



**Department of Counseling, Rehabilitation & Psychometric
Services**

**Program Assessment Results
2024-2025**

**Clinical Mental Health Counseling
School Counseling
Rehabilitation Counseling**

**Demographic Data 2024-25 of applicants, students and graduates (Standard 4.B)
Non-Required Reporting due to New Federal Regulations**

Entry Level Assessment Evaluation of Program Objectives

Standards	Program Obj.	CMHC	SC	RC
Section 4:F. G. H		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake		

		assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.		
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Entry Level Assessment - self-assessment in which students assess their perceptions of their own knowledge, skills and professional dispositions during the 1st semester in the program.

	Commitment	Knowledge	Skills	Professionalism
	Fall 24	Fall 24	Fall 24	Fall 24
CMHC	2.78	2.67	2.7	3.1
SC	2.2	2.2	2.2	2.8

Summary of results: The students self-evaluated themselves on the areas of commitment, knowledge, skills, and professionalism on a Likert scale ranging from 1 strongly disagree to 4 strongly agree. The students' scores are in the moderately disagree to agree range, with the highest score being in Professionalism for CMHC and SC. Since students are in the first semester the low scores are not alarming; through more education and training, students are expected to improve in all areas. The Department continues to work on promoting student involvement in professional development opportunities (Counseling conference/workshop attendance, joining counseling associations).

Intermediate Level Assessment Evaluation of Program Objectives

Standards	Program Obj.	CMHC	SC	RC
Section 4:F,G Section 3:C,D Section 2:C		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound	1. School counseling students will gain the foundational knowledge of school counseling, including its history,	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.

		counseling theory, while working with community and agency clientele and consumers.	philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		3. Clinical mental health counseling students will learn relevant counseling theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve.	3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	3. Rehabilitation counseling students will learn advocacy strategies designed to foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities

		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.	
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Intermediate Level Assessment - self-assessment in which students assess their perceptions of their own knowledge, skills, and professional dispositions during Practicum.

	Commitment		Knowledge		Skills		Professionalism	
	Fall 24	Spring 25	Fall 24	Spring 25	Fall 24	Spring 25	Fall 24	Spring 25
CMHC	3.61	3.73	3.65	3.7	3.47	3.47	3.63	3.63

	Commitment	Knowledge	Skills	Professionalism
	Fall 24	Fall 24	Fall 24	Fall 24
SC	3.0	3.0	3.0	3.0

Summary of results: The practicum students self-evaluated themselves on the areas of commitment, knowledge, skills, and professionalism on a Likert scale ranging from 1 strongly disagree to 4 strongly agree. The students rated themselves in the agree to strongly agree range, with the highest score being in Commitment, and Knowledge for CMHC and SC scores range was the same across all areas. These scores are appropriate for students at this stage of the program and improved from the first semester in the program as the students continued to engage in more coursework and activities. The Department is continuing to refine and use a Curriculum Map to assist in gauging where students are in their development of knowledge and skills in the 8 core areas.

Exit Level Assessment Evaluation of Program Objectives

Standards	Program Obj.	CMHC	SC	RC
Section 4:F, G, K		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational .knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		3. Clinical mental health counseling students will learn relevant counseling theory as well as sound ethical practices, in order to	3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a pluralistic school	3. Rehabilitation counseling students will learn advocacy strategies designed to foster for the dependence and

		promote both the growth as well as the welfare of the community consumers whom we serve	society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students	

Exit Level Assessment - self-assessment in which students assess their perceptions of their own knowledge, skills and professional dispositions during the 2nd semester of internship.

