CACREP ANNUAL REPORT

Academic Degree Program: Ph.D. in Counseling & Supervision

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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 2022-2023 academic year, 20 students have been enrolled in the Ph.D. in Counseling and Supervision Program. Since the implementation of the program, 20 doctorates have been awarded. During the past two years, we admitted a total of 18 students. Students are currently admitted to either a 3-year or 4-year track. During the twelve 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 development 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).

Effective August 2021, Our Ph.D. program is being offered through a Low-Residency Model, meaning that the student learning experience includes both online and face-to-face components. The face-to-face component typically occurs through intense daylong sessions that run for two weekends each semester. These are called Residency Weekends. Each class meets for one full day. During the other weeks, synchronous and asynchronous class meetings populate the schedule.

Synchronous classes typically meet from 6:00-8:00 pm on either Monday or Tuesday evening. Clinical courses, such as practicum and internship, involve both group and triadic supervision so the schedule may vary but will always remain attuned to the fact that students are in need of meeting times outside typically working hours. We remain aware of students who are working full-time, students across time zones, and coordination with the larger class schedule for their term.
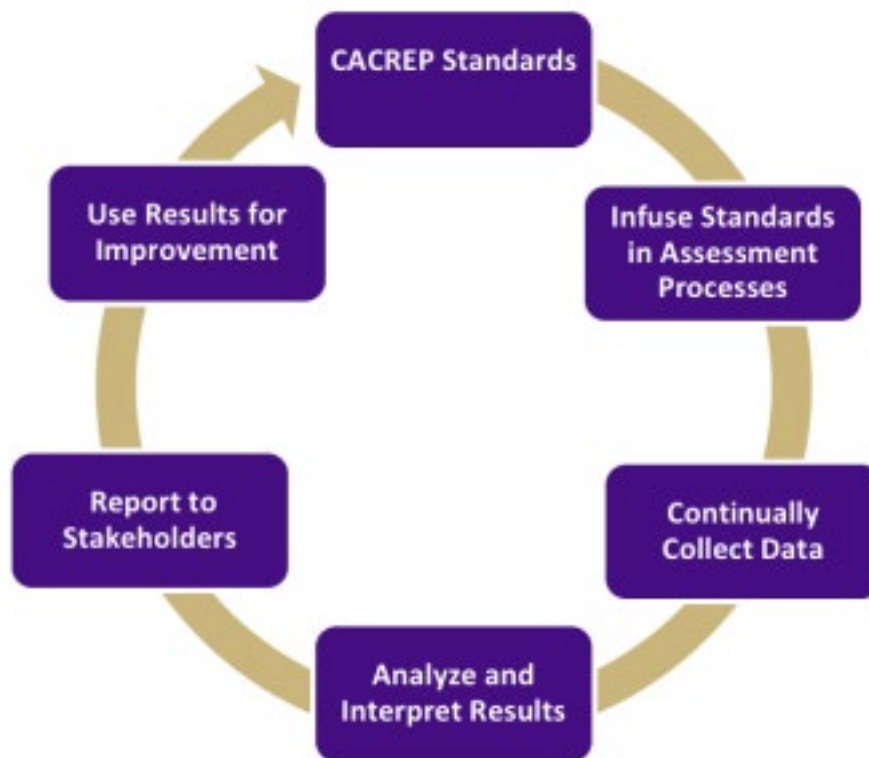
The on-campus time in a low-residency program takes advantage of the compressed time students are on campus to create highly focused face-to-face sessions designed to build community, launch group projects and introduce complex topics in highly responsive, often discussion-based activities. Lectures and labs might be a part of the on-campus experience, but these traditional face-to-face elements are augmented by experiential activities with a focus on social learning. Because of this immersive approach during residency weekends, a large portion of a course's experiential contact hours are highly concentrated when students are on campus, though the majority of learning still occurs online. If a typical course has 45 to 48 contact hours, a third of those might be accounted for during the residential period. In our case, we schedule two residency weekends each semester. This allows for 7 contact hours each weekend for each course offered (14 total per course) representing roughly 16% of the course contact hours. Of the remaining class meetings, half are asynchronous and half are synchronous, meaning that our students get at least another 45% of their hours in synchronous connection to faculty and each other.

All advising and mentoring is also conducted through synchronous means unless the student and their mentor arrange something different. Advising sessions are also part of each residency weekend.

