

Annual Report

2024-2025

Academic Degree Program:
Counseling & Supervision Ph.D.

Department Head:
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The Counseling & Supervision Ph.D. Program

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 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 Ph.D. program includes a 48-hour curriculum based on the 2016 standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum focuses on counselor education, supervision strategies, leadership and advocacy skills, counseling services, and research methods. We place great emphasis on personal and professional growth and the practical application of skills through community-based internship sites, which are largely based in the local communities in which our students live across the United States. Lastly, the emphasis on crisis counseling and emergency services is a unique feature of the program.

In August 2021, the Ph.D. program transitioned to a Low-Residency Model, meaning that the student learning experience includes both online and face-to-face components. The online component of the program includes synchronous class meetings and asynchronous course work via Canvas. The on-campus time in a low-residency program takes advantage of the compressed time students are on campus (e.g., residencies) 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 are 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. All advising and individual mentoring is also conducted synchronously via Zoom throughout the academic year. Group advising sessions are also part of each residency.

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 Counseling & Supervision Ph.D. program typically receives 20 applications each year, with applicants representing varied demographics (race, ethnicity, gender identity, socioeconomic status, etc.). We aim to admit 8 to 9 students per cohort for a summer start each year.

During the 2024-2025 academic year, 25 students were enrolled in the Counseling and Supervision Ph.D. program. The total number of graduates during this academic year was 10. During the past two years, we admitted a total of 17 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.

Faculty publications during the 2024-2025 academic year includes:

- Crockett, S.A.**, Korenchuk, J. L., & Treharne, K.D. (2024). Creating researcher-practitioner partnerships in counseling: Lessons learned. Invited. *Counseling Outcome Research and Evaluation*. 15(2), 196-208.
<https://doi.org/10.1080/21501378.2024.2369514>
- Ghoston, M., Field, T., & **Sturm, D.** (2024). Influence of University Policies Prohibiting Same-Sex Relationships on Counseling Programs. *Counseling and Ethics*.
- Grande, S. E. & **Staton, A. R.** (2025). Authentic hope during troubling times. In L. Harrison, P. Mather, & S. Bah (Eds.), *Rehumanizing higher education: New directions for teaching and learning*. Wiley. DOI:10.1002/tl.20645
- Korenchuk, J., **Crockett, S.A.**, Liebert, T., & Anderson, K. (2024). Improving treatment fidelity: Factors that predict practitioner implementation of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT). *Journal of Counseling and Development*, 102(4), 495-504. doi: 10.1002/jcad.12533
- Lim, J.*, **Sturm, D.**, & **Staton, R.** (2024). Application of relational cultural theory to Korean immigrant women in the U.S. *Journal of Asia Pacific Counseling*, 14(2), 95-112.
<https://doi.org/10.18401/2024.14.2.6>
- Staton, A. R.**, Gilligan, T. D., & Kielty, M. L. (2024). Interprofessional and community collaboration in gun violence prevention and intervention. In J. Herron (Ed.), *Impact of Gun Violence in School Systems* (pp. 155-176). Hershey, PA: IGI Global. 10.4018/979-8-3693-1706-8
- Sturm, D.** How climate change can lead to mental health issues. *Counseling Today*, January 2025.
- Sturm, D.**, Reese, R., Peterson, G., Boyle., L., Coleman, M., Garrett, M., Griffith, J. (Accepted by Governing Council, April 2025). Climate change and environmental justice competencies for counselor education. Association for Counselor Education and Supervision.

* Student researcher

In accordance with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the JMU Counseling and Supervision Ph.D. program regularly assess our academic quality by:

- Evaluating our program mission and objectives;
- Completing an assessment of student knowledge, skills, and dispositions; and
- Evaluating our overall program effectiveness through surveys of students, alumni, and constituents

CACREP – Evaluating our Program Mission and Outcomes

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.

Program Learning Objectives

- 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.
- 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.
- 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.
- 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.

- 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.
- KPI 6 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.

Feedback from our 2025 exit survey of graduating students; alumni; and employers suggests that our students and constituents believe we are meeting our objectives and that our mission is currently relevant for the Counseling and Supervision Ph.D. program.

Course/Learning Experiences and Methods of Assessment

CACREP - Assessment of Student Knowledge, Skills, and Dispositions

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 student learning objectives are aligned with the CACREP 2024 Standards.