	Commitment		Knowledge		Skills		Professionalism	
	Fall 24	Spring 25	Fall 24	Spring 25	Fall 24	Spring 25	Fall 24	Spring 25
CMHC	3.60	3.60	3.64	3.50	3.62	3.40	3.69	3.30

	Commitment	Knowledge	Skills	Professionalism
	Fall 24	Fall 24	Fall 24	Fall 24
SC	4.0	4.0	3.9	3.9

Summary of results: The 2nd semester internship students self-evaluated themselves on the areas of commitment, knowledge, skills, and professionalism on a Likert scale ranging from 1 strongly disagree to 4 strongly agree. The students rated themselves in the agree to strongly agree range, with the highest score being in Professionalism and Knowledge for CMHC and Commitment and Knowledge for SC. These scores are appropriate for students in the last semester of the program and have shown improvement during their matriculation in the program. These students have shown continued improvement and growth in each assessed area. The results have helped the Department to understand the program from the students perspective of their education and training.

Clinical Training (Practicum/Internship Evaluation of Program Objectives)

Standards	Program Obj.	CMHC	SC	RC
Section 2: C Section 3: C,D Section 4: F, G, K		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.

			certifications in the profession of school counseling.	
		3. Clinical mental health counseling students will learn relevant counseling theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve	3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	3. Rehabilitation counseling students will learn advocacy strategies designed to foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4. School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students	

Practicum midterm evaluation - site supervisors assess students' knowledge, clinical skills, and professional dispositions.

Practicum midterm Fall 2024

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills
CMHC	2.56	2.56	2.75	2.92
RC	2.3	2.45	2.65	N/A
SC	2.1	2.3	2.4	3.0

Practicum Final Evaluation Fall 2024

	Counseling Skills	Overall Performance
CMHC	5.69	5.88
RC	5.34	5.43
SC	4.78	5.0

Practicum midterm evaluation Spring 2025

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills
CMHC	2.35	2.45	2.95	2.9
RC	2.45	2.5	2.67	2.7
SC	No students enrolled			

Practicum Final evaluation Spring 2025

	Counseling Skills	Overall Performance
CMHC	4.83	5.20
RC	5.63	5.32
SC	No students enrolled	

Summary of Assessment results: During midterm evaluations, site supervisors are asked to evaluate students on a likert scale, 1- - poor, 3 - - acceptable, and 5- - excellent. The students' scores ranged near the acceptable range. 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. The scores improved from midterm and are in the performed very well range. Initially, the two lowest overall performing subsets were in the areas of Personalizing (self-awareness, commitment in developing competencies, able to accept constructive criticism) and General Skills (appointments, paperwork, knowledge of counseling skills, etc). Faculty is continuously engaged in collaboration with site supervisors, resulting in continuous improvement of more intentional and specific instruction and assignments in clinical classes (COUN 571, practicum and internship). Site supervisors also agreed to address identified areas in supervision and training. We feel these continued modifications will result in improvements in students' clinical training. (The midterm evaluation results are calculated as an overall average in each area, whereas the final evaluation is calculated based on Questions 1, 2, and 3 (school Counseling) for counseling skills and 5 for overall performance.

Internship Midterm evaluation Fall 2024

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills
CMHC	2.7	2.58	2.78	2.81
RC	2.6	2.54	2.60	2.73
SC	2.55	2.4	3.0	2.9

Internship Final evaluation Fall 2024

	Counseling Skills	Overall Performance
CMHC	5.69	5.88
RC	5.65	5.43
SC	6.0	6.0

Internship midterm evaluation Spring 2025

	Process Skills	Conceptualization Skills	Personalizing Skills	General Skills
CMHC	2.6	2.61	2.61	2.7
RC	2.5	2.53	2.55	2.53
SC	2.8	2.67	2.77	2.9

Internship Final evaluation Spring 2025

	Counseling Skills	Overall Performance
CMHC	5.25	5.50
RC	5.43	5.48
SC	5.57	5.67

Summary of assessment results: During midterm evaluations, site supervisors are asked to evaluate students on a likert scale, 1- - poor, 3 - - acceptable, and 5- - excellent. The students ‘scores ranged near the acceptable and the acceptable range. 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. The scores improved from the midterm and are in the performed average to very well range. Again, although students' overall performance by site supervisors is above average and increased from midterm to final, a closer inspection of the data reveals a number of areas for improvement. Faculty is continuing to work on improving students’ clinical skills through more refined instruction and assignments. This will remain a priority for programs.