While the move to a Low-Residency coincided with COVID-19 adjustments, this change of delivery was heavily influenced by declining enrollment in the in-person program, lack of GA support from the university, a growing trend in doctoral learning to be more flexible and responsive to diverse learners, and feedback from students and faculty.

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. The spreadsheet documenting our current plan for this evaluation is attached, with specific information relevant to this APT included below. This assessment plan was first implemented beginning in Fall 2018 in tandem with our process of submitting the Self-Study to CACREP. With the release of the new CACREP standards in 2024, we recognize that the there will be no substantive to our program's assessment plan.

Visual Representation of the Assessment Plan

CACREP Standards

Infuse Standards in Assessment Processes

Continually Collect Data

Analyze and Interpret Results

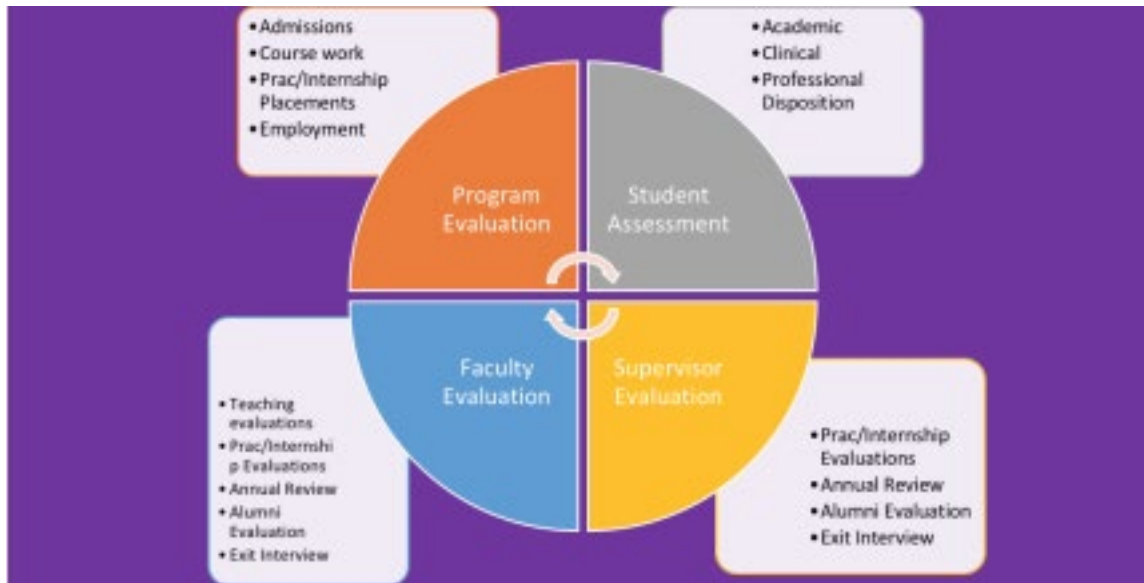Report to Stakeholders

Use Results for Improvement

The Assessment Plan is intended to provide a framework of program evaluation and assessment that aligns with James Madison University's (JMU) counseling programs' mission and identified student learning objectives. The counselor education faculty at JMU are committed to program quality and continuous improvement. Thus, the process of evaluation and assessment is integrated in all components of graduate training and program planning. This includes evaluation processes for admissions decisions, student matriculation, course effectiveness, faculty performance, supervisor performance, and employer and alumni experiences.

Per the Assessment Plan, assessment and evaluation within the JMU counseling programs are aligned with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) standards. The core program faculty meet once a month to discuss CACREP standards, reflect on infusing these standards into program and student evaluation assessment processes, and collecting this data across programs. All collected data are analyzed by program faculty and reported to stakeholders (e.g., administration, accreditation teams, alumni, employers, potential students) as relevant. Stakeholders provide program and curricular feedback to continually improve the counseling training programs at JMU. The process of evaluation and assessment is described in further detail below.

Evaluation of the Counseling Programs Approach

The Assessment Plan was designed by faculty as a formal evaluation process that documents their empirically based approach for systematically evaluating program objectives, key performance indicators (KPIs), student learning with an emphasis on academic performance and professional disposition, and faculty/supervisor performance.

The Assessment Plan includes a description of the data collected, the method for how the data was collected, a description on how the data was analyzed, how the data informed curriculum,, and program improvements across all three counseling programs. The visual chart below describes the four components of this evaluation plan (A.1. Program Evaluation; A.2. Student Assessment; A.3. Evaluation of Faculty; and A.4. Evaluation of Supervisors) and provides information on the types of assessments utilized to collect evaluative data.

