JACKSON STATE UNIVERSITY

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF COUNSELING, REHABILITATION & PSYCHOMETRIC SERVICES

Comprehensive Assessment Reports 2015-2022
for
Clinical Mental Health, School, and Rehabilitation Counseling Programs

Assessment Results

Clinical Mental Health & School Counseling

Systematic Review of Student Progress:

The program faculty conducts a systematic assessment of student learning and performance on professional identity, professional practice, and program area standards through passing grades in specified courses, passing of the comprehensive exam and licensure exams, and through assessment on the entry, intermediate, and exit evaluations (Std. 4 A). On the Entry, Intermediate, and Exit Evaluations., the students are measured on the areas of commitment, knowledge, skills and professionalism on a Likert scale ranging from 1 strongly disagree to 4 strongly agree. The faculty also evaluates each student with a benchmarking review each year. During this review, input from all faculty are gathered and a rubric is completed to measure each student based on the ratings of unsatisfactory, satisfactory, good and excellent. Students who are assessed as making unsatisfactory progress are notified and a remediation plan is developed. Consistent with established institutional and departmental due process policy and the American Counseling Association's (ACA) code of ethics and standards of practice, if evaluations, benchmarking review, and failed remediation indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.. The results of the entry, intermediate, and exit assessments are below:

CMHC Entry Level Evaluations	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Min	Max
Commitment	3.00	3.00	2.80	2.80	2.80	2.80	3.00	3.00	2.00	3.00
Knowledge	3.30	2.60	2.60	2.50	2.50	3.00	3.00	3.00	2.00	3.00
Skills	2.60	2.76	2.76	3.40	3.40	3.00	3.00	3.00	2.00	3.00
Professionalism	3.00	2.97	2.97	3.40	3.40	3.00	3.00	3.00	2.00	3.00

CMHC Entry Level Evaluations	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Commitment	2.86	N/A	N/A	N/A	2.08	N/A	2.00	3.00
Knowledge	2.86	N/A	N/A	N/A	2.6	N/A	2.00	3.00
Skills	2.86	N/A	N/A	N/A	3.4	N/A	2.00	4.00
Professionalism	2.86	N/A	N/A	N/A	3.0	N/A	2.00	4.00

Survey sent out during Fall semester only if there are no spring admissions, Fall 2020 incomplete surveys

CMHC Intermediate Level Evaluations	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Min	Max
Commitment	3.55	3.86	4.00	3.80	4.00	3.67	3.67	3.78	3.00	4.00
Knowledge	3.70	3.86	3.00	3.80	4.00	3.67	3.67	3.65	3.00	4.00
Skills	3.75	3.74	4.00	3.80	3.40	3.67	3.67	3.50	3.00	4.00
Professionalism	3.75	3.74	3.80	3.70	4.00	3.74	3.74	3.75	3.00	4.00

CMHC Intermediate Level Evaluations	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Commitment	3.77	3.85	N/A	4.0	2.6	3.5	3.00	4.00
Knowledge	3.77	3.75	N/A	3.75	2.7	3.16	3.00	4.00
Skills	3.68	3.75	N/A	3.75	3.4	3.08	3.00	4.00
Professionalism	3.86	3.95	N/A	3.95	3.3	3.16	3.00	4.00

Low/no response rate

SC Entry Level Evaluations	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Min Max
Commitment	3.10	3.05	3.05	2.80	2.80	2.80	3.00	3.00	3.00 2.00
Knowledge	2.10	2.60	2.60	2.50	2.50	3.00	3.00	3.00	3.00 2.00
Skills	2.00	2.76	2.76	3.40	3.40	3.00	3.00	3.00	3.00 2.00
Professionalism	3.20	2.97	2.97	3.40	3.40	3.00	3.00	3.00	3.00 2.00

SC Entry Level Evaluations	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Commitment	2.86	N/A	N/A	N/A	N/A	N/A	2.00	3.00
Knowledge	2.86	N/A	N/A	N/A	N/A	N/A	2.00	3.00
Skills	2.86	N/A	N/A	N/A	N/A	N/A	2.00	3.00
Professionalism	2.86	N/A	N/A	N/A	N/A	N/A	2.00	3.00