Supervisee Evaluation of Supervisor- students evaluate their site supervisors’ supervision skills.

	Supervisory Role	Professional Development	Motivation and Growth	Service Delivery Development
Fall 2024	3.63	3.63	3.50	3.50
Spring 2025	3.70	3.0	3.72	3.75

Summary of Assessment results: The students evaluated their site supervisors on a likert scale ranging from 1-strongly disagree to 0- not applicable. The majority of students agreed that their site supervisors trained them regarding their roles, in professional development, motivation and growth as well as in the service delivery development. There were major issues reported or requests for students to change sites.

Fall 2024

Internship Site Supervisors' Evaluation of the Counseling Programs- site supervisors evaluate the department's preparation of students for their clinical experience.

Summary of results: Internship site supervisors evaluate the quality of the counseling programs each year on a likert scale. The scale ranges from 1 unprepared to 4 well-prepared. The majority of the site supervisors rated the program as preparing students in the range of well prepared to adequately preparing students for their field experiences. The response rate was extremely low this year. Faculty will work on increasing the response rate for this evaluation to continue to work on improving the academic and clinical aspects of the program. **Graduate, Employer , Advisory Board Evaluation of Program Objectives**

Standards	Program Obj.	CMHC	SC	RC
Section 4:B, F, G		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational .knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.

			to obtain licenses and certifications in the profession of school counseling.	
		3. Clinical mental health counseling students will learn relevant counseling theory as well as sound ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve.	3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	3.Rehabilitation counseling students will learn advocacy strategies designed to foster for the dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4.School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students.	

Graduate Evaluation – program graduates evaluate the knowledge, clinical skills, and dispositions learned from the program and how they feel it prepared them for work in the counseling field.

Summary of results: These surveys are used to explore student feedback about their experiences in the Counseling Programs. These experiences explore the strengths and areas of improvement of the programs for all eight core areas. 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 2024-25 academic years there was an extremely low response rate. Overall, the respondents stated that the program prepared them for their career in counseling and the quality of their internship was excellent. Additionally, they had the following suggestions: Addition of courses in suicidology, HIV/AIDS and testing as well as additional training in each theory, and homelessness overview. The response rate of these surveys continue to remain low, and faculty still intend to also send surveys out to employers and graduates who are also on the Advisory board. The Department is also working with the Dean's office in developing more optimal and efficient methods of collecting data and results from our Advisory Board and Partnering organizations. It was also discovered that we need to collect the students' personal email before they graduate to send the surveys to them.

Employment Evaluation - employers of program graduates evaluate their knowledge and clinical skills exhibited through their job performance.

Summary of results: 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 2024-25 academic year there were no completed surveys. 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 continues to discuss the use of CANVAS, TK20, or TEVERA which will vastly improve our data collection and data storage of our assessment results.

Advisory Board Evaluation – stakeholders in the program (students, graduates, site supervisor, counselors) evaluate the program in various areas annually.

Summary of results: These surveys are distributed to supervisors, employers, current students, and graduates 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 betterment of the student and program. The feedback is

discussed by faculty and included in the program modifications, which, along with the assessment results, are discussed with the advisory board during the annual meeting. Feedback included statements such as the following:

Improving overall quality of the program:

- The addition of a doctoral program would surely enhance the program and increase enrollment
- Review and update all forms and documents; keep information on the website updated
- Maintain current status
- Better communication and clarity about what classes are needed each semester to stay on track and about other requirements in general

Specific suggestions for retaining/recruiting students in the traditional program

- Ensure potential students are aware of the value of attending classes in-person and participating in campus activities.
- Younger students love colleges that offer numerous fun activities and social gatherings. JSU should promote the activities that will attract younger students and ensure they are aware of those activities during campus visits or social media outreach.
- Build relationships with neighboring States.
- Focus on highlighting the unique benefits of in-person learning while emphasizing its value with the interaction. If the specific benefits are highlighted of in-person learning, this can be an effective way to attract students.
- Focus on recruiting undergraduate students
- Target bachelor-level employees working in schools, mental health practices, and facilities in the Jackson Metro area.
- Outreach physically on campuses as well as through social media, make scholarships and grants known

Curriculum Changes

- Vocational Aspects of Rehabilitation. This course should focus on the many benefits of becoming a Vocational Rehabilitation Counselor. This class should train students about how to serve as a vocational expert with the Social Security Administration. Also, it should train students how to effectively use their CRC credential.