Student Learning Objectives (APT Element 1A & 1B)
Student learning objectives (SLOs) are statements indicating what students should know, think, or do as a result of participating in an academic degree program. SLOs should be student-centered and be written clearly with precise, measureable verbs. There is no set number of SLOs required for the APT.

Student Learning Objectives are governed by our accreditor (https://www.cacrep.org/section-6-doctoral-standards-counselor-education-and-supervision/) and then merged with our program values, beliefs, and mission to co-create the KPI (Key Performance Indicators) listed below. These typically only change when our accreditation standards change.

Student Learning Objective
As a result of participating in the Doctoral Program in Counseling & Supervision, students graduating with an PhD in Counseling & Supervision will:

KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.
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.

Aligned with CACREP Counselor Education and Supervision Standards: B.1. a-f

1. COUNSELING
   1. scholarly examination of theories relevant to counseling
   2. integration of theories relevant to counseling
   3. conceptualization of clients from multiple theoretical perspectives
   4. evidence-based counseling practices
   5. methods for evaluating counseling effectiveness
   6. ethical and culturally relevant counseling in multiple settings

KPI2 Supervision: Knowledge and skills for effective clinical supervision.
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.

Aligned with CACREP Counselor Education and Supervision Standards: B.2. a-k

2. SUPERVISION
   1. purposes of clinical supervision
   2. theoretical frameworks and models of clinical supervision
   3. roles and relationships related to clinical supervision
   4. skills of clinical supervision
   5. opportunities for developing a personal style of clinical supervision
   6. assessment of supervisees' developmental level and other relevant characteristics
   7. modalities of clinical supervision and the use of technology
   8. administrative procedures and responsibilities related to clinical supervision
   9. evaluation, remediation, and gatekeeping in clinical supervision
   10. legal and ethical issues and responsibilities in clinical supervision
   11. 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

1. roles and responsibilities related to educating counselors
2. pedagogy and teaching methods relevant to counselor education
3. models of adult development and learning
4. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
5. effective approaches for online instruction
6. screening, remediation, and gatekeeping functions relevant to teaching
7. assessment of learning
8. ethical and culturally relevant strategies used in counselor preparation
9. 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
   1. research designs appropriate to quantitative and qualitative research questions
   2. univariate and multivariate research designs and data analysis methods
   3. qualitative designs and approaches to qualitative data analysis
   4. emergent research practices and processes
   5. models and methods of instrument design
   6. models and methods of program evaluation
   7. research questions appropriate for professional research and publication
   8. professional writing for journal and newsletter publication
   9. professional conference proposal preparation
   10. design and evaluation of research proposals for a human subjects/institutional review board review
   11. grant proposals and other sources of funding
   12. 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
   1. theories and skills of leadership
   2. leadership and leadership development in professional organizations

3. leadership in counselor education programs
4. knowledge of accreditation standards and processes
5. leadership, management, and administration in counseling organizations and other institutions
6. leadership roles and strategies for responding to crises and disasters
7. strategies of leadership in consultation
8. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession
9. role of counselors and counselor educators advocating on behalf of the profession and professional identity
10. models and competencies for advocating for clients at the individual, system, and policy levels
11. strategies of leadership in relation to current multicultural and social justice issues
12. ethical and culturally relevant leadership and advocacy practices

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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

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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 (APT Element 2)

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. Two options for a curriculum map are provided below. You may choose either option for presenting your curriculum map.

NOTE:

Our current accreditation requires opportunities for students to demonstrate their learning via a developmental process (Introductory, Practice, and Mastery level assessments). These are formally called Key Performance Indicators (KPIs), are embedded in all their coursework, and are assessed in class (as graded material) and in Canvas via the PhD C&S Assessment Hub at the end of each term.

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

*Note: for this table, programs may place an "X" into the appropriate intersecting boxes to indicate which course/learning experiences map to which objective(s). For either table, programs may specify coverage of the objective by course/learning experiences by placing a "1", "2", or "3," etc., into the appropriate boxes, where a 1 indicates minimal coverage and higher scores indicate more coverage.

Assessment Measures (APT Element 3A & 3B)
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.

NOTE:

Our current accreditation requires opportunities for students to demonstrate their learning via a developmental process (Introductory, Practice, and Mastery level assessments). These are formally called Key Performance Indicators (KPIs), are embedded in all their coursework, and are assessed in class (as graded material) and in Canvas via the PhD C&S Assessment Hub at the end of each term.