Student Learning Objectives
As a result of participating in the Doctoral Program in Counseling & Supervision, students graduating with an PhD in Counseling & Supervision will:
<p><i>KPI1 Counseling: Knowledge and skills for effective, evidence-based, culturally competent counseling.</i></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>

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

1. COUNSELING

- a) scholarly examination of the evidence base for counseling processes and theories
- b) integration of theories relevant to counseling
- c) conceptualization of clients from multiple theoretical perspectives
- d) scholarly examination of culturally sustaining counseling practice across multiple settings, contexts, and across service delivery modalities
- e) methods for evaluating counseling effectiveness
- f) legal and ethical issues and responsibilities in counseling across multiple settings and across service delivery modalities

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.1. a-l

1. SUPERVISION

- a) purposes of counseling supervision
- b) theoretical frameworks and models of counseling supervision
- c) roles and relationships related to counseling supervision
- d) skills of counseling supervision across multiple settings and across service delivery modalities
- e) opportunities for developing a personal style of counseling supervision grounded in theory and research
- f) assessment of supervisees' developmental level and other relevant characteristics
- g) modalities of counseling supervision, including individual, triadic, and group supervision
- h) the use of technology in counseling supervision
- i) administrative procedures and responsibilities related to counseling supervision
- j) evaluation, remediation, and gatekeeping in counseling supervision
- k) legal and ethical issues and responsibilities in counseling supervision
- l) culturally sustaining strategies for conducting counseling 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.2. a-m

2. TEACHING

- a) roles and responsibilities related to educating counselors
- b) andragogy and adult learning theories
- c) teaching methods relevant to counselor education
- d) curriculum design and instructional delivery
- e) the use of technology in instructional design and program delivery types
- f) integration of diversity, equity, inclusion, and social justice principles and practices in the counselor education curriculum
- g) universal design to meet the needs of all students with respect for individual differences in learning
- h) instructional and curricular evaluation methods
- i) screening, remediation, and gatekeeping functions relevant to teaching
- j) assessment of student learning and professional dispositions
- k) legal and ethical issues and responsibilities in counselor education for all program delivery types
- l) culturally sustaining strategies for counselor education
- m) 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.3. a-m

3. RESEARCH AND SCHOLARSHIP

- a) research designs appropriate to quantitative, qualitative, mixed methods, and action research questions or hypotheses
- b) quantitative data analysis methods
- c) qualitative approaches to data analysis
- d) models and methods of sampling relevant to research design
- e) models and methods of instrument design
- f) models and methods of program evaluation
- g) research questions or hypotheses appropriate for professional research and publication
- h) professional writing for peer-reviewed journal publication
- i) professional conference proposal preparation
- j) development of research proposals for a human subjects/institutional review board review
- k) grant proposals and other sources of funding
- l) strategies for conducting culturally relevant and culturally competent research
- m) ethical considerations and 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-n.

5. LEADERSHIP AND ADVOCACY

- a) theories, models, and skills of leadership
- b) leadership and leadership development in professional organizations
- c) leadership in counselor education programs
- d) accreditation standards and program accreditation processes, including self-studies and program reports
- e) management and administration in agencies, organizations, and other institutions
- f) leadership roles and strategies for responding to crises and disasters
- g) strategies of leadership in consultation
- h) current sociopolitical and social justice issues in counseling and how those issues affect the counseling profession
- i) models and competencies for counselors and counselor educators advocating on behalf of the profession and professional counselor identity
- j) models and competencies for advocating for clients at the individual, system, and policy levels
- k) strategies of leadership in relation to current diversity, equity, inclusion, and social justice issues
- l) culturally sustaining leadership and advocacy practices
- m) ethical leadership and advocacy practices
- n) role of self-care in advocacy and leadership

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.

Our current accreditation requires opportunities for students to demonstrate their learning via a developmental process (Introductory 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. The following is an accreditation required table that outlines each program KPI, the associated curricular area, the minimum performance expectation, the specific measure, and when/where the measure occurs. For course assignments, the instructor of record provides the student evaluation on the respective KPI. For the comprehensive examination, the comprehensive examination committee, which is comprised of two core faculty members, provide the student evaluation on the respective KPI.

