



Jacksonville University Clinical Mental Health Counseling Program 2024-2025 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 (CACREP) requires that programs make certain information publicly available each year. The following data was obtained from program records, graduate surveys, Center for Credentialing and Education (CCE), Tevera, and reports from the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

Program Summary, Academic Year 2024-2025

Enrolled students	Total = 83 <i>*First year students started N=45; first year student retention rate 40/45 (Palm Coast = 40; Arlington = 43)</i>
Number of program graduates	39 (Arlington = 18; Palm Coast = 21)
**Program completion rate	39/44 (89%)
**Employment rate	100% (N=39)
Counselor Preparation Comprehensive Exam pass rate	100% (N=39)
*+National Clinical Mental Health Counseling Examination (NCMHCE) Pass Rate	95% (N=20)
National Counseling Examination (NCE) Pass Rate	100% (N=1)
*+Percentage of graduates who are currently employed in mental health counseling and/or MFT positions	41% (N=12)

*Reports generated for AY 24-25: Fall 2024, Spring 2025, Summer 2025

** Program completion rate indicates proportion of students who complete degree requirements within expected time to degree (6 semesters for full-time MS students).

***Employment rate indicates proportion of alumni reporting who desired employment and who were employed or engaged in full-time advanced academic study within six months of graduation. Many graduates secure employment prior to graduation.

*+ Of the alumni reporting

Program Objectives and Major Program 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 2024-2025 academic year, the CMHC faculty engaged in the following major program activities and modifications:

Program Accomplishments and Recognition

- JU CMHC Advisory Board, a group of stakeholders that includes alumni and community leaders in the mental health field met biannually to discuss current challenges and future directions for the profession. In 2024, Board members shared insights into pressing community needs, such as increased demand for crisis management, the impact of social media and AI on mental health, and the need for enhanced diversity among mental health professionals.
- The JU CMHC program received national recognition with two awards in 2024:
 - 2024 Southern Association for Counselor Education and Supervision Outstanding Master's Counselor Education Program Award. The award distinguishes our program as one that demonstrates outstanding pre- service and in-service training in core and specialty areas. SACES is the premier organization of the southern region dedicated to quality education and supervision of counselors in all work settings.
 - 2024 Innovation in Counseling: Counselor Education Community Engagement Award from the National Board for Certified Counselors (NBCC), a leading organization for professional development in the field of counseling. The award recognizes our department's community engagement and reciprocity across the curriculum, through direct engagement, and through collaborative scholarship. NBCC will also be highlighting the department's work as part of an article to be featured in their NBCC Visions newsletter.
- Drs. Michelle Ellis and Kelley Holladay received tenure and promotion to Associate Professor in May 2025.
- The JU Center for Men's Mental Wellness (CMMW) is committed to providing culturally responsive care to men through counseling, education, and advocacy; whereby, we inspire and empower all men to live longer, healthier, and happier lives. Since opening in September 2023, clinical mental health counseling master's students have provided 125 hours of counseling services to uninsured men at the JU CMHC Center for Men's Mental Wellness. Detailed information about the Men's Center can be found on our website: <https://www.ju.edu/mentalhealth/mens-mental-wellness-clinic.php>

Program Modifications

- Due to institutional financial changes, JU Academic Affairs leadership determined that the Palm Coast teaching site would close in December 2025. In response JU CMHC leaders communicated the site closure to students, community stakeholders, and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) between October 28-November 4, 2024, respectively. A teach out plan was submitted to CACREP by the November 15, 2024, deadline and received approval without conditions on March 3, 2025. Town halls were held for current students to express concerns and ask questions about the site closure.
- In August 2025, the Graduate Certificate in Play Therapy graduated a cohort of 4 students. Due to institutional financial changes, the certificate program was terminated by the university in April 2025. In response, communication was sent to existing students, incoming students, and community stakeholders. Town halls were held for students, and a teach out program for current students enrolled in the graduate certificate was created and approved by JU Academic Affairs.
- Due to institutional financial changes, two JU CMHC faculty lines were non-renewed for AY 25-26. Despite this faculty reduction, JU CMHC remains in compliance with CACREP's 12:1 student-to-faculty ratio with 7 core faculty.

Clinical Service Provision

- The members of the 2025 graduating cohort (N=39) provided over 27,000 hours of mental health counseling to individuals, groups, families, and couples at 28 different sites providing mental health counseling in the greater Northeast Florida community.
- The CMHC program currently holds 32 active affiliation agreements with community agencies and organizations serving Duval, Nassau, Clay, St. Johns, Flagler, and Volusia counties.

