

## PhD in Counseling & Supervision Annual Report 2017-2018

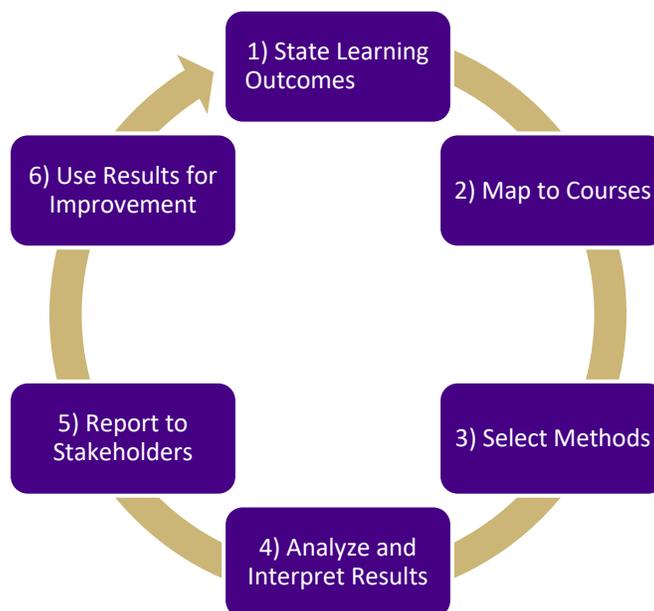
Academic Degree Program: PhD in Counseling & Supervision

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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 both CACREP and JMU's assessment expectations. The report is aligned with JMU's assessment cycle:



- A. According to CACREP Accreditation Standards Section 4: Evaluation of the Program, Counselor education program faculty must disseminate an annual report that includes the following:
- (1) [a summary of the program evaluation results](#),
  - (2) [Subsequent Program Modifications](#), and
  - (3) [any other substantial program changes](#).

The hyperlinks above will connect to the specific sections of this Annual Report that evidence items D.1-3. Additional information is provided throughout to provide both context and JMU specific information that illuminates the full extent of what we choose to report to our various stakeholders.

Per standards D, this report is also 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. The specific link to the website is: <http://psyc.jmu.edu/counseling/supervision/index.html>

### **PhD in Counseling & Supervision: About the Program & Mission**

The Ph.D. in Counseling and Supervision is a program committed to training counselor educators, supervisors, and advanced practitioners with expertise in the theory, research and practice of counseling. Our mission is to create dynamic and innovative leaders who will serve as catalysts for progress in addressing the tremendous counseling needs of individuals, families, institutions, and communities.

The students, faculty and staff members of this program vary in age, class, gender, ethnicity, race, religion, sexual orientation, and physical abilities. Putting our principles into practice, these diverse individuals create a learning community in which students thrive personally, grow professionally and share a common commitment to counseling. We challenge our students to continue their life-long journeys of exploring possibilities, refining skills and maintaining their professional vitality throughout their careers as counselors. We encourage them to support one another in the formidable task of becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training.

The Ph.D. in Counseling and Supervision was approved by the State Council of Higher Education in Virginia (SCHEV) and implemented in 2011 with a cohort of five degree-seeking students. The curriculum focuses on counselor education, supervision strategies, leadership skills, counseling services, and research methods. Eligible applicants are practicing counselors who have completed an advanced degree (M.A., M.S. or Ed.S.) from a counseling master's degree program and 60 credit hours of graduate counseling coursework necessary for licensure as a professional counselor, with preference given to graduates of CACREP accredited programs. The emphasis on crisis counseling and emergency services is also a unique feature of the program.

During the 2017-2018 academic year, 14 students were enrolled in the Ph.D. in Counseling and Supervision Program. Since the implementation of the program, eight doctorates have been awarded. During the past two years, we admitted a total of 7 students. Our full-time students are expected to complete the program in three years and our part-time students plan to complete the program in five years. During the first four years of the program, our combined completion rate for full-time and part-time students in the Ph.D. in Counseling and Supervision Program has been 89%. All of our alumni report that they are licensed and working either full-time or part-time in counselor education, supervision, and counseling practice.

The PhD in Counseling & Supervision includes a 48-hour curriculum based on the 2016 standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which requires demonstration of mastery across five core counseling areas as well as at least one additional area specifically related to the specific mission or values of the program. In our case, the additional area currently in developing is Crisis, Emergency & Disaster response. Counseling programs are also asked to include program-specific standards that are consonant with the culture and expectations of that specific program as well as a professional dispositions metric in the form of regular progress reviews.