Key Performance Indicator	Associated Foundational Curricular Area or Specialized Practice Area	Minimum Performance Expectation	Specific Measures Used to Assess KPI	When and Where Measurements Occur
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	Counseling	90% or greater ratings of 2 in order to be considered to have passed this element.	PSYC 860 Advanced Theoretical Orientation Paper (Rubric)- I - assessment is based on written product	First Semester; PSYC 860: Advanced Counseling Theories (Introductory)
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	Counseling	100% pass result in order to successfully complete internship and be eligible for comprehensive exams	PSYC 892 Counseling Internship Performance – D – student is observed	Third semester; PSYC 892 Doctoral Internship in Counseling, Supervision, and Teaching (Practice)
KPI1. Knowledge and skills for effective, evidence-based, culturally competent counseling.	Counseling	100% pass on 2 nd attempt in order to be considered to have successfully passed comprehensive exams.	Comprehensive Exam Counseling Question I - assessment is based on written product	Seventh semester; during the Comprehensive Examination Process (Mastery)
KPI2. Knowledge and skills for effective clinical supervision.	Supervision	90% of evaluation scores at level 2, indicating sufficient mastery and move to supervision internship	PSYC 853 Case Conceptualization/Literature Review I - assessment is based on written product	Second semester; PSYC 853 Advanced Supervision in Counseling (Introductory)

Key Performance Indicator	Associated Foundational Curricular Area or Specialized Practice Area	Minimum Performance Expectation	Specific Measures Used to Assess KPI	When and Where Measurements Occur
KPI2. Knowledge and skills for effective clinical supervision.	Supervision	100% pass on 2 nd attempt in order to be considered to have successfully passed comprehensive exams.	Comprehensive Exam Supervision Question I - assessment is based on written product	Seventh semester; during the Comprehensive Examination Process (Mastery)
KPI3. Knowledge and skills relevant to effective teaching.	Teaching	90% of evaluation scores at level 2, indicating sufficient mastery and move to supervision internship	PSYC 863 Teaching and Counselor Training I - assessment is based on written product	Second semester; PSYC 863 Counselor Education (Introductory)
KPI3. Knowledge and skills relevant to effective teaching.	Teaching	100% pass on 2 nd attempt in order to be considered to have successfully passed comprehensive exams.	Comprehensive Exam Teaching Question I - assessment is based on written product	Seventh semester; during the Comprehensive Examination Process (Mastery)
Knowledge and skills necessary for effective research and scholarship.	Research & Scholarship	90% of evaluation scores indicate level 2	PSYC 609 Literature Review and Research Design Project I - assessment is based on written product	Fifth semester; PSYC 609 Applied Research Methods (Introductory)
Knowledge and skills necessary for effective research and scholarship.	Research & Scholarship	100% pass on 2 nd attempt in order to be considered to have successfully proposed	Dissertation Proposal I - assessment is based on written product	Eighth semester; PSYC 900 Doctoral Dissertation Proposal (Mastery)

Key Performance Indicator	Associated Foundational Curricular Area or Specialized Practice Area	Minimum Performance Expectation	Specific Measures Used to Assess KPI	When and Where Measurements Occur
		for dissertation and successfully defended dissertation. By “2 nd attempt”, we refer to situations in which students have significant feedback to address before considered passing		
KPI5. Knowledge and skills for effective leadership and advocacy.	Leadership & Advocacy	90% of evaluation scores at level 2, indicating sufficient mastery and move to comprehensive exams	PSYC 862 Advocacy in Action Assignment I - assessment is based on written product	First semester; PSYC 862 Leadership & Advocacy in Counseling (Introductory)
KPI5. Knowledge and skills for effective leadership and advocacy.	Leadership & Advocacy	100% pass on 2 nd attempt in order to be considered to have successfully passed comprehensive exams.	Comprehensive Exam Leadership & Advocacy Question I - assessment is based on written product	Seventh semester; during the Comprehensive Examination Process (Mastery)

Our current accreditation requires that student professional dispositions be assessed throughout the program. Specifically, programs are required to measure student professional dispositions (i.e., Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators) over multiple points in time. The following is an accreditation required table that outlines each professional disposition, the minimum performance expectation, the specific measure, and when/where the measure occurs. For each disposition, students self-evaluate. Core program faculty review student self-evaluations along with feedback from student mentors and advisors to arrive at a final rating for each disposition.

