p>	<p>Practice</p> <p>Comprehensive Exams Required to Pass before Starting Practicum</p> <p>Practicum in School Counseling (PSYC 695): Counseling Session Recordings and Analysis, Key Assignment #2</p>	<p>Mastery</p> <p>Internship in School Counseling (PSYC 790): Supervisor Evaluation Of Student, First and Second Semesters of Internship</p> <p>Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2</p>
<p>3. School counseling graduates will be able to Recognize and apply professional ethical</p>	<p>Introductory</p> <p>School Counseling</p>	<p>Practice</p> <p>Practicum in Counseling (PSYC 695): Supervisor</p>	<p>Mastery</p> <p>Internship in School Counseling</p>

standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.	(PSYC 640): Midterm	Evaluation Of Student Internship in School Counseling (PSYC 790): Ethics Assignment, First Semester of Internship	(PSYC 790): Supervisor Evaluation Of Student, First and Second Semesters of Internship
4. School counseling graduates will be able to apply theories of career development across the lifespan, implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	<p style="text-align: center;">Introductory</p> Career Development (PSYC 669): Notecard Reflections, Key Assignment #1 Internship in School Counseling (PSYC 790): Ideal Counseling Program, Key Assignment #3a	<p style="text-align: center;">Practice</p> Career Development (PSYC 669): Career Self-Assessment, Key Assignments #2a, 2b, 2c, 2d Career Development (PSYC 669): Literature Review, Key Assignment #3b Career Development (PSYC 669): Interview with Special Population, Key Assignment #3a Career Development (PSYC 669): School Counseling Program Evaluation, Key Assignment #3d	<p style="text-align: center;">Mastery</p> Practicum in School Counseling (PSYC 695): Counseling Session Recordings and Analysis, Key Assignment #2 Internship in School Counseling (PSYC 790): Counseling Session Recordings and Analysis, Key Assignment #2

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
School counseling graduates will be able to establish and maintain effective counseling relationships.	Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship	Direct
School counseling graduates will be able to apply trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational systems in order to positively impact mental health, behavioral, and academic outcomes.	Pre and Post Student Survey of Learning Outcomes for Trauma-Informed/Social-Emotional Training Workshop Experiences During Internship year	Indirect
School counseling graduates will be able to Recognize and apply professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.	Comprehensive Exam Rubric, Professional Counseling Orientation and Ethical Practice Proficiency Rubric Rating (Intro, Practice or Mastery level) Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship	Direct Direct
School counseling graduates will be able to apply theories of career development across the lifespan, implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Counseling Session Recordings and Analysis, Career Intervention Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable) Career Development School Counseling Program Evaluation Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable) Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship	Direct Direct Direct

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
<p>School counseling graduates will be able to establish and maintain effective counseling relationships.</p>	<p>Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship</p>	<p>100% of students will achieve a recommendation of overall “satisfactory” in internship from supervisor</p> <p>80% of students will receive a good or excellent rating on “engages with students about personal/social issues in a way that is developmentally appropriate”</p>	<p>100% of graduating students, who do not receive any sort of remediation plan, achieve a recommendation of overall “satisfactory” in internship from supervisor (based on past 5 years of program data).</p> <p>80% or more of graduating students, who do not receive any sort of remediation plan, achieve a recommendation good or excellent rating on “engages with students about personal/social issues in a way that is developmentally appropriate” in internship from supervisor (based on past 5 years of program data).</p>
<p>School counseling graduates will be able to apply trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational</p>	<p>Pre and Post Student Survey of Learning Outcomes for Trauma-Informed/Social-Emotional Training Workshop Experiences During Internship year</p>	<p>100% of students will increase their average ratings, from pre to post workshop, on self-reported competency</p>	<p>This is the first year of data we have collected on this specialized training. Exit surveys from past graduates indicated a desire to incorporate more hands-on training related to trauma-informed care in schools including how to work with students who have exhibited patterns of self-injury. We initiated</p>