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 (KPIs) 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.*

<b>Student Learning Objective</b>
<p>As a result of participating in the Doctoral Program in Counseling &amp; Supervision, students graduating with an PhD in Counseling &amp; Supervision will:</p>
<p><b><i>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.</i></b></p> <p>Take responsibility for embodying and practicing professional and ethical standards at the degree of mastery by effectively demonstrating counseling skills including the ability to apply counseling theories and evidence-based methods, evaluate client progress, and demonstrate ethical and culturally competent counseling practice. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.</p> <p>Aligned with CACREP Counselor Education and Supervision Standards: B.1. a-f</p> <ol style="list-style-type: none"> <li>1. COUNSELING               <ol style="list-style-type: none"> <li>a. scholarly examination of theories relevant to counseling</li> <li>b. integration of theories relevant to counseling</li> <li>c. conceptualization of clients from multiple theoretical perspectives</li> <li>d. evidence-based counseling practices</li> <li>e. methods for evaluating counseling effectiveness</li> <li>f. ethical and culturally relevant counseling in multiple settings</li> </ol> </li> </ol>
<p><b><i>KPI2 Supervision: Knowledge and skills for effective clinical supervision.</i></b></p> <p>Take responsibility for developing a personal, ethical, research-based and culturally relevant identity as a supervisor by demonstrating knowledge of theories and models of clinical supervision and the skills necessary to provide effective clinical supervision. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.</p> <p>Aligned with CACREP Counselor Education and Supervision Standards: B.2. a-k</p> <ol style="list-style-type: none"> <li>2. SUPERVISION               <ol style="list-style-type: none"> <li>a. purposes of clinical supervision</li> <li>b. theoretical frameworks and models of clinical supervision</li> </ol> </li> </ol>

- c. roles and relationships related to clinical supervision
- d. skills of clinical supervision
- e. opportunities for developing a personal style of clinical supervision
- f. assessment of supervisees' developmental level and other relevant characteristics
- g. modalities of clinical supervision and the use of technology
- h. administrative procedures and responsibilities related to clinical supervision
- i. evaluation, remediation, and gatekeeping in clinical supervision
- j. legal and ethical issues and responsibilities in clinical supervision
- k. culturally relevant strategies for conducting clinical supervision

***KPI3 Teaching: Knowledge and skills relevant to effective teaching.***

Take responsibility for training as counselor educators with expertise in the theory, research and practice of counseling as evidenced by demonstrating a knowledge of pedagogy and skills relevant to teaching including instructional development, implementation, and evaluation methods in counselor education. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

Aligned with CACREP Counselor Education and Supervision Standards: B.3. a-i.

3. TEACHING

- a. roles and responsibilities related to educating counselors
- b. pedagogy and teaching methods relevant to counselor education
- c. models of adult development and learning
- d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
- e. effective approaches for online instruction
- f. screening, remediation, and gatekeeping functions relevant to teaching
- g. assessment of learning
- h. ethical and culturally relevant strategies used in counselor preparation
- i. the role of mentoring in counselor education

***KPI4 Research & Scholarship: Knowledge and skills necessary for effective research and scholarship.***

We encourage students to support one another professionally in the task of becoming leaders who advance the counseling profession through research and innovation as evidenced by demonstrating the knowledge and skills necessary to engage in research and scholarship, including quantitative and qualitative research, that advanced the field of counseling, counselor education, and supervision. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

Aligned with CACREP Counselor Education and Supervision Standards: B.4. a-l

4. RESEARCH AND SCHOLARSHIP

- a. research designs appropriate to quantitative and qualitative research questions
- b. univariate and multivariate research designs and data analysis methods
- c. qualitative designs and approaches to qualitative data analysis
- d. emergent research practices and processes

- e. models and methods of instrument design
- f. models and methods of program evaluation
- g. research questions appropriate for professional research and publication
- h. professional writing for journal and newsletter publication
- i. professional conference proposal preparation
- j. design and evaluation of research proposals for a human subjects/institutional review board review
- k. grant proposals and other sources of funding
- l. ethical and culturally relevant strategies for conducting research

***KPI5 Leadership & Advocacy: Knowledge and skills for effective leadership and advocacy.***

We encourage students to support one another as professionals in the task of becoming leaders who advance the counseling profession through service, innovation, and advocacy as evidenced by demonstration of sufficient knowledge and skills to be effective in advocacy and leadership in the counseling profession. Evidence of mastery requires a score of at least 2 on the measures identified in the accompanying grid.

Aligned with CACREP Counselor Education and Supervision Standards: B. 5. a-l.

**5. LEADERSHIP AND ADVOCACY**

- a. theories and skills of leadership
- b. leadership and leadership development in professional organizations
- c. leadership in counselor education programs
- d. knowledge of accreditation standards and processes
- e. leadership, management, and administration in counseling organizations and other institutions
- f. leadership roles and strategies for responding to crises and disasters
- g. strategies of leadership in consultation
- h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
- i. role of counselors and counselor educators advocating on behalf of the profession and professional identity
- j. models and competencies for advocating for clients at the individual, system, and policy levels
- k. strategies of leadership in relation to current multicultural and social justice issues
- l. ethical and culturally relevant leadership and advocacy practices

***KPI 6 Crisis & Disaster Response: Knowledge and skills for effective crisis, emergency and disaster response.***

We encourage students to embrace training as advanced practitioners with expertise in the theory, research and practice of counseling as it relates to crisis, emergency and disaster response as evidenced by demonstration of sufficient knowledge and skills of the impact of crisis and disaster on clients as well as knowledge and skill in responding to crisis and disasters clinically and systemically. *(NOTE: This is an area we are still developing. At this point we have one class and are working to add to that with electives and KPIs in other courses.)*

Aligned with CACREP Counselor Education and Supervision Standards:

B.5.f. leadership roles and strategies for responding to crises and disasters

B.5.g.strategies of leadership in consultation  
 B.5.h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession

**KPI 7 Key Professional Competencies and Dispositions:**

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.