- Add the following courses: Addictions Counseling, Counseling for Trauma, Violence or Abuse, Human Sexuality Counseling, courses that lead to another certification or licensure- Life Care Planning
- School Counseling-ASCA Model
- Offer day classes or fast tracking options

Suggestions for improving internship sites:

- Mississippi State Hospital--Mental health counseling training
- JSU could send students out to work with a vocational rehabilitation counselor who serve as a vocational expert, so they can get a better understanding of the value to obtaining their credential.
- Have placement coordinators for each program (Rehab, Clinical, school, psychometry) if this does not already exist. Coordinators can work with students and create a long standing relationship with site supervisors
- Add those who have a CRC on staff- Dion F. Porter, Karen Linstrum, Frank Giles

The most pressing mental health needs or gaps in services within the community the program can address

- Volunteer in the community and offer vocational services to those in need. Students could be offered extra credit for going into community schools and offering to help the school counselors, while gaining valuable experience in the process. Also, maybe mentor some students who are in need of that extra push.
- I feel that affordability issues are way too common. There are so many mentally ill people in the community that do not have insurance to cover getting care.
- Health disparities, access to care professionals, poverty

Suggestions do you have for free or low-cost workshop trainings

- Workshop training for passing the CRC exam.
- The university can host free workshops for students, while professional organizations can provide affordable online platforms.
- Provide live webinars inviting professionals to speak on current trends and updates within the profession. For those that cannot attend, record the webinars and upload them to the website.
- Conduct a Friday in person conference/workshop to offer CEUs and marketing

Professional Dispositions/Key Performance Indicators Evaluation of Program Objectives

Standards	Program Obj.	CMHC	SC	RC
Section 4: F,G		1. Clinical mental health counseling students will gain the knowledge to provide state-of-the art counseling techniques and strategies, which are grounded in sound counseling theory, while working with community and agency clientele and consumers.	1. School counseling students will gain the foundational .knowledge of school counseling, including its history, philosophy, and trends; the school counselor's role in relation to other school professions; and ethical and legal issues related to school counseling.	1. Rehabilitation counseling students will learn knowledge, history, philosophy and trends related to the Rehabilitation Counseling field.
		2. Clinical mental health counseling students will demonstrate the ability to establish culturally responsive therapeutic relationships with clients.	2. School counseling students will learn knowledge, strategies and skills for the practice of school counseling including program development and evaluation, counseling and guidance, and consultation which will prepare students to obtain licenses and certifications in the profession of school counseling.	2. Rehabilitation counseling students will learn techniques needed to be proficient practitioners, certified rehabilitation counselors and vocational evaluators within the rehabilitation counseling field.
		3. Clinical mental health counseling students will learn relevant counseling theory as well as sound	3. School counseling students will learn to foster acceptance of the uniqueness of individuals and the implications of a	3.Rehabilitation counseling students will learn advocacy strategies designed to foster for the

		ethical practices, in order to promote both the growth as well as the welfare of the community consumers whom we serve.	pluralistic school society by promoting multicultural competence, awareness and knowledge when providing services to students and clients from diverse backgrounds.	dependence and growth of persons with both physical, emotional, mental and substance-abuse related disabilities
		4. Clinical mental health counseling students will be able to demonstrate skills necessary to be an effective clinician including intake assessments, treatment planning, advocacy, developing, implementing and assessing interventions and outcomes.	4.School counseling students will be well-skilled in the full range of tasks needed to coordinate a comprehensive, developmental school counseling program that addresses the academic, career, and social-emotional development of K-12 students	

Professional Dispositions Evaluation – program faculty evaluate students on identified professional dispositions: Professional and Personal Boundaries, Openness to Feedback, Emotional Stability, Professional Behavior, Cultural Sensitivity, Ethical Attitudes and Behaviors, and Self-Awareness