systems in order to positively impact mental health, behavioral, and academic outcomes.			workshops on trauma informed care and DBT for self-injury because of exit survey feedback last year.
School counseling graduates will be able to Recognize and apply professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.	Comprehensive Exam Rubric, Professional Counseling Orientation and Ethical Practice Proficiency Rubric Rating (Intro, Practice or Mastery level)	100% of students will receive a rating of practice or higher on by their comprehensive exam reviewers	This is the first year we are implementing the new comprehensive exam rubric. In past years, a “pass” indicated professional ethics proficiency. We do not have data for this new rubric yet. The past 2 years, 2 out of 23 students had to make modifications to pass their comprehensive exam. Theoretically, to move into internship after comprehensive exams, 100% of students should be at the “practice” proficiency level at least to manage a 20 hour per week internship in a school setting.
	Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship	100% of students will receive a rating of good or excellent by their site supervisor on “practices according to ethical standards and shows awareness of legal and ethical standards important in the school setting”	One of the most important elements of professional practice and licensure includes following ethical standards of the profession. As gate-keepers of the profession, counselor educators and supervisors are ethically bound to ensure that students are capable of “do not harm” and work in the best interest of students upon their entry into the field. Average scores require remediation.
School counseling graduates will be able to apply theories of	Counseling Session Recordings and	90% of students will receive a rating of excellent by their	90% of graduating students, receive a rating of excellent by their instructor on their

<p>career development across the lifespan, implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.</p>	<p>Analysis, Career Intervention Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)</p>	<p>instructor on their session recording analysis rubric</p>	<p>session recording analysis rubric (based on past 2 years of program data).</p>
	<p>Career Development School Counseling Program Evaluation Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)</p>	<p>80% of students will receive a rating of excellent by their instructor on their assignment</p>	<p>80% of students will received a rating of excellent by their instructor on their assignment (based on the last 2 years of program data)</p>
	<p>Career Intervention School Counseling Site Supervisor Evaluation (Excellent, Acceptable, or Unacceptable)</p>	<p>80% of students will receive a rating of good or excellent by their site supervisor on “engages with students about college and/or career issues in a way that is developmentally appropriate”</p>	<p>80% or more of graduating students, who do not receive any sort of remediation plan, achieve a recommendation good or excellent rating on “engages with students about college and/or career issues in a way that is developmentally appropriate” in internship from supervisor (based on past 2 years of program data).</p>

Data Collection

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.

Instrument	Students sampled	Sample size	Timepoint(s)	Motivation
Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship (overall rating)	Graduating students and the end of each internship experience	8	End of fall semester End of spring semester	Students are highly motivated to perform well in internship for reasons of professional mastery as well as the importance of obtaining a positive supervisor evaluation for program completion and job acquisition upon graduation
Pre and Post Student Survey of Learning Outcomes for Trauma-Informed/Social-Emotional Training Workshop		20	March, 2018	Students are motivated for learning for the sake of learning content that is relevant and/or critical for success in their clinical experiences. There is no motivation for achievement in the academic setting with self-report of learning as a result of this workshop training experience.
Comprehensive Exam Rubric, Professional Counseling Orientation and Ethical Practice Proficiency Rubric Rating (Intro, Practice or Mastery level)		8	End of first year, after practicum, before internship, and before second and final year of program	Students are highly motivated to perform at their best for comprehensive exams as this is the gate to be able to progress from practicum to internship. One cannot fail comprehensive exams and remain in the program.

<p>Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship (ethics question)</p>		8	<p>End of fall semester</p> <p>End of spring semester</p>	<p>Students are highly motivated to perform well in internship for reasons of professional mastery as well as the importance of obtaining a positive supervisor evaluation for program completion and job acquisition upon graduation</p>
<p>Counseling Session Recordings and Analysis, Career Intervention Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)</p> <p>Career Development School Counseling Program Evaluation Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)</p> <p>Career Intervention School Counseling Site Supervisor Evaluation</p>		8	<p>End of spring semester</p> <p>End of summer session between first and second year</p> <p>End of fall semester</p> <p>End of spring semester</p>	<p>Students final internship grade is dependent on successful completion of assignments in this course. Unsatisfactory recording analyses could result in not passing the class, which would result in being “exited” from the program. One cannot continue in the program with a rating of “unacceptable”. Motivation is high to do well.</p> <p>Student motivation is likely moderate as this is one area of overall assessment for the course. It is not a “make or break” rating</p> <p>Student motivation is likely moderate as this is one area of overall assessment for the final evaluation.</p>

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 committee takes 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, nor would it make sense to calculate, inter-rater reliability.