Aligned with CACREP Counselor Education and Supervision Standards 4.G.

The counselor education program faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data.

**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
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	PSYC 860 Advanced Theoretical Orientation Paper	PSYC 882 Counseling practicum performance assessment	PSYC 892 Counseling Internship performance assessment Comprehensive Exam
KPI2. Knowledge and skills for effective clinical supervision.	PSYC 853 Case Conceptualization/Literature Review Assignment	PSYC 892 Supervision internship Supervisee Conceptualization	Comprehensive Exam
KPI3. Knowledge and skills relevant to effective teaching.	PSYC 863 Teaching and Counselor Training	PSYC 892 Syllabus and Teaching Philosophy	PSYC 892 Teaching Performance Evaluation Comprehensive Exam
KPI4. Knowledge and skills necessary for effective research and scholarship.	PSYC 605 Final Exam PSYC 840 Research Design Proposals	PSYC 881 Literature Review PSYC 881 Research Agenda	Proposal Dissertation Dissertation

KPI5. Knowledge and skills for effective leadership and advocacy.	PSYC 862 Advocacy in Action Assignment	PSYC 810 Assignment: Education Session	Comprehensive Exam
KPI6. Knowledge and skills for effective crisis, emergency and disaster response.	PSYC 866 Crisis Presentation	TBD (This element is still being developed).	TBD (This element is still being developed).
KPI7. Key Professional Competencies and Dispositions: 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.	Assessed at the conclusion of each semester via the Progress Review Form and Faculty Review Process. Also CV to evidence their professional development as counselor educators through service, research, innovation, advocacy, and training	Assessed at the conclusion of each semester via the Progress Review Form and Faculty Review Process. Also CV to evidence their professional development as counselor educators through service, research, innovation, advocacy, and training	Assessed at the conclusion of each semester via the Progress Review Form and Faculty Review Process. Also CV to evidence their professional development as counselor educators through service, research, innovation, advocacy, and training

### 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. Knowledge and skills for effective, evidence-based, culturally competent counseling.	PSYC 860 Advanced Theoretical Orientation Paper (Rubric on Canvas) PSYC 882 Counseling practicum performance assessment PSYC 892 Counseling Internship performance assessment Comprehensive Exam	I - assessment is based on written product D - student is observed D - student is observed I - assessment is based on written product

2. Knowledge and skills for effective clinical supervision.	<p>PSYC 853 Case Conceptualization/Literature Review Assignment</p> <p>PSYC 892 Supervision internship Supervisee Conceptualization</p> <p>Comprehensive Exam</p>	<p>All three involve both D &amp; I:</p> <p>D – student is observed</p> <p>I - assessment is based on written product</p>
3. Knowledge and skills relevant to effective teaching.	<p>PSYC 863 Teaching and Counselor Training (Rubric on Canvas)</p> <p>PSYC 892 Syllabus and Teaching Philosophy</p> <p>PSYC 892 Teaching Performance Evaluation</p> <p>Comprehensive Exam</p>	<p>All four involve a written product (I) and some degree of observation (D):</p> <p>I - assessment is based on written product</p> <p>D – student is observed</p>
4. Knowledge and skills necessary for effective research and scholarship.	<p>PSYC 840 Research Design Proposals</p> <p>PSYC 609 Research Proposal</p> <p>PSYC 605 Final Exam</p> <p>PSYC 881 Literature Review</p> <p>PSYC 881 Research Agenda</p> <p>Proposal</p> <p>Dissertation</p> <p>Dissertation</p>	<p>I - assessments are based on written product</p> <p>I - assessment is based on written product</p> <p>I - assessment is based on written product</p> <p>AND</p> <p>D – student is observed</p>
5. Knowledge and skills for effective leadership and advocacy.	<p>PSYC 862 Advocacy in Action Assignment (Rubric on Canvas)</p> <p>PSYC 810 Assignment: Education Session (Rubric for written and observed elements on Canvas)</p> <p>Comprehensive Exam</p>	<p>I - assessment is based on written product</p> <p>I - assessment is based on written product</p> <p>D – student is observed</p> <p>D – student is observed</p>

		I - assessment is based on written product
6. Knowledge and skills for effective crisis, emergency and disaster response.	PSYC 866 Crisis Presentation	I - assessment is based on written product AND D – student is observed
7. Key Professional Competencies and Dispositions: 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.	Progress Reviews & CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	I - assessment is based on written product AND 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.*