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance
1	The student recognizes the boundaries and limitations of his/her competencies.	3.00	4.00	3.45	0.50	0.25
2	The Student is committed to gaining experience and expertise to increase competencies.	3.00	4.00	3.45	0.50	0.25

3	The student accepts and utilizes constructive criticism appropriately.	2.00	4.00	3.43	0.59	0.35
4	The student engages in open, comfortable, respectful, and clear communication with peers, faculty/site supervisors.	2.00	4.00	3.47	0.56	0.32
5	The student demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and others.	2.00	4.00	3.48	0.53	0.28
6	The student demonstrates honesty, fairness, and respect for others.	3.00	4.00	3.50	0.50	0.25
7	The student respects the fundamental rights, dignity, and worth of all people.	3.00	4.00	3.52	0.50	0.25
8	The student is punctual and professional.	2.00	4.00	3.30	0.61	0.38
9	The student conducts self in an ethical manner.	3.00	4.00	3.52	0.50	0.25
10	The student demonstrates good judgment.	3.00	4.00	3.52	0.50	0.25

Summary of results: Faculty evaluated students on the professional dispositions essential to counselors. The students were measured on a likert scale ranging from 1-unsatisfactory to 4 excellent. The majority of students scored in the good range.

Key Performance Indicators- Key performance indicators for the 8 core areas and each of the specialty areas have been identified. A combination of students' knowledge and skills are assessed as identified in key assessments/assignments in selected courses utilizing multiple measures across multiple points in time for each area as specified by the CACREP standards. In addition to identifying a minimum of one knowledge or skill performance indicator in each core and specialty area, programs must use "multiple measures" (at least two different types of assessment methods) across "multiple points" (across at least two points in time for each area).

Data Analysis -Mean Scores 2024-2025

CACREP Standards	Assessment 1	Number of students	Mean Score or pass rate	Assessment 2	Number of students	Mean Score or pass rate
Professional Orientation and Ethical Practice: F.1	COUN 506: Personal and Professional Counseling Paper	F'24: 14	84%	COUN 691: Final Exam	S'24: 9	90.89
	RHAB 509: Final Exam	F'24: 5	100%	RHAB 594: Final exam	Summer 25: 17 S'25:2	97.29 100%
Social and Cultural Diversity: F.2	COUN 631:Final exam	F'24: 9	95.5	COUN 578 Case Presentation	COUN 578 F'24: 12	COUN 578 100%
		S'25: 6	92.3	RHAB 577: Counseling session	S'25: 15 F'24: 7	100% 100%
Human Growth and Development: F.3	COUN 561: Developmental Case study	S'25: 21	86	CPCE	F'24: 6 F'24: 2	CMHC-100% SC-100%
				GACE	F'25: 8 S'25: 2	CMHC-100% SC-100%
Career Development: F.4	COUN 517: Final exam	F'24: 8 S'25: 14	88.25 90	CPCE	F'24: 6 F'24: 2 S'25: 8 S'25: 2	CMHC-100% SC - 100% CMHC-100% SC-100%
				RHAB 532: Job analysis assignment	Summer 25: 5	100%

Helping Relationships: F.5	COUN 571: Counseling sessions	F'24: 10	80.3%	COUN 578, COUN 678: counseling sessions/presentations RHAB 579: Final evaluations	<u>COUN 578</u> F' 24: 12 S '25: 15 <u>COUN 678</u> F 24: 3 S 25: 5 <u>RHAB 579</u> F'24:7 S'25:7	<u>COUN 578</u> 100% 100% 98 95 <u>RHAB 579</u> 100% 100%
Group Counseling: F.6	COUN 526: Group facilitation	F'24: 16 S'25: 4	100% 100%	COUN 578, COUN 678, RHAB 579 Internship Final Evaluations	<u>COUN 578</u> F'24: 8 S'25: 8 <u>COUN 678</u> F'24: 1 S'25: 3 <u>RHAB 579</u> F'24: 7 S'25:7	<u>COUN 578</u> 5.75 5.25 <u>COUN 678</u> 6.0 5.5 <u>RHAB 579</u> F'24: 100% S'25:100%
Assessment: F.7	COUN 514: Case Study Project	S' 25: 14	100%	COUN 611: Final exam RHAB 524: Final Exam	F'24: 21 S'25:14 S'25:	89.4 90.3 100%
Research and Program Evaluation: F.8	COUN 520: Personal Counseling Paper	F'24: 9	87%	COUN 585: Research Proposal Paper Research Proposal Presentation RHAB 586: Research paper	F'24: S'25: 13 F'24: 8	83% 95% 93%
Specialty Areas						