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

	Assignment: Education Session (Rubric for written and observed elements on Canvas)	I - assessment is based on written product D – student is observed
	Comprehensive Exam	D – student is observed 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 (APT Element 3C)

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
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	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	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.

	Comprehensive Exam	100% pass result in order to successfully complete internship and be eligible for comprehensive exams

100% pass on 2nd attempt in order to be considered to have successfully passed comprehensive exams. | 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 evaluation to ensure they meet this standard |
| KPI2. Knowledge and skills for effective clinical supervision. | PSYC 853 Case Conceptualization/Literature Review Assignment

PSYC 892 Supervision internship Supervisee Conceptualization

Comprehensive Exam | 90% of evaluation scores at level 2, indicating sufficient mastery and move to supervision internship

90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams

100% pass on 2nd attempt in order to be considered to have successfully passed comprehensive exams. | 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 evaluation to ensure they meet this standard |
| 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 | 90% of evaluation scores at level 2, indicating sufficient mastery and move to supervision internship

90% of evaluation scores at level 2, indicating sufficient mastery and move 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, & |

		comprehensive exams 100% pass on 2nd attempt in order to be considered to have successfully passed comprehensive exams.	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
	Comprehensive Exam		
KPI4. Knowledge and skills necessary for effective research and scholarship.	PSYC 840 Research Design Proposals PSYC 609 Research Proposal PSYC 605 Final Exam PSYC 881 Literature Review PSYC 881 Research Agenda Proposal Dissertation	90% of evaluation scores indicate level 2 (mastery) 90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams 100% pass on 2nd attempt in order to be considered to have successfully proposed for dissertation and successfully defended dissertation. By "2nd attempt", we refer to situations in which students have significant feedback to address before considered passing.	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&M faculty who teach those courses. 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.
KPI5. Knowledge and skills for effective leadership and advocacy.	PSYC 862 Advocacy in Action Assignment PSYC 810 Assignment: Education Session Comprehensive Exam	90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams 100% pass on 2nd 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.

		have successfully passed comprehensive exams.	
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	Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice.

Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior. The specific domains are informed by counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training. |

Data Collection (APT Element 3D)
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
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	PSYC 860 Advanced Theoretical Orientation Paper (Rubric)	All students	2 (1st year cohort) 2 (2nd year cohort) 3 (3rd year cohort)	PSYC 860: 1st year/1st 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			PSYC 882: 1st year/2nd semester	
	PSYC 892 Counseling Internship performance assessment			PSYC 892: 2nd year/1st semester	
	Comprehensive Exam (CE) Rubric			CE: After completing 2nd year	
KPI2. Knowledge and skills for effective clinical supervision.	PSYC 853 Case Conceptualization/Literature Review Assignment	All students	2 (1st year cohort) 2 (2nd year cohort) 3 (3rd year cohort)	PSYC 853: 1st year/2nd 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)			PSYC 892: 2nd year/1st semester	
	Comprehensive Exam (CE) Rubric			CE: After completing 2nd year	
KPI3. Knowledge and skills relevant to	PSYC 863 Teaching and Counselor Training Rubric	All students	2 (1st year cohort) 2 (2nd year cohort)	PSYC 863: 1st year/1st semester	Students will not progress in the program in sequences without

effective teaching.	PSYC 892 Syllabus and Teaching Philosophy Rubric PSYC 892 Teaching Performance Evaluation Assessment		3 (3rd year cohort)	PSYC 892: 2nd year/1st semester and/or 2nd semester	completing each of these steps successfully, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated.
	Comprehensive Exam (CE) Rubric			CE: After completing 2nd year	
KPI4. Knowledge and skills necessary for effective research and scholarship.	PSYC 605 Final Exam	All students	2 (1st year cohort) 2 (2nd year cohort) 2 from 2nd year cohort for proposals and 3 from 3rd year cohort for dissertations	PSYC 605: 1st year/1st semester	This instrument 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
	PSYC 840 Research Design Proposals (Rubric) PSYC 609 Research Proposal (Rubric) PSYC 881 Literature Review (Rubric) PSYC 881 Research Agenda (Rubric)			PSYC 840/609: 2nd year/1st semester and/or 2nd semester PSYC 881: 2nd year/ 2nd semester	
	Proposal and Dissertation (Rubrics)			After completing 2nd year	