<b>Objective</b>	<b>Instrument</b>	<b>Desired result</b>	<b>Justification for desired result</b>
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	PSYC 860 Advanced Theoretical Orientation Paper (Rubric) PSYC 882 Counseling practicum performance assessment PSYC 892 Counseling Internship performance assessment Comprehensive Exam	90% or greater ratings of 2 in order to be considered to have passed this element.  100% pass result in order to promote to internship  100% pass result in order to successfully complete internship and be eligible for comprehensive exams  100% pass on 2 <sup>nd</sup> attempt in order to be considered to	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.  Recent research (Goodwin, Coyne, & Constantino, 2018) has highlighted the contextual demands for competence; therefore students are provided consultation and regular layers of site and faculty supervision as well as

		have successfully passed comprehensive exams.	evaluation to ensure they meet this standard
KPI2. Knowledge and skills for effective clinical supervision.	<p>PSYC 853 Case Conceptualization/Literature Review Assignment</p> <p>PSYC 892 Supervision internship Supervisee Conceptualization</p> <p>Comprehensive Exam</p>	<p>90% of evaluation scores at level 2, indicating sufficient mastery and move to supervision internship</p> <p>90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams</p> <p>100% pass on 2<sup>nd</sup> attempt in order to be considered to have successfully passed comprehensive exams.</p>	<p>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.</p> <p>Recent research (Goodwin, Coyne, &amp; Constantino, 2018) has highlighted the contextual demands for competence; therefore students are provided consultation and regular layers of site and faculty supervision as well as evaluation to ensure they meet this standard</p>
KPI3. Knowledge and skills relevant to effective teaching.	<p>PSYC 863 Teaching and Counselor Training</p> <p>PSYC 892 Syllabus and Teaching Philosophy</p> <p>PSYC 892 Teaching Performance Evaluation</p> <p>Comprehensive Exam</p>	<p>90% of evaluation scores at level 2, indicating sufficient mastery and move to supervision internship</p> <p>90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams</p> <p>100% pass on 2<sup>nd</sup> attempt in order to be considered to have successfully passed comprehensive exams.</p>	<p>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.</p> <p>Recent research (Goodwin, Coyne, &amp; Constantino, 2018) has highlighted the contextual demands for competence; therefore students are provided consultation and regular layers of site and faculty supervision as well as evaluation to ensure they meet this standard</p>

<p>KPI4. Knowledge and skills necessary for effective research and scholarship.</p>	<p>PSYC 840 Research Design Proposals  PSYC 609 Research Proposal  PSYC 605 Final Exam</p> <p>PSYC 881 Literature Review  PSYC 881 Research Agenda</p> <p>Proposal  Dissertation</p>	<p>90% of evaluation scores indicate level 2 (mastery)</p> <p>90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams</p> <p>100% pass on 2<sup>nd</sup> attempt in order to be considered to have successfully proposed for dissertation and successfully defended dissertation. By “2<sup>nd</sup> attempt”, we refer to situations in which students have significant feedback to address before considered passing.</p>	<p>The specific considerations covered in the research courses series are designed to correlate with CACREP research knowledge and skills and are designed/measured based on the expertise of the A&amp;M faculty who teach those courses.</p> <p>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.</p>
<p>KPI5. Knowledge and skills for effective leadership and advocacy.</p>	<p>PSYC 862 Advocacy in Action Assignment  PSYC 810 Assignment: Education Session</p> <p>Comprehensive Exam</p>	<p>90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams</p> <p>100% pass on 2<sup>nd</sup> attempt in order to be considered to have successfully passed comprehensive exams.</p>	<p>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.</p>

KPI6. Knowledge and skills for effective crisis, emergency and disaster response.	PSYC 866 Crisis Presentation	90% of all evaluations at level 2, indicating mastery	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.
KPI7. Key Professional Competencies and Dispositions (as outlined in the Counseling Programs Student Progress Reviews).	Progress Reviews (form/rubric) & current CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	100% satisfactory after any necessary remediation plan	<p>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.</p> <p>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.</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.*

Objective	Instrument	Students sampled	Sample size	Timepoint(s)	Motivation
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<b>KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.</b>	PSYC 860 Advanced Theoretical Orientation Paper (Rubric)	All students	5 (1 <sup>st</sup> year cohort)	PSYC 860: 1 <sup>st</sup> year/1 <sup>st</sup> semester	Students will not progress in the program in sequences without completing each of these steps successfully, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated.
	PSYC 882 Counseling practicum performance assessment		5 (2 <sup>nd</sup> year cohort)	PSYC 882: 1 <sup>st</sup> year/2 <sup>nd</sup> semester	
	PSYC 892 Counseling Internship performance assessment		2 (3 <sup>rd</sup> year cohort)	PSYC 892: 2 <sup>nd</sup> year/1 <sup>st</sup> semester	
	Comprehensive Exam (CE) Rubric			CE: After completing 2 <sup>nd</sup> year	
<b>KPI2. Knowledge and skills for effective clinical supervision.</b>	PSYC 853 Case Conceptualization/Literature Review Assignment	All students	5 (1 <sup>st</sup> year cohort)	PSYC 853: 1 <sup>st</sup> year/2 <sup>nd</sup> semester	Students will not progress in the program in sequences without completing each of these steps successfully, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated.
	PSYC 892 Supervision internship Supervisee Conceptualization (Rubric)		5 (2 <sup>nd</sup> year cohort)	PSYC 892: 2 <sup>nd</sup> year/1 <sup>st</sup> semester	
	Comprehensive Exam (CE) Rubric		2 (3 <sup>rd</sup> year cohort)	CE: After completing 2 <sup>nd</sup> year	
<b>KPI3. Knowledge and skills relevant to effective teaching.</b>	PSYC 863 Teaching and Counselor Training Rubric	All students	5 (1 <sup>st</sup> year cohort)	PSYC 863: 1 <sup>st</sup> year/1 <sup>st</sup> semester	Students will not progress in the program in sequences without completing each of these steps successfully, and they will not graduate
	PSYC 892 Syllabus and Teaching Philosophy Rubric  PSYC 892 Teaching Performance Evaluation Assessment		5 (2 <sup>nd</sup> year cohort)	PSYC 892: 2 <sup>nd</sup> year/1 <sup>st</sup> semester and/or 2 <sup>nd</sup> semester	
			2 (3 <sup>rd</sup> year cohort)		