Clinical Mental Health Counseling	COUN 671: Theoretical Framework Paper	COUN 671: F'24: 12 S'25: 12	92% 98%	COUN 578: e-portfolio	COUN 578: F'24: 12 S'25: 15	92% 95%
School Counseling:	COUN 510: Comprehensive Guidance Curriculum/Program Paper + Presentation	COUN 510: S'25:0*	N/A	COUN 678: e-Portfolio	COUN 678: F'24: 3 S'25: 5	90% 90%
Rehabilitation Counseling:	RHAB 577: Theoretical Framework Paper	F'24:7	96%	RHAB 579: E-portfolio	F'24:7 S'25:6	98% 100%

Rating scale

90-100 = Exceeds standard

80-89 = Meets standard

70-79 = Approaching standard

69 and below= Developing /or not met

CPCE/GACE = pass/fail

Summary of results: Faculty evaluated the students on multiple identified assessments and the students scored in the Meets standard to Exceeds standard in all areas and the majority of the students passed the CPCE/GACE exam. Even though the results were positive, the Department plans to continue to utilize the Curriculum Mapping for all three programs in order to assess both the strengths and weaknesses of the course assessments and rubrics used within those courses.

Program Modifications

The following is the resultant program modifications from the yearly assessment 2024-2025 results (Standard 4.C).

Gap or Trend Informing Change	Modification	Driven Changes and Results
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<p>Feedback from faculty assessment meeting- regarding increasing scores in on practicum/internship midterm evaluations</p>	<p>To increase students' scores on practicum/internship midterm evaluations, faculty will continue to develop/enhance specific assignments to increase students' overall clinical skills, specifically internship/practicum and COUN 571. Additional training will be solicited from site supervisors, more free training in Crisis and other areas will be offered</p>	<p>Increase in scores on final evaluations, the faculty hopes this trend will continue. This is evident of the student's gaining proficiency in the various areas that are being taught via their Practicum experience</p>
<p>Feedback from faculty assessment meeting- regarding increasing responses on employer and graduate evaluations</p>	<p>Send out surveys to advisory board members who are employers of program graduates, send evaluations to graduates who are enrolled in the department's specialist programs.</p>	<p>Results expected next academic year 2027-2028</p>
<p>Feedback from Advisory board-Improving overall quality of the program:</p> <ul style="list-style-type: none"> ● The addition of a doctoral program would surely enhance the program and increase enrollment ● Review and update all forms and documents; keep information on website updated ● Maintain current status ● Better communication and clarity about what classes are needed each semester to stay on track and about other requirements in general 	<p>Faculty will continue working on PhD, proposal. Faculty is continuously working with the university in updating websites, requirements, and improved communication with students.</p>	<p>Results expected next academic year 2027-28</p>