Low/no response rate

SC Intermediate Level Evaluations	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Min	Max
Commitment	3.55	3.86	4.00	3.80	4.00	3.67	3.67	3.78	3.00	4.00
Knowledge	3.70	3.77	3.00	3.80	3.40	3.67	3.67	3.65	3.00	4.00
Skills	3.75	3.74	4.00	3.80	3.40	3.67	3.67	3.50	3.00	4.00
Professionalism	3.75	3.74	3.80	3.70	4.00	3.74	3.74	3.75	3.00	4.00

SC Intermediate Level Evaluations	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Commitment	3.77	3.85	3.56	4.0		3.5	3.00	4.00
Knowledge	3.77	3.75	3.75	3.75		3.00	3.00	4.00
Skills	3.68	3.75	3.54	3.75		3.25	3.00	4.00
Professionalism	3.86	3.95	3.75	3.95		3.25	3.00	4.00

Low/no response rate

CMHC Exit Level Evaluations	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Min Max
Commitment	3.02	3.37	3.73	3.67	3.67	3.60	3.40	3.20	2.00 3.00
Knowledge	2.86	3.20	3.53	3.74	3.74	3.80	3.53	3.26	2.00 3.00
Skills	2.98	3.27	3.64	3.80	3.80	3.60	3.20	3.20	2.00 3.00
Professionalism	3.07	3.37	3.70	3.66	3.66	3.70	3.13	3.00	2.00 3.00

CMHC Exit Level Evaluations	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Commitment	3.77	3.90	3.85	4.00	3.65	3.8	3.00	4.00
Knowledge	3.77	3.83	3.94	3.91	3.90	3.6	3.00	4.00
Skills	3.68	3.82	3.91	3.85	3.76	3.6	3.00	4.00
Professionalism	3.86	3.83	4.00	3.94	3.78	3.7	3.00	4.00

SC Exit Level Evaluations	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Min Max
Commitment	3.02	3.37	3.73	3.67	3.67	N/A	N/A	N/A	2.00 3.00
Knowledge	2.87	3.20	3.53	3.74	3.74	N/A	N/A	N/A	2.00 3.00
Skills	2.98	3.27	3.64	3.80	3.80	N/A	N/A	N/A	2.00 3.00
Professionalism	3.07	3.37	3.70	3.66	3.66	N/A	N/A	N/A	2.00 3.00

N/A= There were no School Counseling Graduates for 2018-2019

SC Exit Level Evaluations	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Commitment	3.77	3.90	N/A	4.0	N/A	N/A	2.00	3.00
Knowledge	3.77	3.83	N/A	3.82	N/A	N/A	2.00	3.00
Skills	3.68	3.82	N/A	3.91	N/A	N/A	2.00	3.00
Professionalism	3.86	3.83	N/A	3.86	N/A	N/A	2.00	3.00

Low/No response rate

Faculty discussed ways to improve student completions of survey- linking /embedding to a course through CANVAS or TK2.0

CMHC Vital Statistics

Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2015	8	95%	50%	95%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2016	16	95%	65%	95%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2017-2018	8	97%	85%	97%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2018-2019	18	95%	80%	95%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2019-2020	15	100%	80%	98%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2020-2021	15	99%	80%	95%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2021-2022	15	99%	80%	95%

SC Vital Statistics

Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2015	4	99%	95%	98%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2016	6	99%	95%	99%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2017-2018	3	99%	100%	100%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2018-2019	3	99%	100%	100%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2019-2020	2	95%	100%	100%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2020-2021	1	98%	100%	100%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2021-2022	1	98%	100%	100%

RC Vital Statistics

Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2015	14	97%	50%	97%
Year				
2016	7	97%	0%	97%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2017-2018	11	98%	50%	96%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2018-2019	9	98%	100%	94%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2019-2020	17	100%	50%	98%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2020-2021	5	95%	75%	94%
Year	Graduates	Completion Rate	Licensure/Certification Pass Rate	Job Placement Rate
2021-2022	8	95%	75%	94%

Curriculum/Program Evaluation:

Program assessment includes input by faculty, graduates, site supervisors, employers, and it also includes student performance indicators (key assessments) and faculty evaluation processes. Each of these will be discussed below.