	Comprehensive Exam (CE) Rubric			CE: After completing 2 <sup>nd</sup> year	without demonstrating sufficient mastery in internship. Thus they are highly motivated.
<b>KPI4. Knowledge and skills necessary for effective research and scholarship.</b>	PSYC 605 Final Exam	All students	5 (1 <sup>st</sup> year cohort) 5 (2 <sup>nd</sup> year cohort) 2 from 2 <sup>nd</sup> year cohort for proposals and 2 from 3 <sup>rd</sup> year cohort for dissertations	PSYC 605: 1 <sup>st</sup> year/1 <sup>st</sup> semester	This instruments include one evaluation for the identified that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in these courses. This is true for 840, 609, 605, and 881.  We have rubrics for Dissertation Proposal and Dissertation. All elements must be successfully passed in order to be considered complete and students are highly motivated to be successful in this process.
	PSYC 840 Research Design Proposals (Rubric) PSYC 609 Research Proposal (Rubric)  PSYC 881 Literature Review (Rubric) PSYC 881 Research Agenda (Rubric)		PSYC 840/609: 2 <sup>nd</sup> year/1 <sup>st</sup> semester and/or 2 <sup>nd</sup> semester PSYC 881: 2 <sup>nd</sup> year/ 2 <sup>nd</sup> semester		
	Proposal and Dissertation (Rubrics)		After completing 2 <sup>nd</sup> year		

<b>KPI5.</b> <b>Knowledge and skills for effective leadership and advocacy.</b>	PSYC 862 Advocacy in Action Assignment Rubric  PSYC 810 Assignment: Education Session Rubric	All students	5 (1 <sup>st</sup> year cohort)  5 (2 <sup>nd</sup> year cohort)  2 from 2 <sup>nd</sup> year cohort for proposals	PSYC 862 1 <sup>st</sup> summer  PSYC 810 2 <sup>nd</sup> summer	This instrument includes one evaluation for the identified that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in these courses.  Students will not progress in the program in sequences without completing comprehensive exams successfully. Thus they are highly motivated.
	Comprehensive Exam Rubric			After completing 2 <sup>nd</sup> year	
<b>KPI6.</b> <b>Knowledge and skills for effective crisis, emergency, and disaster response.</b>	PSYC 866 Crisis Presentation	All students	5 (1 <sup>st</sup> year cohort)	PSYC 866 has been in the 1 <sup>st</sup> summer but is being moved to the 1 <sup>st</sup> fall effective Fall 2018.	This instrument is one indicator considered in the course evaluation. They are motivated to earn an A in the course.

<b>KPI7. Key Professional Competencies and Dispositions (as outlined in the Counseling Programs Student Progress Reviews).</b>	Progress Reviews (form/rubric) & current CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	All students	5 (1 <sup>st</sup> year cohort) 5 (2 <sup>nd</sup> year cohort) 5 from 3 <sup>rd</sup> year cohort 2 from 4 <sup>th</sup> + year	Each semester	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.
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**Validity Evidence (APT Element 3E)**

*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 Doctoral Counselor Education and Supervision 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 Counselor Education and Supervision competencies and professional dispositions 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	Instrument	Evaluator	Progress review relevance?
<b>KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.</b>	PSYC 860 Advanced Theoretical Orientation Paper (Rubric)  PSYC 882 Counseling practicum performance assessment  PSYC 892 Counseling Internship performance assessment  Comprehensive Exam (CE) Rubric	PSYC 860 Assignment Rubric in Canvas  PSYC 882 Practicum Performance Assessment  PSYC 892 Internship Performance Assessment (Counseling)  Comprehensive Exam Rubric (Counseling Competencies Section I)	PSYC 860 Core Faculty Member  PSYC 882 Adjunct Faculty with 5+ years experience  PSYC 892 Core Faculty Member  CE Committee of 2 Core Faculty Members	Yes
<b>KPI2. Knowledge and skills for effective clinical supervision.</b>	PSYC 853 Case Conceptualization/Literature Review Assignment  PSYC 892 Supervision internship Supervisee Conceptualization (Rubric)  Comprehensive Exam (CE) Rubric	PSYC 853 Assignment Rubric in Canvas  PSYC 892 Internship Performance Assessment (Counseling)  Comprehensive Exam Rubric (Supervision Competencies Section II)	PSYC 853 Adjunct Faculty with 5+ years experience  PSYC 892 Adjunct Faculty with 5+ years experience	Yes