Professional Dispositions and Definitions	Minimum Performance Expectations	Method of Assessment	When and Where Assessment Occurs
<i>Ethical Behavior:</i> Behaves in accordance with the Code of Ethics of the American Counseling Association.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Professional Behavior:</i> Relates to peers, faculty, staff, clients, and others in an appropriate professional manner. Displays cognitive complexity and professional discernment in one’s role as a counselor.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Integrity:</i> Acts with honesty and in accordance with professional values. Does not exploit or mislead other people during or after professional relationships.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Awareness of Limitations:</i> Demonstrates awareness of personal and professional limitations as these relate to service provision.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program

Professional Dispositions and Definitions	Minimum Performance Expectations	Method of Assessment	When and Where Assessment Occurs
<i>Self-Awareness:</i> Explores and addresses any personal issues that may impair counseling performance.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Self-Control:</i> Appropriately controls emotions in relationships with peers, faculty, staff, clients, and others.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Avoidance of Imposing Values:</i> Takes appropriate precautions to avoid imposing one’s personal beliefs and values on others.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Use of Feedback:</i> Invites, receives, integrates and uses feedback from peers, faculty, and supervisors.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Honoring Rights:</i> Honors the rights of others to privacy,	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions	Progress Reviews at the end of each fall and spring semester

Professional Dispositions and Definitions	Minimum Performance Expectations	Method of Assessment	When and Where Assessment Occurs
confidentiality, and choices regarding self-determination.		regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	while the student is enrolled in the program
<i>Respect for Diversity:</i> Demonstrates respect for cultural and individual differences in professional interactions. Recognizes the personal and professional responsibilities inherent in one's role as a counselor in a diverse world and is dedicated to considering the lived experiences of other people.	Score at a level 3 "at standard"	The Progress Review form assesses students' dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Class Attendance:</i> Displays dedication by attending all classes unless prohibited by illness and other extenuating circumstances.	Score at a level 3 "at standard"	The Progress Review form assesses students' dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Punctuality:</i> Demonstrates responsibility by arriving on time and prepared for class, appointments, sessions and other meetings.	Score at a level 3 "at standard"	The Progress Review form assesses students' dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program

Professional Dispositions and Definitions	Minimum Performance Expectations	Method of Assessment	When and Where Assessment Occurs
Active Participation: Actively engages in all aspects of learning experiences, including class discussions, experiential learning exercises, practice sessions, and collaborative groups.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
Promptness: Completes and submits all class assignments by the due date.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
Commitment to Learning: Displays curiosity and passion for gaining knowledge. Refrains from using technology, including cellphones, during all classes and workshops unless invited to do so by faculty. Is attentive and personally present in class and related program experiences.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
Collaboration: Demonstrates a helpful attitude towards peers by supporting their learning and academic growth.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program

Professional Dispositions and Definitions	Minimum Performance Expectations	Method of Assessment	When and Where Assessment Occurs
		Behavior, and Professional Commitments of Counselor Educators	
<i>Honor:</i> Shows compliance with the JMU Honor Code through a commitment to honesty, integrity, and fairness.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Diligence:</i> Works hard by giving one’s best effort to gain knowledge and enhance skills.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Contributions to the Learning Environment:</i> Contributes to others’ sense of personal safety and security by promoting the classroom as a safe haven.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Openness to Suggestions and New Ideas:</i> Displays openness to recommendations for enhancing academic performance and intellectual curiosity.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program

Professional Dispositions and Definitions	Minimum Performance Expectations	Method of Assessment	When and Where Assessment Occurs
		Commitments of Counselor Educators	
Program of Study: Follows the program of study developed with doctoral committee.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
Counseling: Counseling theories, conceptualization of clients, and counseling practices.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
Supervision: Models, roles, skills, and responsibilities of clinical supervision.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
Teaching: Roles, methods, curriculum design, and assessment of counselor education.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program

Professional Dispositions and Definitions	Minimum Performance Expectations	Method of Assessment	When and Where Assessment Occurs
<i>Research and Scholarship:</i> Practices, processes, ongoing projects, and ethics.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program
<i>Leadership and Advocacy:</i> Theories, models, practices, skills, and strategies of leadership and advocacy.	Score at a level 3 “at standard”	The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic Behavior, and Professional Commitments of Counselor Educators	Progress Reviews at the end of each fall and spring semester while the student is enrolled in the program

Results

The chart below details the results of the program's KPI and student disposition assessments for the 2024-2025 academic year. Historical results are not reported here, as our objectives and measures have been updated according to the 2024 CACREP standards.