					be successful in this process.
KPI5. Knowledge and skills for effective leadership and advocacy.	PSYC 862 Advocacy in Action Assignment Rubric PSYC 810 Assignment: Education Session Rubric	All students	2 (1st year cohort) 2 (2nd year cohort) 3 from 2nd year cohort for proposals	PSYC 862 1st summer PSYC 810 2nd summer	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. Students will not progress in the program in sequences without completing comprehensive exams successfully. Thus they are highly motivated.
	Comprehensive Exam Rubric			After completing 2nd year	
KPI6. Knowledge and skills for effective crisis, emergency, and disaster response.	PSYC 866 Crisis Presentation	All students	2 (1st year cohort)	PSYC 866 has been in the 1st summer but is being moved to the 1st fall effective Fall 2018.	This instrument is one indicator considered in the course evaluation. They are motivated to earn an A in the course.

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	All students	2 (1st year cohort) 2 (2nd year cohort) 3 from 3rd year cohort 1 from 4th + 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.

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. 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?
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 (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 Core Faculty Member PSYC 892 Core Faculty Member CE Committee of 2 Core Faculty Members	Yes
KPI2. Knowledge and skills for effective clinical supervision.	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	PSYC 853 Core Faculty Member PSYC 892 Core Faculty Member CE Committee of 2 Core	Yes

		Competencies Section II)	Faculty Members	
KPI3. Knowledge and skills relevant to effective teaching.	PSYC 863 Teaching and Counselor Training Rubric

PSYC 892 Syllabus and Teaching Philosophy Rubric

PSYC 892 Teaching Performance Evaluation Assessment

Comprehensive Exam (CE) Rubric | PSYC 863 Assignment Rubric in Canvas

PSYC 892 Assignment Rubric in Canvas

PSYC 892 Internship Performance Assessment (Teaching)

Comprehensive Exam Rubric (Supervision Competencies Section III) | PSYC 863 Core faculty member

PSYC 892 Core Faculty Member & Site Supervisor

CE Committee of 2 Core Faculty Members | Yes. |
| **KPI4. Knowledge and skills necessary for effective research and scholarship.** | 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) | PSYC 605 Assignment Rubric in Canvas
PSYC 840 Assignment Rubric in Canvas
PSYC 609 Assignment Rubric in Canvas

PSYC 881 Assignment Rubrics in Canvas

Dissertation Proposal Rubric (part of Comprehensive Exam Rubric)
Dissertation Defense Rubric | PSYC 605 Core A&M Faculty

PSYC 840 & 609 Dept of Graduate Psychology Faculty

PSYC 881 Core Family Members Committee of 2 Core Faculty Members | Yes |
| **KPI5. Knowledge and skills for effective leadership and advocacy.** | PSYC 862 Advocacy in Action Assignment Rubric

PSYC 810 Assignment: Education Session Rubric

Comprehensive Exam Rubric | PSYC 862 Assignment Rubric in Canvas

PSYC 810 Assignment Rubric in Canvas

Comprehensive Exam Rubric (Section 5 for Leadership & Advocacy) | PSYC 862 & 810 Core Faculty Members

2 Core Faculty Members | Yes |

KPI6. Knowledge and skills for effective crisis, emergency, and disaster response.	PSYC 866 Crisis Presentation	PSYC 866 Assignment Rubric in Canvas	Core Faculty Members	Yes
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	Progress Review Document (Rubric)	Student self-evaluation; Review by all Core Faculty Members; Feedback from Advisor	Yes

Results (APT Element 4A & 4B)
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		
Objective	**Instrument**	**Prior results**	**Prior results**	**This year's results**
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	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	100% 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
KPI2. Knowledge and skills for effective	PSYC 853 Case Conceptualization/Literature Review Assignment	50% pass at Practice level	50% pass at Practice level	N/A