Program/Curriculum:

The faculty continuously engage in review of the programs curricula. Curriculum changes are discussed both in the Curriculum Committee meetings as well as during faculty meetings when all faculty are present. During the Fall of 2015 the faculty after much discussion and evaluation of the pros of cons of each issue along with the approval of the College of Education's Professional Education Council, the Graduate School, and the department's advisory board made several additions to the program and curriculum. They are listed below:

- *COUN 504 name changed from Counseling in Community Settings to Clinical Mental Health Counseling and COUN 585 Research in Guidance and Counseling name changed to Research in Counseling.*
- *CPCE Replaces Written Exit Comprehensive Exam*
- *Several new special topics courses that address the needs of special populations have been added. These include Counseling Adolescent Females and Women, Spirituality in Counseling and Grief Counseling.*

During the 2018-2019 academic year, faculty had discussions about possible future curricular changes in CMHC (e.g., adding some courses for advanced study in some areas, adding a crisis intervention course, and changing the 9 hour requirement for Internship to 6 as well as changing Internship to Internship I and Internship II. In school and rehabilitation counseling the discussion centered around adding courses to follow CACREP 60 hour program mandate). It was discussed that syllabi in all three accredited programs should look similar. No significant changes in the curriculum occurred at this time, however, all faculty were in agreement to start the process of auditing syllabus to align with the new 2016 CACREP standards as well as all new changes should be aligned with the new standards. These discussions will resume during the current academic year.

During the Spring of 2019 the following changes were made.

- *COUN 571 named changed from Counseling Theories to Counseling Skills*
- *COUN 520 Principles and Techniques of Counseling was changed to Counseling Theories*

Exam Scores:

NCE, CPCE, CRC, and Praxis score results are also used as an external measure of curriculum as well as student achievement. Our Program has had a good pass rate over the years. The results are listed on the vital statistics charts.

Site Supervisor Program Evaluations:

Internship site supervisors complete an evaluation each year assessing the quality of Program curriculum and students as well as student preparation. This feedback is compiled by the Program Assessment Coordinator each year and reviewed and discussed by faculty. This feedback is utilized

to make adjustments in the internship processes (including site supervisor training, and, if appropriate, curriculum). The findings over the years have been favorable. The majority of the site supervisors rated the program 80% on students being well or adequately prepared in the areas of a commitment to professional identity, ethical standards, professional development, supervision and feedback, effective counseling relationships, and individual and group counseling theories. However, the most recent 2022 survey revealed a small percentage of students need improvement in conducting and applying research, data analysis, career/lifestyle development, assessment/appraisal process and theories. After a discussion it was decided that this was likely attributed to the recent changes on campus and at clinical sites due to past and on-going effects of the pandemic. This will be closely monitored this year to see if the trend continues.

Graduates Evaluations:

These surveys are used to explore student feedback about their experience in the Counseling Programs. These experiences, explore the strengths and areas of improvement of the programs for all eight core areas: Human Growth and Development, Social Cultural Foundations of Counseling, Helping Relationships, Group Counseling, Life Style and Career Development, Research and Program Development, and Professional Orientation. The students also express their levels of preparedness in the Counseling field. These surveys are distributed six months after the student graduates through the Qualtrics System and are delivered to the students' personal email addresses that were provided by the students. During the period of 2015 through 2019 there has been a total of 14 students who have completed the survey. The comprehensive findings of the survey indicate that the students found the Counseling program courses to be significant to very significant for the development of their commitment, knowledge, skills (personalizing, generalizing, and conceptualizing), and professionalism (Std 4.B). The faculty discuss the findings each year to make modifications as needed. Over the years, faculty have been concerned about the low response rate of the graduates' surveys and began sending them electronically through Qualtrics in 2015. The use of Qualtrics has not increased the response rate of the surveys, thus it was discussed to change the frequency of the surveys to give students a longer time to be employed in the counseling field. In merging assessments with the RC program, it was learned that they also use Qualtrics as well as Canvas, but center sending their surveys out to employers and graduates during or/ to the Advisory board members. This method will also be explored to see if it increases the number of surveys since the advisory board consists of graduates, employers, current students, and site supervisors. However, the few surveys received from 2020-2022 continue to be very positive. The suggestions included more training and demonstrations on theories, evaluations and testing, also additional coursework in suicidiality, counseling the gifted, individuals with HIV/AIDS, and the homeless as well as CRC and RC GACE test preparation. These suggestions were discussed with the faculty and have been addressed in training sessions as well as the addition of the crisis intervention course.