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)	100% pass at Introductory level	100% of all evaluations at level 2, indicating sufficient mastery at introductory level	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
	PSYC 892 Counseling Internship performance assessment	100% pass at Practice level	100% of all evaluations at level 2, indicating sufficient mastery at practice level	
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level by 2 nd attempt	100% pass result by 2 nd attempt, indicating sufficient mastery	

Objective	Instrument	Actual Result	Desired Result	Interpretation
				relationship to the learning that occurs within this KPI.
KPI2. Knowledge and skills for effective clinical supervision.	<p>PSYC 853 Case Conceptualization/Literature Review Assignment</p> <p>Comprehensive Exam (CE) Rubric</p>	<p>100% pass at introductory level</p> <p>100% pass at Mastery level by 2nd attempt</p>	<p>100% of all evaluations at level 2, indicating sufficient mastery at the introductory level</p> <p>100% pass result by 2nd attempt, indicating sufficient mastery</p>	<p>Students this year presented a curiosity and motivation regarding their PSYC 853 supervision case conceptualization assignments.</p> <p>The combined supervision skills learned from PSYC 853 and 892 were demonstrated in the successful mastery of the comprehensive exam.</p>
KPI3. Knowledge and skills relevant to effective teaching.	PSYC 863 Teaching and Counselor Training Rubric	100% pass at introductory level	100% of all evaluations at level 2, indicating sufficient mastery at the introductory level	The requirements for teaching are assessed at multiple points and readiness to move from the theory class to actual classroom teaching requires sufficient

Objective	Instrument	Actual Result	Desired Result	Interpretation
	Comprehensive Exam (CE) Rubric	100% pass at Mastery level by 2 nd attempt	100% pass result by 2 nd attempt, indicating sufficient mastery	mastery from the very beginning.
KPI4. Knowledge and skills necessary for effective research and scholarship.	<p>PSYC 609 Research Proposal (Rubric)</p> <p>Dissertation Proposal</p>	<p>100% of evaluation scores at level 2, indicate passing at the introductory level</p> <p>100% pass at Mastery level (100% on 1st attempt)</p>	<p>100% of all evaluations at level 2, indicating sufficient mastery at the introductory level</p> <p>100% pass result by 2nd attempt, indicating sufficient mastery</p>	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 offer all of our research courses in house. The article-style dissertation is also now embedded in the research courses. This has helped with addressing the mastery needed for dissertation proposal and

Objective	Instrument	Actual Result	Desired Result	Interpretation
				final dissertation.
KPI5. Knowledge and skills for effective leadership and advocacy.	<p>PSYC 862 Advocacy in Action Assignment Rubric</p> <p>Comprehensive Exam Rubric</p>	<p>100% of evaluation scores at level 2 indicate passing at the introductory level</p> <p>100% pass at Mastery level by 2nd attempt</p>	<p>100% of evaluation scores indicate passing at the introductory level</p> <p>100% pass at Mastery level by second attempt, indicating sufficient mastery</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>
KPI6. 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% of scores at level 3	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 consistently expect 100% from every student –

Objective	Instrument	Actual Result	Desired Result	Interpretation
				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

Our accrediting body requires the following regarding “Evaluation of the Program”: *Counselor education program faculty create an annual report for entry and doctoral (if applicable) levels that includes: a) a summary of the program evaluation results, including achievement of academic quality indicators; b) subsequent curriculum modifications and program improvement informed by program evaluation; and c) any other significant program changes. 4. The annual report is published on the program website in a location accessible to the public.*

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

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

Use of Results for Learning & Developmental Improvement

CACREP - Evaluating Overall Program Effectiveness

Based on several surveys of students and constituents, as well as the assessment of student learning reported above, the counseling faculty members are proposing the following actions for the 2025-2026 academic year.

Student Exit Survey Results

The student exit survey is administered each academic year in the month of May. The survey is electronic and administered via Microsoft forms to all students who graduated within the academic year. The program director for the Counseling & Supervision Ph.D. program is responsible for sending out an email invitation with the survey link.

The doctoral program at James Madison University has received positive feedback from its students, particularly in areas such as teaching preparation, faculty support, and clinical supervision. Students reported high levels of satisfaction with the program's ability to prepare them for key roles in the counseling field, with perfect scores in areas such as crisis response and evidence-based counseling. Additionally, the accessibility and involvement of the faculty were highlighted as major strengths, with mentoring and academic advising also receiving strong praise. The dissertation experience and overall preparation for professional publication were also noted as positive, although some students expressed a desire for more robust training in research methods, particularly quantitative research. The overall recommendation score was perfect, demonstrating that students felt confident in the program's ability to prepare them for their careers.

