

**Jacksonville University Clinical Mental Health Counseling Program
2020-2021 Program Annual Report**

Program Mission

The mission of the Jacksonville University's School of Applied Health Sciences Clinical Mental Health Counseling (CMHC) program is to provide an academically rigorous, inclusive, and supportive environment in which to prepare professional counselors to work in a variety of mental health settings including but not limited to, private practice, hospitals, community counseling centers, for profit and non-profit agencies, public health departments, and schools that offer therapeutic services. This preparation occurs in an atmosphere of fairness, equity, and justice, emphasizing creative learning, excellence in counseling skills and techniques, ethical and professional integrity, and social justice, advocacy and multicultural competencies.

Vital Statistics

The Council for Accreditation of Counseling and Related Educational Programs (CA cm B (C) 7 () -250 (() -7 ((

Program Objectives and Major Activities

The CMHC program incorporates seven program objectives, which are stated in each syllabus and outlined below. Upon completion of the program, students will:

1. Demonstrate holistic and multicultural skills in working with diverse populations across the human life span.
2. Apply evidenced-based practices in treatment planning and counseling processes.
3. Apply ethical standards in mental health counseling research and practice.
4. Accurately interview, assess and identify clients' problems.
5. Monitor personal reactions to clients and peers while assessing interpersonal impact on others.
6. Demonstrate ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.
7. Highlight the interactive dynamics in a household and among extended family and society as individual's developmental needs align or conflict with each other.

During the 2020-2021 academic year, the CMHC engaged in the following major program activities and modifications:

Program Evaluation

Our program evaluation plan is aligned with the program’s seven objectives. The objectives and evaluation plan are available on the Jacksonville University CMHC website and is included in the graph below. Each program objective is paired with an associated Key Performance Indicator (KPI) and evaluation plan. In addition to course embedded assignments, student and employer post-graduation surveys, site supervisor evaluations of students, and faculty rated CCS-R are used for student and program evaluation. The CCS-R assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Objectives, Key Performance Indicator, and Evaluation Plan





Program Evaluation Findings

Course Evaluations

The following summary incorporates data from Fall 2020, Spring 2021, and Summer 2021. Students complete Course Evaluations (IDEA Student Rating of Instruction Forms) providing feedback on the course content and instructor performance at the completion of each course. For the Fall 2020 semester, course evaluations were moderately strong for all courses with no average score falling below 4.2 for any area of course content or instructor performance. Similar to previous years, the lowest scores were in “progress on relevant objectives”, suggesting that the learning objectives selected by the instructor for each course fell within the category of “effective.” For the Spring 2021 semester scores improved from those obtained in the Fall semester, with no score falling below 4.3. Once again, the lowest scores were in “progress on relevant objectives”, suggesting that the learning objectives selected by the instructor for each course fell within the category of “effective.” Summer 2021 scores reflected those obtained in the Spring 2021, with no score falling below 4.3. “Progress on relevant objectives” was once again the lowest scoring category. These scores still fell within the “effective” range. This is remarkable given the challenges in responding to COVID-19. Below is a chart outlining aggregate data on faculty in each of the categories outlined by the IDEA rating form. For the Fall semester the data represents student feedback on four faculty members, Spring semester represents data on four faculty members and an adjunct faculty, and Summer 2021 represents data on five faculty.

Summary of IDEA Evaluations Means for all Faculty

	Fall 2020		Spring 2021		Summer 2021	
	Average	Converted Average	Average	Converted Average	Average	Converted Average
				57	4.6	58

CECE Results by Content Area, Class of 2021

Content Area	National Mean	National Std Deviation	JU Mean	JU Passing Score
C1: Human Growth and Development	9.58	2.25	9.43	7
C2: Social & Cultural Diversity	10.95	2.07	10.56	9
C3: Helping Relationships	9.71	2.77	10.21	7

summarizing, advanced reflection-meaning, confrontation, goal setting, focus of counseling, empathy and caring, respect and compassion