			CE Committee of 2 Core Faculty Members	
<b>KPI3. Knowledge and skills relevant to effective teaching.</b>	<p>PSYC 863 Teaching and Counselor Training Rubric</p> <p>PSYC 892 Syllabus and Teaching Philosophy Rubric</p> <p>PSYC 892 Teaching Performance Evaluation Assessment</p> <p>Comprehensive Exam (CE) Rubric</p>	<p>PSYC 863 Assignment Rubric in Canvas</p> <p>PSYC 892 Assignment Rubric in Canvas</p> <p>PSYC 892 Internship Performance Assessment (Teaching)</p> <p>Comprehensive Exam Rubric (Supervision Competencies Section III)</p>	<p>PSYC 863 Core faculty member</p> <p>PSYC 892 Core Faculty Member</p> <p>CE Committee of 2 Core Faculty Members</p>	Yes.
<b>KPI4. Knowledge and skills necessary for effective research and scholarship.</b>	<p>PSYC 605 Final Exam</p> <p>PSYC 840 Research Design Proposals (Rubric)</p> <p>PSYC 609 Research Proposal (Rubric)</p> <p>PSYC 881 Literature Review (Rubric)</p> <p>PSYC 881 Research Agenda (Rubric)</p> <p>Proposal and Dissertation (Rubrics)</p>	<p>PSYC 605 Assignment Rubric in Canvas</p> <p>PSYC 840 Assignment Rubric in Canvas</p> <p>PSYC 609 Assignment Rubric in Canvas</p> <p>PSYC 881 Assignment Rubrics in Canvas</p> <p>Dissertation Proposal Rubric (part of Comprehensive Exam Rubric)</p> <p>Dissertation Defense Rubric</p>	<p>PSYC 605 Core A&amp;M Faculty</p> <p>PSYC 840 &amp; 609 Dept of Graduate Psychology Faculty</p> <p>PSYC 881 Core Family Members Committee of 2 Core Faculty Members</p>	Yes
<b>KPI5. Knowledge and skills for effective leadership and advocacy.</b>	<p>PSYC 862 Advocacy in Action Assignment Rubric</p> <p>PSYC 810 Assignment: Education Session Rubric</p> <p>Comprehensive Exam Rubric</p>	<p>PSYC 862 Assignment Rubric in Canvas</p> <p>PSYC 810 Assignment Rubric in Canvas</p>	<p>PSYC 862 &amp; 810 Core Faculty Members</p> <p>2 Core Faculty Members</p>	Yes

		Comprehensive Exam Rubric (Section 5 for Leadership & Advocacy)		
<b>KPI6. Knowledge and skills for effective crisis, emergency, and disaster response.</b>	PSYC 866 Crisis Presentation	PSYC 866 Assignment Rubric in Canvas	Core Faculty Members	Yes
<b>KPI7. Key Professional Competencies and Dispositions (as outlined in the Counseling Programs Student Progress Reviews).</b>	Progress Reviews (form/rubric) & current CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	Progress Review Document (Rubric)	Student self-evaluation; Review by all Core Faculty Members; Feedback from Advisor	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	Instrument	Historical Results		
		Prior results	Prior results	This year's results
<b>KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.</b>	PSYC 860 Advanced Theoretical Orientation Paper (Rubric)	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
	PSYC 882 Counseling practicum performance assessment	100% pass at Practice level	100% pass at Practice level	80% pass at Practice level
	PSYC 892 Counseling Internship performance assessment	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level	100% pass at Mastery level	100% pass at Mastery level
<b>KPI2. Knowledge and skills for effective clinical supervision.</b>	PSYC 853 Case Conceptualization/Literature Review Assignment	100% pass at Practice level	90% pass at Practice level	100% pass at Practice level
	PSYC 892 Supervision internship Supervisee Conceptualization (Rubric)	100% pass at Practice level	100% pass at Practice level	90% pass at Practice level
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level	100% pass at Mastery level	100% pass at Mastery level
<b>KPI3. Knowledge and skills relevant to effective teaching.</b>	PSYC 863 Teaching and Counselor Training Rubric	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
	PSYC 892 Syllabus and Teaching Philosophy Rubric	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
	PSYC 892 Teaching Performance Evaluation Assessment	90% pass at Practice level	90% pass at Practice level	80% pass at Practice level on 1 <sup>st</sup> attempt
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level	100% pass at Mastery level	100% pass at Mastery level