However, the qualitative feedback provided insight into areas for improvement. Some students suggested that earlier exposure to the program's 3-manuscript dissertation format would have been beneficial, as well as a stronger foundation in quantitative research methods. The challenges associated with the statistics course were particularly noted. Additionally, students expressed interest in the creation of an alumni network to help maintain connections and foster ongoing professional development, including opportunities for collaboration on research, publications, and job openings. While students felt prepared to contribute to research, many indicated that their researcher identity was still developing. These comments suggest that while the program excels in preparing students for counseling roles, there are opportunities to strengthen the research aspect of the curriculum to better equip students for academic and professional research roles.

Recent program modifications, based on feedback received in 2024, include:

- To provide earlier exposure to the 3-manuscript dissertation format, we modified the assignments in the first research course that students take (PSYC 609). In this course, students are introduced to the 3-manuscript dissertation format early in the semester. They also now complete a broad literature review on their dissertation topic, as well as complete a quantitative and qualitative methods draft proposal. The proposal serves as a foundation for the 3-manuscript dissertation format that evolves with faculty research mentorship throughout the students' second year in the program.
- To build a stronger foundation in quantitative research methods, the content in PSYC 609 now places heavy emphasis on quantitative research design and related topics. We are also in the process of adding more regression content to the PSYC 605 course. That course has historically focused on the use of ANVOAs and related mean difference statistical testing. Given that most of our students use a form of linear regression in their quantitative dissertation study, the course will now also provide students with the knowledge and skills needed to employ regression analysis. Lastly, for the new 60-credit hour program, we added a research elective option for students to enhance their research skills. They will now have the option to take an additional quantitative research course, PSYC 812: Assessment Methods & Instrument Design.
- The faculty applied for and received an Interprofessional and Collaboration Grant from JMU's College of Health and Behavioral Sciences (CHBS) to develop a Methodological Resource Space to support doctoral students during the dissertation phase of their program. The faculty are currently working to build this resource.
- To facilitate student researcher identity development the faculty added an explicit focus on researcher identity development in the PSYC 609: Applied Research course through the addition of the Researcher Story intervention (Jorgensen & Mirghassemi, 2025). The faculty have also focused on research mentorship, starting early in the program by collaborating with students on professional presentation and research projects.

- Related to the feedback regarding alumni involvement, the faculty are considering adding an item to the current alumni survey that would capture any alumni accomplishments. These accomplishments can then be added to a list with current student accomplishments and highlighted on our program's website.

Alumni Survey Results

The alumni survey is administered each academic year in the month of February. The survey is electronic and administered via Microsoft forms to all program alumni. The program director for the Counseling & Supervision Ph.D. program is responsible for sending out an email invitation with the survey link.

The alumni survey results for 2025 reflect generally high levels of satisfaction with the program across all student groups. The average ratings for the traditional and low-residency formats, as well as the overall cohort, demonstrate strong perceptions of the program's effectiveness in preparing students for leadership roles in counseling, supervision, and counselor education, with an overall rating of 4.17. Notably, the low-residency model was rated particularly highly for its effectiveness in meeting students' learning and professional needs (4.5) and for the success of in-person residency periods in building relationships (4.75). In terms of program outcomes, areas such as crisis counseling, cultural competence, and preparing students for careers in counselor education and supervision received favorable evaluations. Alumni also appreciated the mentorship and support provided by the program's core faculty, with overall ratings averaging between 4.33 and 4.75 across various aspects of faculty interaction and guidance. The overall satisfaction with the program was strong, with the lowest rating (3.75) observed for the application of leadership and advocacy skills.

Qualitative feedback from alumni further supports these positive survey results, with many commenting on the exceptional mentorship and small cohort model that fostered close relationships with faculty and peers. Noteworthy strengths identified included the program's emphasis on leadership, advocacy, multicultural counseling, and crisis intervention, as well as the flexibility of the low-residency format. Alumni highlighted the valuable, hands-on experience gained through supervising master's-level students and the support received in dissertation work. However, some alumni also suggested areas for improvement, such as expanding elective course offerings, enhancing structured mentorship for the dissertation process, and providing more opportunities for inter-cohort collaboration. Despite some negative experiences with program instability in earlier years, the overall sentiment remains positive, with many alumni describing the program as transformative and integral to their professional growth.