3. Your/Student's ability to apply ethical standards in mental health counseling research and practice.	Graduating Students	67%	33%	0%	N/A
	Employers	50%	50%	0%	0%
4. Your/Student's ability to accurately interview, assess and identify clients' problems.	Graduating Students	47%	53%	0%	N/A
	Employers	50%	50%	0%	0%
5. Your/Student's ability to monitor personal reactions to clients and peers while assessing your interpersonal impact on others.	Graduating Students	73%	27%	0%	N/A
	Employers	50%	50%	0%	0%
6. Your/Student's ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.	Graduating Students	73%	27%	0%	N/A
	Employers	50%	50%	0%	0%
7. Your/Student's ability to highlight the interactive dynamics in a household and among extended family and society as individual's developmental needs align or conflict with each other.	Graduating Students	40%	60%	0%	N/A
	Employers	50%	50%	0%	0%

Summary of Key Findings and Related Changes

The program evaluation data for 2020-2021 indicates that the JU CMHC program maintains strong, consistent enrollments and retains students at a rate of 91% or above. In addition to having a strong retention and graduation rate, program data indicate that 100% of program graduates are currently employed in the field, which is an increase from 94% last year. The CMHC faculty have actively increased mentoring with graduating students related to securing employment in counseling related jobs and increasing a sense of professional identity development as counselors.

The CMHC program incorporates seven program objectives into the curriculum. We have identified a strong evaluation plan for gathering data on these objectives, as well as the related key performance indicators for the eight core domains. The program evaluation findings show that our students excel in the areas of career development, group work, helping relationships and assessment, as demonstrated by the results on the CECE exam. Other scores from the remaining content areas on this exam show that our students are scoring well above the national mean.

CCS-R data shows that approximately 55% of first year students and 98% of second year students met or exceeded expectations on the "Counseling Skills and Therapeutic Conditions" section of this faculty scored scale. For the "Counseling Dispositions & Behaviors" section of the CCS-R, 93.8% of first year students and 99.6% of second year students met or exceeded faculty expectations. This data indicates that faculty are observing and assessing student's skills in class and in clinical observation of students and consider that they have met or exceeding competency for their developmental stage. Students utilize the CCS-R to assess themselves and their supervisors

use the CCS-R to assess their skill and professional competency development in their 2nd year in the program. By examining the CCS-R data from the perspective of the student and supervisor, faculty are able to provide a broader perspective on student competencies as they move closer to graduation.

Aggregate faculty evaluation data show that faculty is between “effective” and “very effective” on all content areas assessed. The findings show that the faculty rank consistently highest in the area of “excellent teacher,” where the lowest scores are in the category of “progress on relevant objectives.” The faculty will work to maintain high scores and improve in the areas where scores are lowest through syllabi review and utilizing campus and professional resources such as the JU Center for Teaching and Learning.

The CACREP Accredited program is endorsed to offer a Concentration in Marriage, Couple, and Family Counseling. This has continued from the onset of the program and includes: Theories and Practices in Marriage and Family Counseling, Child and Adolescent Counseling, Couples Therapy, Counseling Military Families, and ensuring Practicum & Internship sites for practicing a family systems approach in addition to traditional counseling approaches. Student feedback ratings for the courses have each had an overall rating as Excellent. Most who are interested in MFT licensure are on a dual licensure track to receive their LMFT and LMHC in Florida. The instructor continues to be an approved, certified supervisor with the American Association for Marriage and Family Therapy and is a Florida approved MFT and MHC supervisor. A unique course, designed to accommodate the needs of this military/veteran’s community, is the Counseling Military Families course. The number of community resource people coming forth to provide presentations and serving on information panels has been impressive. Students this year, as in previous ones, rated the course as excellent with comments such as: ‘

feel pleased with the progress we made during the academic year 2020-2021. Not only were we able to maintain positive outcomes, but we also increased CECE and CCS-R scores, which demonstrates the faculty's commitment to flexibility, adaptability, and improving student outcomes.

Finally, while the new Palm Coast site enrolled 23 students in the Fall 2021 term, no data is available for assessment. The 2021-2022 will include aggregate and site-specific data relative to Palm Coast, and faculty will monitor student progress through course assignments, advisee meetings, and CCS-R data in the interim.