clinical supervision.	PSYC 892 Supervision internship Supervisee Conceptualization (Rubric)	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
KPI3. Knowledge and skills relevant to effective teaching.	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	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level on 1st attempt
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level	100% pass at Mastery level	100% pass at Mastery level
KPI4. Knowledge and skills necessary for effective research and scholarship.	PSYC 605 Final Exam PSYC 840 Research Design Proposals (Rubric) PSYC 609 Research Proposal (Rubric)	100% of evaluation scores indicate passing at the Practice level	100% of evaluation scores indicate passing at the Practice level	100% of evaluation scores indicate passing at the Practice level
	PSYC 881 Literature Review (Rubric) PSYC 881 Research Agenda (Rubric)	100% of evaluation scores indicate passing at the Practice level	100% of evaluation scores indicate passing at the Practice level	100% of evaluation scores indicate passing at the Practice level
	Proposal and Dissertation (Rubrics)	100% pass at Mastery level (80% on 1st attempt)	100% pass at Mastery level (90% on 1st attempt)	100% pass at Mastery level (100% on 1st attempt)
KPI5. Knowledge and skills for effective leadership and advocacy.	PSYC 862 Advocacy in Action Assignment Rubric	100% of evaluation scores indicate passing at the Practice level	100% of evaluation scores indicate passing at the Practice level	100% of evaluation scores indicate passing at the Practice level
	PSYC 810 Assignment: Education Session Rubric	100% of evaluation scores indicate	100% of evaluation scores indicate	100% of evaluation scores indicate

	Comprehensive Exam Rubric	passing at the Practice level 100% pass at Mastery level (90% on 1st attempt)	passing at the Practice level 100% pass at Mastery level (100% on 1st attempt)	passing at the Practice level 100% pass at Mastery level (100% on 1st attempt)
KPI6. Knowledge and skills for effective crisis, emergency, and disaster response.	PSYC 866 Crisis Presentation	100% of all evaluations at level 2 practice level	100% of all evaluations at level 2 practice level	100% of all evaluations at level 2 practice level
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	80% satisfactory after any necessary remediation plan	80% satisfactory after any necessary remediation plan	80% satisfactory after any necessary remediation plan

Results (APT Element 4A & 4B)

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	**Instrument**	**Actual Result**	**Desired Result**	**Interpretation**
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 (CE) Rubric	100% pass at Practice level 100% pass at Practice level 100% pass at Practice level 100% pass at Mastery level	100% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester 100% pass result by 2nd attempt	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.
KPI2. Knowledge and skills for effective clinical supervision.	PSYC 853 Case Conceptualization/Literature Review Assignment PSYC 892 Supervision internship Supervisee Conceptualization (Rubric) Comprehensive Exam (CE) Rubric	N/A 100% pass at Practice level 100% pass at Mastery level	100% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester 100% pass result by 2nd attempt	PSYC 853 was not offered this year. Therefore, we do not have results for this year. Students this year presented a curiosity and motivation regarding supervision internship. They demonstrated readiness to move from the supervision theory class to the actual practice of supervision in internship.
KPI3. Knowledge and skills relevant to effective teaching.	PSYC 863 Teaching and Counselor Training Rubric PSYC 892 Syllabus and Teaching Philosophy Rubric	100% pass at Practice level 100% pass at Practice level	100% of all evaluations at level 2, indicating sufficient mastery, by completion of	The requirements for teaching are assessed at multiple points and readiness to move from the

	PSYC 892 Teaching Performance Evaluation Assessment	100% pass at Practice level on 1st attempt	second semester	theory class to actual classroom teaching requires sufficient mastery from the very beginning.
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level	100% pass result by 2nd attempt	
KPI4. Knowledge and skills necessary for effective research and scholarship.	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)	100% of evaluation scores indicate passing at the Practice level 100% of evaluation scores indicate passing at the Practice level	100% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester	Students were given multiple opportunities within which to learn research methodology in theory and in practice. In order to support our students' development as a counseling researcher, we now offer PSYC 605 internally. This has helped with addressing the mastery needed for dissertation proposal and final dissertation.
	Proposal and Dissertation (Rubrics)	100% pass at Mastery level (100% on 1st attempt)	100% pass result by 2nd attempt	
KPI5. Knowledge and skills for effective leadership and advocacy.	PSYC 862 Advocacy in Action Assignment Rubric PSYC 810 Assignment: Education Session Rubric Comprehensive Exam Rubric	100% of evaluation scores indicate passing at the Practice level 100% of evaluation scores indicate passing at the Practice level 100% pass at Mastery level (100% on 1st attempt)	100% of evaluation scores indicate passing at the Practice level 100% of evaluation scores indicate passing at the Practice level 100% pass at Mastery level (100% on 1st attempt)	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.
KPI6. Knowledge and skills for effective crisis, emergency, and disaster response.	PSYC 866 Crisis Presentation	100% of all evaluations at level 2 practice level	100% of evaluation scores indicate passing at the Practice level	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 true specialty area within the current program structure.
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	80% - Areas for improvement were identified and faculty support provided.	100% of evaluation scores indicate level 3 (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 (APT Element 5)
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.