Recent program modifications, based on feedback received in 2024, include:

- In building the 60-credit hour program, we added an elective option for students. They will now have the option to take PSYC 812: Assessment Methods & Instrument Design or PSYC 850: Advanced Qualitative Analysis.

- We have taken several steps to enhance the support students received throughout the dissertation process. Faculty mentorship begins the first year of our program with new being assigned a faculty mentor that they meet with on a regular basis. In the second year of the program, students begin working with their dissertation chair as they progress through the program's research sequence. Students meet weekly or bi-monthly with their dissertation chair during year develop their conceptual manuscript, quantitative proposal, and qualitative proposal with the assistance of structured support via the research courses. In the third, and final year, the dissertation chair and student collaboratively develop a final year dissertation plan prior to the student taking comprehensive exams. This plan lays out the expectations for passing both PSYC 900: Doctoral Dissertation courses, as well as deadlines specific to the student for meeting dissertation milestones (e.g., dissertation proposal defense, IRB application submission). The student meets with their dissertation chair weekly or bi-monthly throughout the final year to receive support and mentorship through the dissertation process.
- The faculty provides structured opportunities for inter-cohort socializing at each residency. We have also noted an increase in inter-cohort collaboration as the program develops via dissertation coding teams and counseling conference presentations.

Internship Site Supervisor Survey Results

The Site Supervisor survey is administered each semester in the last half of the PSYC 892: Doctoral Internship Course (i.e., December, April, August). The survey is electronic and administered via Microsoft forms to all current site supervisors for students enrolled in PSYC 892 in that semester. The course instructor for PSYC 892 program is responsible for sending out an email invitation with the survey link.

The site supervisor evaluations for the Spring 2025 internship cohort reflect positive feedback on student performance, growth, and contributions. Supervisors described students as highly engaged, demonstrating strong initiative, professionalism, and the ability to take on complex tasks. One notable example highlights a student intern who significantly contributed to transitioning a Counseling Center's record-keeping system, working both independently and as part of an interdisciplinary team. Students also applied their learning in areas like advocacy, leadership, and marketing, with specific contributions such as redesigning program brochures, promoting events, and enhancing digital content. Supervisors particularly praised students for their leadership and their capacity to balance multiple responsibilities, growing in both clinical and administrative roles. Several supervisors expressed satisfaction in seeing students evolve into more confident professionals, with some even acknowledging their leadership potential beyond the internship.

In terms of the benefits of hosting JMU students, supervisors emphasized the value of fresh perspectives, academic insights, and a reciprocal learning process. They appreciated the opportunity to contribute to students' professional development while benefiting from the

students' talents and contributions to ongoing projects. As for preparation, the majority of supervisors agreed that students arrived well-prepared to take on their roles and responsibilities, with a strong academic foundation and readiness to engage in the internship's leadership and advocacy tasks. Some supervisors also suggested that maintaining open communication channels and clear internship expectations would continue to be beneficial for future placements. Overall, there were no significant requests for additional support from JMU, though supervisors emphasized the importance of clear guidelines and ongoing support.

Recent program modifications, based on feedback received in 2024, include:

- The faculty created a virtual orientation for site supervisors. This orientation introduces the program's internship coordinator and provides information to site supervisors that is specific to JMU doctoral internship expectations.

Student Survey of Sites and Supervisors Results

The student survey of sites and supervisors is administered each semester in the last half of the PSYC 892: Doctoral Internship Course (i.e., December, April, August). The survey is electronic and administered via Microsoft forms to all current site supervisors for students enrolled in PSYC 892 in that semester. The course instructor for PSYC 892 program is responsible for sending out an email invitation with the survey link.

The internship experience for students in the Counseling & Supervision PhD program at James Madison University has generally been positive, with high satisfaction rates across various aspects of the internships, including professional knowledge, supervisor support, and the achievement of learning outcomes. In the quantitative survey, students reported an average satisfaction score of 4.8 to 5.0 across different types of internships, including Counseling, Teaching, Supervision, and Research, indicating that the program adequately prepares students for these roles. Notably, students felt well-supported by their supervisors, with ratings ranging from 4.0 to 5.0 for supervisor engagement, interest in students' growth, and overall recommendation of supervisors. These results suggest that students not only benefit from practical exposure but also receive the guidance necessary to thrive in their professional development. Students also universally felt that their internship sites allowed them to achieve their stated learning outcomes.