<b>KPI4. Knowledge and skills necessary for effective research and scholarship.</b>	PSYC 605 Final Exam PSYC 840 Research Design Proposals (Rubric) PSYC 609 Research Proposal (Rubric)  PSYC 881 Literature Review (Rubric) PSYC 881 Research Agenda (Rubric)  Proposal and Dissertation (Rubrics)	95% of evaluation scores indicate passing at the Practice level  95% of evaluation scores indicate passing at the Practice level  100% pass at Mastery level (80% on 1 <sup>st</sup> attempt)	95% of evaluation scores indicate passing at the Practice level  95% of evaluation scores indicate passing at the Practice level  100% pass at Mastery level (90% on 1 <sup>st</sup> attempt)	95% of evaluation scores indicate passing at the Practice level  95% of evaluation scores indicate passing at the Practice level  100% pass at Mastery level (80% on 1 <sup>st</sup> attempt)
<b>KPI5. Knowledge and skills for effective leadership and advocacy.</b>	PSYC 862 Advocacy in Action Assignment Rubric  PSYC 810 Assignment: Education Session Rubric  Comprehensive Exam Rubric	95% of evaluation scores indicate passing at the Practice level  100% of evaluation scores indicate passing at the Practice level  100% pass at Mastery level (90% on 1 <sup>st</sup> attempt)	95% of evaluation scores indicate passing at the Practice level  95% of evaluation scores indicate passing at the Practice level  100% pass at Mastery level (100% on 1 <sup>st</sup> attempt)	95% of evaluation scores indicate passing at the Practice level  85% of evaluation scores indicate passing at the Practice level  100% pass at Mastery level (90% on 1 <sup>st</sup> attempt)
<b>KPI6. Knowledge and skills for effective crisis, emergency, and disaster response.</b>	PSYC 866 Crisis Presentation	100% of all evaluations at level 2 practice level	100% of all evaluations at level 2 practice level	92% of all evaluations at level 2 practice level
<b>KPI7. Key Professional Competencies and Dispositions (as outlined in the Counseling Programs)</b>	Progress Reviews (form/rubric) & current CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research,	100% satisfactory after any necessary remediation plan	100% satisfactory after any necessary remediation plan	90% satisfactory after any necessary remediation plan (one person exited the program and another is about

<b>Student Progress Reviews).</b>	innovation, advocacy, and training			to enter remediation).
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**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
<b>KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.</b>	PSYC 860 Advanced Theoretical Orientation Paper (Rubric)	100% pass at Practice level	95% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester	We feel confident in our ability to help students learn the core competencies associated with knowledge and skills for effective, evidence-based, culturally competent counseling. We also rely on the combination of data obtained from both the comprehensive exam and the internship experiences to make our determinations regarding student learning in this area. After all, the performance in counseling internship has a direct relationship to the learning that occurs within this KPI.
	PSYC 882 Counseling practicum performance assessment	80% pass at Practice level		
	PSYC 892 Counseling Internship performance assessment	100% pass at Practice level		
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level	100% pass result by 2 <sup>nd</sup> attempt	

<p><b>KPI2.</b>  <b>Knowledge and skills for effective clinical supervision.</b></p>	<p>PSYC 853 Case Conceptualization/Literature Review Assignment</p> <p>PSYC 892 Supervision internship Supervisee Conceptualization (Rubric)</p> <p>Comprehensive Exam (CE) Rubric</p>	<p>100% pass at Practice level</p> <p>90% pass at Practice level</p> <p>100% pass at Mastery level</p>	<p>95% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester</p> <p>100% pass result by 2<sup>nd</sup> attempt</p>	<p>Students this year presented a curiosity and motivation regarding this subject matter that enabled them to progress further than some previous classes. Given the interconnected nature of the PhD program learning, a student who struggled in counseling practicum will also likely experience ramifications with regard to readiness for supervision internship.</p>
<p><b>KPI3.</b>  <b>Knowledge and skills relevant to effective teaching.</b></p>	<p>PSYC 863 Teaching and Counselor Training Rubric</p> <p>PSYC 892 Syllabus and Teaching Philosophy Rubric</p> <p>PSYC 892 Teaching Performance Evaluation Assessment</p> <p>Comprehensive Exam (CE) Rubric</p>	<p>100% pass at Practice level</p> <p>100% pass at Practice level</p> <p>80% pass at Practice level on 1<sup>st</sup> attempt</p> <p>100% pass at Mastery level</p>	<p>95% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester</p> <p>100% pass result by 2<sup>nd</sup> attempt</p>	<p>The requirements for teaching are assessed at multiple points and readiness to move from the theory class to actual classroom teaching requires sufficient mastery from the very beginning.</p>
<p><b>KPI4.</b>  <b>Knowledge and skills necessary for effective research and scholarship.</b></p>	<p>PSYC 605 Final Exam</p> <p>PSYC 840 Research Design Proposals (Rubric)</p> <p>PSYC 609 Research Proposal (Rubric)</p>	<p>95% of evaluation scores indicate passing at the Practice level</p>	<p>95% of all evaluations at level 2, indicating sufficient mastery, by completion of</p>	<p>Students were given multiple opportunities within which to learn research methodology in theory and in practice. While</p>