Employer Evaluations:

These surveys are distributed every six months electronically through the Qualtrics System to the employers' email addresses. An email is sent to program graduates asking for the email addresses of their employers, then the survey is sent to the employers. The surveys are used to obtain feedback on supervisors' perception of the quality of commitment, knowledge, and skills of the recent graduate of the Jackson State University student. During the 2015-2021 period, responses have been exceptionally meager and not enough data has been provided by employers (Std 4.B). Over the years, faculty has been concerned about the low response rate of the employer surveys and began sending them electronically through Qualtrics in 2015. Unfortunately, the usage of Qualtrics did not improve the response rate. The faculty discussed this issue and decided to try to obtain follow-up contact information from the JSU office of Institutional Research, to send out surveys to advisory board members who are employers of recent graduates, and to send surveys out to sites that have a high percentage rate of hiring program graduates. The department also discussed use of CANVAS and TK20.

Advisory Board Evaluations:

These surveys are distributed to supervisors, employers, and alumni during the annual Advisory Board Meeting each year. They are designed to obtain feedback on the perceptions of any possible program changes that might have occurred and techniques to implement for the bettering of the student and program. Feedback has included statements such as continuing to allow students to get exposure to professional development opportunities at conferences and ~~workshops~~. This suggestion of workshops and conferences has been exhibited through students involvement in multiple workshops and presentations at conferences (Mississippi Counseling Association Conference; American Counseling Association Conference; Delta State Woodall Annual Conference; and Southern Association of Counseling and Supervision Conference). Other suggestions included the department :increasing more awareness of the field of counseling in schools by participating in functions of community schools as well as recruiting from the high schools whose students are currently interested in the field. The department is participating in the Alignment Jackson Career Exploration Fair annually, program faculty have served on the JSU Blackburn Middle School Lab School committee, and School Counseling faculty have provided workshops to local schools , participated in the School Counselors' meeting held at the Institution of Higher Learning and is scheduled to co-host a New School Counselor Bootcamp on July 26, 2022 at JSU. Additionally, they have been in agreement with the program progress and changes that have occurred such as the program and department name changes, the course name changes, and added hours to the School Counseling and Rehabilitation Counseling curriculums to meet the CACREP 60 hour mandate as well as the removal of the teacher license to increase enrollment and to be aligned with the other school counseling programs in the area.

Other suggestions include training school counselors in mental health counseling due to the increased mental health needs of K-12 students, adding more course work including grief counseling (we offer in the summer, business training or courses involving starting a private practice (can be taken as an elective), crisis intervention (recently approved and will be added to the curriculum) working with autistic children and substance abuse coursework (we offer these

courses already - students were invited to attend all of the Project HELP! Trainings which included training on a variety of populations, assessments, and treatment modalities.

RC suggestions included offering more online courses-One major effort is to increase the number of on-line and hybrid courses. The program has begun changing some courses to both on-line and hybrid courses.

Visibility and engagement in the Rehab community-The faculty of the Rehabilitation Counseling Program and Department have been engaged in external training within the community during the 2016-2017 Academic Year including the Rehabilitation Association of Mississippi State Conference in Starkville, Mississippi Department of Rehabilitation Services and City of Jackson Training Workshop in Jackson and Mississippi Counseling Association State Training Conference in Biloxi.

Another recommendation was to improve the first time pass rate for the rehabilitation counseling comprehensive examination from 80% to between 85% to 90%. The plan is to improve this figure by requiring a pre-study session for students prior to scheduling the area comprehensive examination. Training/Preparation for the Certified Rehabilitation Counseling Exam (CRC)-faculty is working on implementation and resources for this effort.

Student Evaluation of Faculty/Instructors/Program:

Formal processes to obtain student input regarding their experiences in classrooms and in the Counseling Program, more generally, include student course evaluations-Student Instructional Rating System (SIRS). Also, as indicated in the Student Handbook, a more informal process of providing feedback or discussing concerns may be initiated by a student and includes beginning with a meeting between the student and the course instructor (if the concerns are in regard to a particular course), and then students are invited to meet with the Program Coordinator, Department Chair, and College Dean if concerns persist. Course evaluations are distributed to all students from the University through a confidential online survey at the end of each academic semester. These surveys are compiled into a report and then distributed to the instructors after grades are submitted. A copy of all of these course evaluations are also given to the Department Chair. Course evaluations are also part of the University's Promotion and Tenure process. Because the content of individual instructor course evaluations is confidential, Counseling Program faculty are not privy to the content of the course evaluations conducted each semester (except in the case of Promotion and Tenure reviews, where they are summarized by the faculty member who is up for review); It is the responsibility of the Department Chair to notice and discuss with faculty any concerns that surface in these student evaluations (Std. 4.J).