The qualitative feedback further reinforces these positive outcomes, with students sharing their appreciation for the flexibility, engagement, and supportive environment provided by both their internship sites and supervisors. Many commented on the meaningful opportunities they were given, such as engaging in clinical supervision, conducting research, and learning more about specific therapeutic approaches like narrative therapy and sex therapy. Supervisors were praised for being knowledgeable, supportive, and encouraging, with several students noting that their supervisors were instrumental in their learning and professional growth. Students highlighted that their supervisors not only provided technical guidance but also helped them refine their

teaching and counseling practices, which is crucial for developing future leaders in the field. This feedback, paired with high satisfaction scores, demonstrates that the program effectively supports students in gaining the knowledge, skills, and confidence necessary for success in their careers.

Recent program modifications, based on feedback received in 2024, include:

- While the data yielded no indication of areas for improvement, the faculty have noted the need for modifying our support to meet the placement needs of remote students. This support includes helping students to identify internship sites in their local communities. The faculty also requires that students secure an internship site and complete contracts in the semester prior to enrolling in PSYC 892: Doctoral Internship. This requirement ensures that students consult with faculty mentors about possible internship opportunities and receive support from the internship coordinator in securing a site that meets the necessary requirements.

Employer Survey Results

The employer survey is administered each academic year in the month of February. The survey is electronic and administered via Microsoft forms to all employers of JMU Counseling & Supervision Ph.D. graduates. The program director for the Counseling & Supervision Ph.D. program is responsible for sending out an email invitation with the survey link.

Based on the data from the Employer Survey, graduates of the Counseling and Supervision Ph.D. Program at James Madison University are highly regarded by their employers. The average ratings across various competencies, including Counseling, Clinical Supervision, Counselor Education, Leadership & Advocacy, Professionalism & Ethics, and Multicultural Competence, all received the highest possible score of 5.0, reflecting strong performance and preparedness in these critical areas. The Scholarship competency received a slightly lower rating of 4.7, but this still indicates that graduates are well-regarded in their ability to engage in academic research and contribute to scholarship. Employers also rated the overall performance of graduates highly, with a perfect score of 5.0, further underscoring their preparedness and success in the field.

Qualitative feedback from employers highlights several strengths of the program's graduates, particularly their ability to hit the ground running and quickly adapt to challenging roles. One employer mentioned that a graduate's transition into a counselor educator was seamless, noting her strong initiative, responsiveness, and ability to manage a heavy workload with good humor. Employers also praised the graduates for their intentionality in teaching, openness, and curiosity. Some employers suggested that the three-article dissertation format might benefit from additional engagement with scholarship once graduates have more bandwidth, though they acknowledged that the humanistic ethos of the JMU program fosters a supportive and non-competitive learning environment. Overall, the feedback from employers demonstrates that JMU's Counseling and Supervision Ph.D. Program successfully prepares graduates for leadership

roles in counseling and education, with a focus on practical application, professionalism, and ethical practice

Recent program modifications, based on feedback received in 2024, include:

- To facilitate the publication of the manuscripts from the three-article dissertation format, we restructured the final PSYC 900: Doctoral Dissertation spring residency meeting. The two-day in-person class now explicitly focuses on the publication of dissertation manuscripts. We bring in a guest lecture to discuss the publication process and tips for submitting manuscripts for publication. We also provide structured time for students to prepare their dissertation manuscripts for publication. This structured time includes opportunities for quantitative and qualitative consults from faculty members, as well as time for peer consultation.

Based on the above, our Planned Program Adjustments include:

- To add more regression content to the Counseling & Supervision PSYC 605 course section.
- To add an item to the current alumni survey that would capture any alumni accomplishments. These accomplishments will then be highlighted on our program's website in order to bolster alumni involvement.
- To increase in inter-cohort collaboration via dissertation coding teams and counseling conference presentations.
- Continue development of the Methodological Resource Space to support doctoral students during the dissertation phase of their program.

Use of Results for Assessment Improvement

Change	Anticipated timeline for implementation	Reason(s) for change
Integrate evaluation of program objectives into feedback gathered from Counseling & Supervision Ph.D. Advisory Board	2025-2026 academic year	Our advisory board feedback is not currently documented in a formal manner.
Formalize assessment timeline for the Counseling & Supervision Ph.D. program to ensure CACREP compliance	Fall 2025	The assessment timeline will ensure all faculty understand their respective roles and responsibilities and will assist our efforts to develop a comprehensive/holistic assessment process