	<p>PSYC 881 Literature Review (Rubric)  PSYC 881 Research Agenda (Rubric)</p> <p>Proposal and Dissertation (Rubrics)</p>	<p>95% of evaluation scores indicate passing at the Practice level</p> <p>100% pass at Mastery level (80% on 1<sup>st</sup> attempt)</p>	<p>second semester</p> <p>100% pass result by 2<sup>nd</sup> attempt</p>	<p>some struggle in the first few courses, the A&amp;M support system as well as more counseling-specific latter courses (application) have helped with addressing the mastery needed to dissertation proposal and final dissertation.</p>
<p><b>KPI5. Knowledge and skills for effective leadership and advocacy.</b></p>	<p>PSYC 862 Advocacy in Action Assignment Rubric</p> <p>PSYC 810 Assignment: Education Session Rubric</p> <p>Comprehensive Exam Rubric</p>	<p>95% of evaluation scores indicate passing at the Practice level</p> <p>85% of evaluation scores indicate passing at the Practice level</p> <p>100% pass at Mastery level (90% on 1<sup>st</sup> attempt)</p>	<p>95% of evaluation scores indicate passing at the Practice level</p> <p>95% of evaluation scores indicate passing at the Practice level</p> <p>100% pass at Mastery level (90% on 1<sup>st</sup> attempt)</p>	<p>Students typically score in our desired range regarding this domain. We do need to determine ways to bring the theory and “proposed” advocacy to more active practice in this area. Talking about versus doing is the goal for our students and revisiting the assessment tools is on the agenda.</p>
<p><b>KPI6. Knowledge and skills for effective crisis, emergency, and disaster response.</b></p>	<p>PSYC 866 Crisis Presentation</p>	<p>92% of all evaluations at level 2 practice level</p>	<p>95% of evaluation scores indicate passing at the Practice level</p>	<p>This is an area we have identified as a specialty for our program; however, we currently only offer one course and assess at one point. We are engaged in discussion about ways we can solidify it as a</p>

				true specialty area within the current program structure.
<b>KPI7. Key Professional Competencies and Dispositions (as outlined in the Counseling Programs Student Progress Reviews).</b>	Progress Reviews (form/rubric) & current CV evidencing their professional development by becoming leaders who advance the counseling profession through service, research, innovation, advocacy, and training	90% satisfactory after any necessary remediation plan (one person exited the program and another is about to enter remediation).	90% of evaluation scores indicate level 2 (mastery)	This process is consistently identified as a strength for our program. Given its developmental nature, we cannot expect 100% from every student – particularly in their first year. But we do expect a gradual improvement both in the quantitative and qualitative assessment as well as a continuous growth patterns in the evidence of their work in the CV.

**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
<p><b>KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.</b></p>	<p>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> We are also in conversations with our training clinics (CAPS and the Counseling Center) to create greater alignment of experiences and a clear placement sequences to make sure the needs of all constituents are honored.</p>	<p>Fall 2018</p>	<p>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. Feedback from site supervisors and requirements of CACREP are the reason we are engaging in additional streamlining conversations with the sites; although, we do remain in constant conversation with them throughout the academic year.</p>

<b>KPI2. Knowledge and skills for effective clinical supervision.</b>	No specific change beyond modifying syllabi to include emerging research. The workshops mentioned above also have relevance for this objective.		Workshops will help align the training that the master's students are doing with the supervision insight needed by the doctoral students.
<b>KPI3. Knowledge and skills relevant to effective teaching.</b>	No specific change beyond modifying syllabi to include emerging research. The workshops mentioned above also have relevance for this objective.		Workshops will help align the training that the master's students are doing with the teaching insight needed by the doctoral students.
<b>KPI4. Knowledge and skills necessary for effective research and scholarship.</b>	No specific change at this time but we are considering opportunities for additional research collaboration, course sections dedicated specifically to the needs of our students.		Consideration of changes is resource-based and therefore changes are not being made at this time. We do need to work more closely with A&M faculty to make sure we continue to be aligned with CACREP requirements in the research courses.
<b>KPI5. Knowledge and skills for effective leadership and advocacy.</b>	The workshop series we are adding (mentioned in 1 above), will also have relevance for this objective. In addition, students will participate in the Building Cultural Competence Workshop series.	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.
<b>KPI6. Knowledge and skills for effective crisis, emergency and disaster response.</b>	No specific change at this time; however, we are working to strengthen this area and are giving consideration to additional options for electives, service, and training.	Fall 2018-Spring 2019	For Fall 2018, PhD students will be assisting with the Green Dot training at JMU.
<b>KPI7. Key Professional Competencies and Dispositions (as outlined in the Counseling Programs</b>	No specific change at this time. This has typically been an area that our accreditors have praised as being highly effective so we are not inclined to		

<b>Student Progress Reviews).</b>	make any adjustments with our self-study pending in December 2018.		
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**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.*

<b>Change</b>	<b>Anticipated timeline for implementation</b>	<b>Reason(s) for change</b>
<p>We are in the process of clarifying our assessment plan, which includes 1) adding program specific Key Counselor Education and Supervision Competencies (KPIs) 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 the needs of counseling programs across the country.</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>

## **Other 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.