Student Evaluation of Site Supervisors:

Each semester students are sent an electronic link to evaluate their site supervisors through Qualtrics survey system. Students are also invited to contact the Internship Coordinator to discuss

any problems with site supervisor as they arise. All problematic situations or low survey ratings are discussed with faculty. The use of Qualtrics has been challenging as it only allowed site supervisors to submit one evaluation to their email address, which caused them not to be able to evaluate all of their supervisees. This situation was rectified in Spring of 2022 as Qualtrics upgraded their system allowing users to send a reusable link. This upgrade allowed site supervisors the ability to evaluate all supervisees. However, one problem we incurred was site supervisors using the same link to evaluate both practicum and internship students in a few cases.

Supervisee Evaluation of Supervisor	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Supervisory Role	3.78	3.43	3.46	3.84	3.46	4.00	3.00	3.48
Professional Development	3.55	3.88	3.52	3.66	3.52	3.78	3.50	3.37
Motivation and Growth	3.75	3.91	3.49	3.95	3.48	4.00	4.00	3.59
Service Delivery Development	3.70	3.79	3.29	3.81	3.28	4.00	4.00	3.58

Supervisee Evaluation of Supervisor	Fal1 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Supervisory Role	3.54	3.86	3.23	3.45	3.74	3.57
Professional Development	3.65	3.66	3.65	3.24	3.71	3.52
Motivation and Growth	3.76	3.83	3.23	3.65	3.73	3.56
Service Delivery Development	3.62	3.85	3.43	3.22	3.63	3.57

Student Clinical Performance Indicators:

Each semester students are evaluated during midterm and at the end of the semester by their site supervisors in Practicum and Internship. Students are evaluated on the areas of student learning and performance on professional identity, professional practice, and program area standards. The results are discussed with each student and the faculty. If indicated from the assessment results, program modifications and changes will be made. (Std. AA.4).

<u>***Practicum Site Supervisor Evaluations:***</u>

During midterm evaluations, the site supervisors are asked to select the number which best evaluates the students' present competence or performance using the following rating scale: 1 --------Poor, 3--------acceptable, and 5---------excellent. During 2016 the surveys were incomplete.

Practicum CMHC Midterm Evaluations	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Process Skills	2.51	2.30	2.63	2.13	2.34	2.23	2.32	2.08	2.79	2.00	3.00
Conceptualization Skills	2.43	2.19	2.50	2.25	2.34	2.40	2.22	2.17	2.55	2.00	3.00
Personalizing Skills	2.54	2.46	2.65	2.57	2.45	2.5	2.82	2.33	2.63	2.00	3.00
General Skills	2.32	2.45	2.63	2.50	2.34	2.6	2.78	2.50	2.72	2.00	3.00

Practicum SC Midterm Evaluations	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Process Skills	2.51	2.30	2.63	3.00	2.56	2.23	3.0	2.08	2.31	2.00	3.00
Conceptualization Skills	2.43	2.19	2.50	3.00	3.00	2.40	2.56	2.09	2.21	2.00	3.00
Personalizing Skills	2.54	2.46	2.65	3.00	2.43	2.5	2.34	1.96	2.38	2.00	3.00
General Skills	2.32	2.45	2.63	3.00	2.78	2.6	2.7	2.22	2.35	2.00	3.00

Practicum RHAB Midterm Evaluations	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Process Skills	2.21	2.46	3.0	2.74	3.0	3.0	2.65	2.54	3.0	2.0	3.0
Conceptualization Skills	2.72	2.34	2.78	3.0	2.8	3.0	2.45	2.67	3.0	2.0	3.0
Personalizing Skills	2.32	2.32	3.0	2.80	3.0	3.0	3.0	2.78	3.0	2.0	3.0
General Skills	2.54	2.55	2.45	2.98	2.97	3.0	2.8	2.6	2.97	2.0	3.0

Practicum CMHC Final Evaluation	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Counseling skills	3.66	4.31	5.50	3.80	3.6	3.45	4.5	4.77	4.55	4.00	6.00
Overall Performance	5.33	5.63	5.50	3.80	4.44	3.41	6.00	4.82	5.45	4.00	6.00

Practicum SC Final Evaluation	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Counseling skills	3.66	4.31	5.50	3.00	4.56	3.45	5.00	4.55	4.45	4.00	6.00
Overall Performance	5.33	5.63	5.50	3.00	5.23	3.41	6.00	4.82	5.45	4.00	6.00