Face validity is assumed with site-supervisor evaluations of students on internship. This is due to the fact that evaluation items are exact replicas of the CACREP School Counseling standards (beginning Fall 2016), which are the standards by which our program is evaluated and accredited. The student evaluation incorporates the CACREP requirements, by which our courses are designed and by which our students are evaluated. Construct validity applies to the standards, as experts in the field determine the CACREP accreditation standards.

Construct validity is 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 (including a Licensed School Counselor) 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 school 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?
School counseling graduates will be able to establish and maintain effective counseling relationships.	Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship	1 core faculty member 1 site supervisor, who is licensed in the field of school counseling and meets CACREP and	Yes

		VA DOE site supervisor requirements	
School counseling graduates will be able to apply trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational systems in order to positively impact mental health, behavioral, and academic outcomes.	Pre and Post Student Survey of Learning Outcomes for Trauma-Informed/Social-Emotional Training Workshop Experiences During Internship year	Data reviewed by 2 core faculty members	No
School counseling graduates will be able to Recognize and apply professional ethical standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.	Comprehensive Exam Rubric, Professional Counseling Orientation and Ethical Practice Proficiency Rubric Rating (Intro, Practice or Mastery level)	2 core faculty members	Yes
	Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship	1 site supervisor, who is licensed in the field of school counseling and meets CACREP and VA DOE site supervisor requirements	Yes
School counseling graduates will be able to apply theories of career development across the lifespan, implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	Counseling Session Recordings and Analysis, Career Intervention Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)	Core faculty member, who is licensed as a school counselor as well as professional counselor	Yes
	Career Development School Counseling Program Evaluation Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)	Core faculty member, who is licensed as a school counselor as well as	No

	Career Intervention School Counseling Site Supervisor Evaluation	professional counselor 1 site supervisor, who is licensed in the field of school counseling and meets CACREP and VA DOE site supervisor requirements	Yes
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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.

Historical Results			
Instrument	Prior results	Prior results	This year's results
Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship (personal/social issues question)	2015-2016 100% of students received a good or excellent rating on "engages with students about personal/social issues in a way that is developmentally appropriate"	2016-2017 100% of students received a good or excellent rating on "engages with students about personal/social issues in a way that is developmentally appropriate"	2017-2018 100% of students received a good or excellent rating on "engages with students about personal/social issues in a way that is developmentally appropriate"
Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship (overall rating)	100% of graduating students achieved a recommendation of overall "satisfactory" in internship from supervisor	100% of graduating students achieved a recommendation of overall "satisfactory" in internship from supervisor	100% of graduating students achieved a recommendation of overall "satisfactory" in internship from supervisor
Pre and Post Student Survey of Learning Outcomes for Trauma-Informed/Social-	2015-2016 No prior results	2016-2017 No prior results, took exit survey data suggestions and	2017-2018 Applying a percent change formula to pre and post self-report

Emotional Training Workshop		implemented workshops as a result	learning outcomes, on average, there was an overall 140% change in pre and post self-reported level of knowledge. Knowledge increased, according to self-report on 5 items, 140% overall, ranging from 25% to 340%
Comprehensive Exam Rubric, Professional Counseling Orientation and Ethical Practice Proficiency Rubric Rating (Intro, Practice or Mastery level)	2015-2016 1/7 students (14%) did not pass their comprehensive exam and 6/7 (86%) of students did pass their comprehensive exam, indicating professional counseling and ethical orientation proficiency. The student who did not pass received a remediation plan.	2016-2017 1/8 students (12.5%) did not pass their comprehensive exam and 7/8 (87.5%) of students did pass their comprehensive exam, indicating professional counseling and ethical orientation proficiency. The student who did not pass received a remediation plan.	2017-2018 data not yet received, implementing rubric this summer and forward
Supervisor Final Evaluation of Student, First and Second Semesters of School Counseling Internship (ethics question)	2015-2016 100% of received a rating of good or excellent by their site supervisor on “practices according to ethical standards and shows awareness of legal and ethical standards important in the school setting”	2016-2017 100% of received a rating of good or excellent by their site supervisor on “practices according to ethical standards and shows awareness of legal and ethical standards important in the school setting”	2017-2018 100% of received a rating of good or excellent by their site supervisor on “practices according to ethical standards and shows awareness of legal and ethical standards important in the school setting”
Counseling Session Recordings and Analysis, Career Intervention Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)	2015-2016 86% of students will received a rating of excellent by their instructor on their session recording analysis rubric	2016-2017 87.5% of students will received a rating of excellent by their instructor on their session recording analysis rubric	2017-2018 100% of students received a rating of excellent by their instructor on their session recording analysis rubric