Finally, we draw from our previous year's APT in order to create our CACREP Annual Report, due each Fall, shared with our stakeholders, posted on the website (https://psyc.jmu.edu/counseling/supervision/index.html) , and documented for CACREP.

Use of Results for Learning & Developmental Improvement (APT Element 6A)
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.

During the 2021-2022 academic year, the PhD in C&S program moved to a low-residency model of delivery, combining synchronous and asynchronous learning with two residency weekends each semester. The program's leadership/assessment committee has been focusing on improving the delivery of online training to our doctoral students while also aligning closely with our accreditors' new guidelines for Digital Delivery. In May and June 2021, we submitted a Substantive Change Request to CACREP noting our intent to move toward the low residency model. We were then notified that CACREP was going to revisit their requirements and that we were clear to continue moving forward pending their new requirements. In May 2022, we received the new requirements and they are linked here: https://www.cacrep.org/news/digitally-delivered-programs/ . An updated Digital Delivery Substantive Change request was submitted to CACREP in November 2022. Finally, our CACREP mid-cycle report will be due mid-year of 2024 and we will begin crafting that report during the upcoming academic year. Our accreditors are released updated standards in July 2024 so we anticipate reviewing our processes based on those standards. Based on drafts of the standards, there is no indication we will need to make substantive changes to our assessment processes.

Per the CACREP 2016 standards, counseling programs have been evaluating and incorporating the following standards into our coursework and clinical training:

● Technology's impact on the counseling profession (F.1.j.).
● Modalities of clinical supervision and the use of technology (B.2.g.).
● Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (F.5.d).

Over the past two years, we've examined ways to improve our assessment of online learning in the Counseling & Supervision program. The changes that we've made/are making include:

● Student telemental health counseling training: all students before practicum and internship placements begin must participate and complete an online training module on the delivery of telemental health services. Completion of the training is uploaded to our HUB module. This aligns with standard (F.1.j.).
● Addition of Supervision Assist: Students are now able to use the HIPAA platform for class, practica and internship experiences. This includes recording sessions with clients and participation in individual supervision. This aligns with standards F.1.j., B.2.g. and F.5.d.
● Assessment of Supervision Assist can be obtained by collecting frequency data of users.
● We are still learning the nuances of the platform and are still relying on information collected via Canvas and our Progress Reviews for assessment. There are a few kinks specific to the diverse clinical experiences of doctoral students.
● Faculty Participated in Online Training Opportunities: Prior to the beginning of the fall 2020 semester, all counseling program faculty agreed to complete individualized training on teaching online. All current doctoral faculty have engaged in additional training regarding online course design and delivery. We can use teaching evaluations and anecdotal information to help us assess this.
● Addition of CANVAS as a learning management tool in all counseling classes: Prior to the beginning of the fall 2020 semester, all counseling program faculty developed a CANVAS page for their assigned classes. Use of CANVAS can be obtained by collecting frequency data of users.
● We also survey the students at the end of the academic year to better understand their technology needs and their experiences with the technology and resources we have provided: https://jmu.co1.qualtrics.com/jfe/form/SV_d6w97RuuxZP8TYy
● In addition to the items mentioned above, we have been engaged in a massive migration and course development architectural drive that will continue into this coming academic year.
● Finally, in alignment with our accreditation requirements, we have added information on technology support on the PhD in C&S website: https://psyc.jmu.edu/counseling/supervision/distance-learning.html

Objective	Change in curriculum	Anticipated timeline for implementation	Reason(s) for change
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	One of the caveats to the Digital Delivery Substantive Change Request with CACREP is that we not make substantive changes to	Note: 2024 CACREP Standards require the PhD program increase from 48 credits to 60 credits. Accordingly, we anticipate	We are also basing delivery changes on the fact that our enrollment increased 9-fold when we offered a more flexible delivery model.