<p>Feedback from advisory board- Specific suggestions for retaining/recruiting students in the traditional program</p> <ul style="list-style-type: none"> • Ensure potential students are aware of the value of attending classes in-person and participating in campus activities. • Younger students love colleges that offer numerous fun activities and social gatherings. JSU should promote the activities that will attract younger students and ensure they are aware of those activities during campus visits or social media outreach. • Build relationships with neighboring States. • Focus on highlighting the unique benefits of in-person learning while emphasizing its value with the interaction. If the specific benefits are highlighted of in-person learning, this can be an effective way to attract students. • Focus on recruiting undergraduate students 	<p>Faculty is continually working on improving recruitment efforts- participating in high school and college recruitment fairs, reaching prospective students through COEHD facebook page, and ELEVATE magazine.</p>	<p>We used the recommendations from the Advisory Board to make some updates to the recruitment process as to how we recruit our program students. We will use the recommendations to upgrade both our recruitment processes and our electronic brochures</p>
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<ul style="list-style-type: none"> ● Target bachelor level employees working in schools, mental health practices and facilities in the Jackson Metro area. ● Outreach physically on campuses as well as through social media, make scholarships and grants known 		
<p>Feedback from advisory board-Curriculum Changes</p> <ul style="list-style-type: none"> ● Vocational Aspects of Rehabilitation. This course should focus on the many benefits of becoming an Vocational Rehabilitation Counselor. This class should train students about how to serve as a vocational expert with the Social Security Administration. Also, it should train students how to effective use their CRC credential. ● Add the following courses: Addictions Counseling, Counseling for Trauma, Violence or Abuse, Human Sexuality Counseling, courses that lead to 	<p>The faculty has developed a trauma class and is continually working on offering new coursework. The department is reengaging in utilizing a cohort model as well as Degree Works to better track classes. The Department also works with program graduates/site supervisors to offer free trainings/workshops.</p>	<p>Expected in a few years</p>

<p>another certification or licensure- Life Care Planning</p> <ul style="list-style-type: none"> ● School Counseling-ASCA Model ● Offer day classes or fast tracking options 		
<p>Feedback from advisory board-Suggestions for improving internship sites:</p> <ul style="list-style-type: none"> ● Mississippi State Hospital--Mental health counseling training ● JSU could send students out to work with a vocational rehabilitation counselor who serve as a vocational expert, so they can get a better understanding of the value to obtaining their credential. ● Have placement coordinators for each program (Rehab, Clinical, school, psychometry) if this does not already exist. Coordinators can work with students and create a long standing relationship with site supervisors 	<p>The department is continuously building partnerships for new internship training sites</p>	<p>The recommendations from the Advisory Board are being used to both add new internship sites and to improve the way that we keep our files, Internship logs and time sheets and other important clinical documents. The conversion to electronic documents was also a recommendation from the CACREP Site Review team pertaining to Practicum and Internship documentation.</p>

<ul style="list-style-type: none"> • Add those who have a CRC on staff- Dion F. Porter, Karen Linstrum, Frank Giles 		
<p>Feedback from advisory board-The most pressing mental health needs or gaps in services within the community the program can address</p> <ul style="list-style-type: none"> • Volunteer in the community and offer vocational services to those in need. Students could be offered extra credit for going into community schools and offering to help the school counselors, while gaining valuable experience in the process. Also, maybe mentor some students who are in need of that extra push. • I feel that affordability issues are way too common. There are so many mentally ill people in the community that do not have insurance to cover getting care. 	<p>Students engage in volunteerism through class assignments and internship.</p>	<p>The data is being used to assist us in developing strategies for both our faculty and student body for improving and strengthening our relationships and collaborations with the surrounding Jackson area community and the mental health services therein.</p>

<ul style="list-style-type: none"> • Health disparities, access to care professionals, poverty 		
<p>Feedback from advisory board- Suggestions do you have for free or low-cost workshop trainings</p> <ul style="list-style-type: none"> • Workshop training for passing the CRC exam. • The university can host free workshops for students, while professional organizations can provide affordable online platforms. • Provide live webinars inviting professionals to speak on current trends and updates within the profession. For those that cannot attend, record the webinars and upload them to the website. • Conduct a Friday in person conference/workshop to offer CEUs and marketing 	<p>Faculty, site supervisors , community partners regularly make students aware of free or low-cost workshop trainings. Students are invited to engage in presenting research at counseling conferences- WOODALL CONFERENCE, MCA, JSU RESEARCH FORUMS</p>	<p>The data and recommendations received allowed us to seek and obtain new cost efficient and even free innovative training for both our faculty and student body. We are now able to access many of these workshops via a virtual platform with many being at no cost to the Department.</p>