<p>Career Development School Counseling Program Evaluation Proficiency Rubric Rating (Excellent, Acceptable, or Unacceptable)</p> <p>Career Intervention School Counseling Site Supervisor Evaluation (Excellent, Acceptable, or Unacceptable)</p>	<p>Course was revised for Fall 2017, data not collected</p> <p>Questions about this topic were not included on the supervisor evaluation at this time; the evaluation was revised beginning Fall 2016 to reflect CACREP standards</p>	<p>87.5% of students received a rating of excellent by their course instructor on the assignment</p> <p>100% of students received a rating of good or excellent by their site supervisor on “engages with students about college and/or career issues in a way that is developmentally appropriate”</p>	<p>87.5% of students received a rating of excellent by their course instructor on the assignment</p> <p>2/8 students (25%) received a rating of n/a and 6/8 (75%) of students received a rating of good or excellent by their site supervisor on “engages with students about college and/or career issues in a way that is developmentally appropriate”</p>
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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.

Interpretations			
Objective	Actual Result	Desired Result	Interpretation
School counseling graduates will be able to establish and maintains effective counseling relationships.	100% of students received a good or excellent rating on “engages with students about personal/social issues in a way that is developmentally appropriate” 100% of graduating students achieved a recommendation of overall “satisfactory” in internship from supervisor	80% of students will receive a good or excellent rating on “engages with students about personal/social issues in a way that is developmentally appropriate” 100% of students will achieve a recommendation of overall “satisfactory” in internship from supervisor	Desired results and actual results are congruent. No curricular changes indicated at this time. Desired results and actual results are congruent. No curricular changes indicated at this time.
School counseling graduates will be able to apply trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational systems in order to positively impact mental health, behavioral, and academic outcomes.	Applying a percent change formula to pre and post self-report learning outcomes, on average, there was an overall 140% change in pre and post self-reported level of knowledge. Knowledge increased, according to self-report on 5 items, 140% overall, ranging from 25% to 340%	100% of students will increase their average ratings, from pre to post workshop, on self-reported competency	The percent change from pre to post test related to the workshop indicated a rather high level of self-reported learning. The program will continue to assess “holes” of learning and/or knowledge through exit surveys. We will survey students mid-way through the program to determine any additional trainings they feel are needed to achieve optimal learning and clinical skill development.
School counseling graduates will be able to Recognize and apply professional ethical	data not yet received, implementing rubric this summer and forward	100% of students will receive a rating of practice or higher on by their	This data will be reviewed after the summer comprehensive exams for school

<p>standards including clear and appropriate relationships with clients (with attention to provision of services to minors), colleagues, and the community.</p>	<p>100% of received a rating of good or excellent by their site supervisor on “practices according to ethical standards and shows awareness of legal and ethical standards important in the school setting”</p>	<p>comprehensive exam reviewers</p> <p>100% of students will receive a rating of good or excellent by their site supervisor on “practices according to ethical standards and shows awareness of legal and ethical standards important in the school setting”</p>	<p>counseling students are completed. This data will help specify areas on the comprehensive exam that are relevant to professional ethics.</p> <p>Desired results and actual results are congruent. No curricular changes indicated at this time.</p>
<p>School counseling graduates will be able to apply theories of career development across the lifespan, implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.</p>	<p>100% of students received a rating of excellent by their instructor on their session recording analysis rubric</p> <p>87.5% of students received a rating of excellent by their course instructor on the assignment</p> <p>2/8 students (25%) received a rating of n/a and 6/8 (75%) of students received a rating of good or excellent by their site supervisor on “engages with students about college and/or career issues in a way that is</p>	<p>90% of students will receive a rating of excellent by their instructor on their session recording analysis rubric</p> <p>80% of students will receive a rating of excellent by their instructor on their assignment</p> <p>80% of students will receive a rating of good or excellent by their site supervisor on “engages with students about college and/or career issues in a way that is developmentally appropriate”</p>	<p>Desired results and actual results are congruent. No curricular changes indicated at this time.</p> <p>Desired results and actual results are congruent. Perhaps increasing the desired percentage to 90-100% would be appropriate.</p> <p>The fact that two supervisors marked n/a may be concerning. Either they have not seen the student act in this capacity, do not understand the need for students to engage with this competency, or the program should provide more explicit</p>