	the curriculum – only to the delivery. We are having to calibrate changes in delivery versus "normal" curricular changes based on demonstrated feedback. Program changes are primarily related to delivery method and not to curriculum.	significant changes through SCHEV and the C&I process during the 2023-2024 academic year.	Diverse students discovered greater access in this model of learning and were also able to maintain their current jobs, homes, and not disrupt their families.
KPI2. Knowledge and skills for effective clinical supervision.	No specific change.		
KPI3. Knowledge and skills relevant to effective teaching.	This past academic year we changed the way doctoral students engage in their first teaching experience. They have opportunities to not only partner with JMU faculty, but also to partner with digitally delivered courses at the graduate and undergraduate level, and to engage in teaching experiences with universities closer to them.	Fall 2022-Spring 2024	Continue placing new doctoral students with faculty mentors and more diverse teaching experiences as we move into the second year of the digital delivery model. We will continue to monitor the increased confidence, competence, and preparation for their teaching internship.
KPI4. Knowledge and skills necessary for effective research and scholarship.	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. In 2025, all CACREP-accredited doctoral programs must be 60 credit hours (ours is 48), therefore we will be exploring options for increasing course offerings. We anticipate some of those offerings	Fall 2022-Spring 2024	In 2025, all CACREP-accredited doctoral programs must be 60 credit hours (ours is 48), therefore we will be exploring options for increasing course offerings. We anticipate some of those offerings will be in research and scholarship.

	will be in research and scholarship.		
KPI5. Knowledge and skills for effective leadership and advocacy.	More opportunities are becoming available in our field for "emerging leaders" programs in a variety of professional organizations. We want our doctoral students to become involved in these in order to make additional professional connections and documentable experience as leaders and advocates.	Summer 2022-Spring 2024	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. We are adding opportunities for leadership and advocacy experiences to count toward internship hours.
KPI6. Knowledge and skills for effective crisis, emergency and disaster response.	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. In 2025, all CACREP-accredited doctoral programs must be 60 credit hours (ours is 48), therefore we will be exploring options for increasing course offerings. We anticipate some of those offerings will be in crisis, emergency, and disaster response.	Fall 2022-Spring 2024	In 2025, all CACREP-accredited doctoral programs must be 60 credit hours (ours is 48), therefore we will be exploring options for increasing course offerings. We anticipate some of those offerings will be in crisis, emergency, and disaster response.
KPI7. Key Professional Competencies and Dispositions (as outlined in the Counseling Programs Student Progress Reviews).	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 make any adjustments at this time.		In Spring 2019, we began uploading these to a Canvas assessment site so both faculty and students can have access to all prior Progress Reviews. This allows us to refer to them as needed and compare results across time. We

			continue to explore options for using another survey method to better collect, analyze, and preserve progress review data.
	A new rubric and data entry process was incorporated into the Canvas assessment site this year. While everything remained the same, this just made the process of entering data smoother.		

NOTE: As we wait for the release of the CACREP 2024 Standards, we are deep in the planning phase of our continued refinement of the low-residency model and planning for significant changes due to the increase in overall credits at the doctoral level. We have been pausing on any significant changes this year and focused instead on maintaining a high quality program as we continue the transition from traditional in-person learning to low-residency learning begun in Fall 2021.

Use of Results for Assessment Improvement (APT Element 6B)
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
We continually engage in the process of reviewing our required accreditation processes and keep an eye on the major changes that were included in our recent self-study. These included 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	Ongoing beginning in 2019 and continuing into 2022-2024	Please note that the assessment plan was finalized as part of our submission of our CACREP Self-Study in December 2018. For Fall 2018 and Spring 2019, we collected the data 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 have felt 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. At that point, we created assessment sites on Canvas to collect and share all

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. We surveyed current doctoral students on their experience in the low-residency program from curriculum, teaching, support, mentoring, and engagement with technology. Program leadership met to review the delivery changes, the student feedback, accreditation compliance, plans for 2023-2024, and the process of applying for the Digital Delivery Substantive Change.		KPI-related data among faculty and with students. We have also purchased (through student fees) a clinical supervision program called SupervisionAssist. This allows us to house all clinical work for all students including client counseling videos, supervision sessions, connections to site supervisors, all contracts and evaluations. This remains a work in progress as we acclimated to the full capacity of this platform. We are currently able to use this for student hours logs and for them to upload secure videos for practicum and internship. We are continuing to work on maximizing the benefits of SupervisionAssist and integrating them more fully into the low-residency program. Finally, our move toward low-residency has worked extremely well with regard to increasing applications, increasing the number of people we invite for interviews, increasing the diversity of our applicants, increasing acceptance rates, reducing reliance on GA positions, increasing student satisfaction, and incorporating technology, evidence-based distance pedagogy, counseling, and supervision practices. We welcome feedback as we work to strengthen our overall assessment plan.