Practicum RHAB Final Evaluation	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Counseling skills	4.0	5.43	4.32	5.0	4.34	5.4	4.43	5.34	5.23	4.0	6.0
Overall Performance	5.34	5.23	4.53	5.4	4.5	5.4	5.3	5.6	4.3	4.0	6.0

Internship CMHC Final Evaluation	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Counseling skills	5.40	5.08	4.69	3.80	4.57	4.34	5.34	4.80	5.36	4.00	6.00
Overall Performance	5.80	5.67	4.86	3.80	4.57	4.67	4.32	5.80	5.61	4.00	6.00

Internship SC Final Evaluation	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Counseling skills	5.40	5.08	4.69	3.80	4.57	4.32	4.78	4.70	5.26	4.00	6.00

Overall Performance	5.80	5.67	4.86	3.80	4.57	5.0	4.23	5.0	5.60	4.00	6.00

Internship RHAB Final Evaluation	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Min	Max
Counseling skills	4.34	5.54	5.4	5.67	4.34	4.5	4.67	4.8	5.8	4.0	6.0
Overall Performance	4.67	5.32	4.6	4.6	4.7	5.0	5.5	5.8	6.0	4.0	6.0

The students on the final evaluations are measured on a 5-point Likert scale ranging from 0 does not apply, 1 performed poorly/a liability, 2 performed poorly/below average, 3 performed at an average level of acceptance, 4 performed above average to 5 performed very well, a definite asset.

Program Outcomes Report:

The following is the resultant program modifications from the yearly assessment results (Std 4.C).

- *Special Topics Courses (new offerings) Several new special topics courses that address the needs of special populations have been added to the curriculum as electives. These include Counseling Adolescent Females and Women, Spirituality in Counseling and Grief Counseling.*
- *CPCE Replaces Written Exit Comprehensive Exam for just the CMHC and School Counseling programs, but nit the RHAB Counseling program.*
- *Name Change: Community Counseling Program to Clinical Mental Health Counseling Program (60 credit hours) The Community Counseling Program has traditionally operated as a 60-credit hour program. The state of Mississippi has required 60-credit hours as a requirement of licensure for many years. Thus, a name change to reflect the transition was in order and appropriate for alignment with the new CACREP standards. However, there was no change in the program course offerings.*
- *Department Name Change: Department of School Community and Rehabilitation Counseling to Department of Counseling, Rehabilitation and Psychometric Services The Department of School, Community and Mental Health Counseling had its named changed due to several current factors. The counseling accreditation board that accredits counseling programs is no longer accrediting "Community Counseling" programs. The New standards are currently accrediting "Clinical Mental Health" counseling programs. Although no major changes needed to be made to the curriculum - the department did*

officially change the name of the program in previous Professional Education Council (PEC) communications and received approval from the Graduate School as well. Therefore, the old departmental name was not in alignment with the newly named program being offered in the Department. Lastly, our Department includes the Psychometry program and we wanted to better represent

that program via the departmental name change as well as future programs we may elect to incorporate in the future.

- *Course Name Changes: COUN 504 Counseling in Community Settings to Clinical Mental Health Counseling and COUN 585 Research in Guidance and Counseling to Research In Counseling.*
- *Recruitment/Retention: The department actively recruits at the Graduate School Recruiting Fair, Tougaloo College Recruiting Fair, and hosts a recruitment fair in the department each semester.*
- *More Involvement in school system: Faculty members are on the JSU Blackburn Middle School Lab School committee, participates in the Alignment Jackson Career Exploration Fair at the Jackson Convention Complex, and School Counseling faculty have provided workshops to local schools.*
- *Improved writing skills: Students are required to submit papers to the Richard Wright Writing lab in many of our classes. They also attend a writing workshop in COUN 585: Research in Counseling sponsored by the center.*
- *More online courses: The department developed more online and hybrid classes as well as developed online only programs in our non-accredited programs- Psychometry and Specialist in School Counseling*
- *COUN 571 name changed from Counseling Theories to Counseling Skills*
- *COUN 520 Principles and Techniques of Counseling was changed to Counseling Theories*
- *Student involvement with workshops and conferences: has been exhibited through student's involvement in multiple workshops and presentations at (Mississippi Counseling Association Conference; American Counseling Association Conference; Delta State Woodall Annual Conference; and Southern Association of Counseling and Supervision Conference).*