	developmentally appropriate”		instructions or training for them. It is also possible that career interventions “should be happening” according to CACREP but may not be happening, especially at the elementary school level (which is the the level supervisors checking “n/a” work in)
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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”:

D. 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.

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

Use of Results for Learning & Developmental Improvement

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
School counseling graduates will be able to establish and maintain effective counseling relationships.	No formal changes at this time	We consistently review our students' counseling skills through progress reviews, supervision, supervisor evaluations, etc. We recently revised our counseling techniques course. This is the fabric of who we are as a program	Ongoing, much like human growth and development.
School counseling graduates will be able to apply trauma-informed care and social-emotional learning best practices, in developmentally appropriate ways, and in socially and culturally responsive ways to students across K-12 educational systems in order to positively impact mental health, behavioral, and academic outcomes.	The percent change from pre to post test related to the workshop indicated a rather high level of self-reported learning. The program will continue to assess "holes" of learning and/or knowledge through exit surveys. We will survey students mid-way through the program to determine any additional trainings they feel are needed to achieve optimal learning and clinical skill development.	Student survey end of Fall 2018 for first and second year school counseling students Exit survey Spring 2019 to determine any clinical training "missing links" perceived by graduates	Ongoing assessment of student learning needs, especially as pertaining to clinical skills to be applied in the field with clients
School counseling graduates will be able to Recognize and apply professional ethical standards including clear and appropriate	This data will be reviewed after the summer comprehensive exams for school counseling students are completed. This data	Summer 2018, implementation of new comprehensive exam rubric	Adding a specific rating for professional and ethical standards on the comprehensive exam rubric will ensure documentation of a

relationships with clients (with attention to provision of services to minors), colleagues, and the community.	will help specify areas on the comprehensive exam that are relevant to professional ethics.		major “gate:” students pass through before beginning internship
School counseling graduates will be able to apply theories of career development across the lifespan, implement culturally and developmentally appropriate career assessment and intervention strategies, and plans with K-12 students for college and career readiness.	<p>Desired results and actual results are congruent. Perhaps increasing the desired percentage to 90-100% would be appropriate.</p> <p>The fact that two supervisors marked n/a may be concerning. Either they have not seen the student act in this capacity, do not understand the need for students to engage with this competency, or the program should provide more explicit instructions or training for them. It is also possible that career interventions “should be happening” according to CACREP but may not be happening, especially at the elementary school level (which is the the level supervisors checking “n/a” work in)</p>	<p>Spring 2019 and Summer 2019, Career Counseling course (Psyc 669) may need to increase expectation to “excellent”</p> <p>Program discussion with core faculty, Fall 2018</p>	<p>This may be a more appropriate expectation of knowledge and application mastery as the student gets ready to enter internship the following fall.</p> <p>This item should be reviewed with core faculty, along with other items that are sometimes marked “n/a” by site supervisors. It may need to be determined whether or not to change items, provide more explicit information to students and supervisors, or make exceptions for school settings where it may not be an applicable point of evaluation.</p>

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
Implement new comprehensive exam rubric	Summer 2018	Adding a specific rating for professional and ethical standards on the comprehensive exam rubric will ensure documentation of a major “gate:” students pass through before beginning internship
Student survey end of Fall 2018 for first and second year school counseling students Exit survey Spring 2019 to determine any clinical training “missing links” perceived by graduates	Student survey end of Fall 2018 for first and second year school counseling students Exit survey Spring 2019 to determine any clinical training “missing links” perceived by graduates	Ongoing assessment of student learning needs, especially as pertaining to clinical skills to be applied in the field with clients
Examine site supervisor evaluation for relevance of items	Fall 2018	Determine reasons for “n/a” answers that may be more common among supervisors at elementary, middle school, and high school placements. Address discrepancies or needs related to assessment for all three levels.

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.