Accreditation Updates

- In July 2024, CACREP updated their accreditation standards to the [2024 Standards](#). Programs will have two years to fully incorporate and implement the new standards. The JU CMHC program is working to align our programs policies, procedures, and curriculum to address the 2024 Standards to maintain our accreditation status. The JU CMHC program was first accredited in Arlington in 2019 and later accredited for the addition of the Palm Coast site in 2021. We are currently accredited through October 31, 2027. Dr. Ne'Shaun Borden, JU CMHC CACREP liaison, is leading the preparation of the reaccreditation self-study report due in April 2026 and for a subsequent reaccreditation site visit.

Activities of the Eta Upsilon Chapter of Chi Sigma Iota International

- Thirty-seven new members were inducted in 2025, an increase from 34 new members in 2024. A total of 10 officers were inducted into the Eta Upsilon Chapter of CSI in April of 2025, an increase from 8 officers inducted in June 2024.
- Drs. Kelley Holladay and Ne'Shaun Borden served as the Chapter Faculty Advisors. Under their leadership, the chapter was formally recognized by JU's Student Government Association (SGA) to streamline its budgeting and purchasing processes, and to have a designated ECHO page.

- The newly inducted CSI leadership board is focused on developing a mentorship program for first year students and increasing cohort cohesion through networking events.

Program Evaluation & Findings

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, linked [here](#). Each program objective is paired with an associated Key Performance Indicator (KPI) and evaluation plan. In addition to course-embedded assignments, student and employer postgraduation surveys, and site supervisor evaluations, student and program evaluation also incorporates a faculty-developed student dispositions assessment and faculty-rated CCS-R. 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 and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Student Disposition Assessment & Counselor Competencies Scale-Revised (CCS-R)

The CMHC program uses a Student Disposition Form and the Counseling Competency Scale Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) to assess student aggregate level data related to the development of counseling skills and dispositions for 4 out of 7 program objectives and 4 out of 9 Key Performance Indicators. At the end of semester 1, students meet individually with their faculty advisors to discuss their disposition development. The faculty then meet and complete a Student Disposition Form for each student. In semester 5, the faculty meet as a group to discuss and complete a Faculty CCS-R for each student. At this specified time point, faculty share the student's CCS-R data in Tevera and offer to meet one-on-one to provide feedback to the student. Aggregate Student Disposition data for first year students is reflected in the chart below. Aggregate student data for second year students is also reflected below based on the two parts of the CCS-R, Part I: Counseling Skills and Therapeutic Conditions and Part II: Counseling Dispositions and Behaviors. Part I includes 12 items on a 5-point Likert scale and part II includes 11 items on a 5-point Likert scale. The chart shows the average scores for the 2nd year cohort within the program for Part I and Part II of the CCS-R.

Year 1: Student Disposition Assessment Aggregate Data

Dispositions Assessed	Exemplary	Proficient	Developing
Attendance and punctuality	76%	22%	2%
Ethical Behavior	82%	16%	2%
Professionalism	69%	22%	9%
Use of feedback from faculty & peers	67%	22%	11%
Initiative	78%	18%	4%
Personal performance expectations	71%	24%	4%
Time Management	76%	18%	2%
Respect and openness to diversity	78%	22%	0%
Verbal Skills	80%	20%	0%
Writing Skills	80%	16%	4%

Year 2: Faculty CCS-R Assessment Aggregate Data

CCS-R Section	CCS-R Rating	Year 2 (Class of 2025; N=39)
Part I: Counseling Skills & Therapeutic Conditions Includes assessment of nonverbal skills, encouragers, questions, paraphrasing, reflection of feelings, summarizing, advanced reflection-meaning, confrontation, goal setting, focus of counseling, empathy and caring, respect and compassion	*Unable to observe	0%
	Harmful	0%
	Below Expectations/Unacceptable	0%
	Near expectations/Developing competency	11%
	Meets expectations/Demonstrates competency	70%
	Exceeds expectations/Demonstrates competency	19%
Part II: Counseling Dispositions & Behaviors Includes assessment of professional ethics, professional behavior, professional and personal boundaries, knowledge and adherence to site and course policies, record keeping and task completion, multicultural competence in the counseling relationship, emotional stability and self-control, motivated to learn and grow/initiative, openness to feedback, flexibility and adaptability, congruence and genuineness	Unable to observe	0%
	Harmful	0%
	Below Expectations/Unacceptable	0%
	Near expectations/Developing consistency	9%
	Meets expectations/Demonstrates competency	61%
	Exceeds expectations/Demonstrates competency	30%

Course Evaluations

The following summary incorporates data from Fall 2024, Spring 2025, and Summer 2025. 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. Aggregate data on faculty in each of the categories outlined by the IDEA rating form is outlined in the table below.

Summary of IDEA Evaluation, JU CMHC Faculty

	Fall 2024		Spring 2025		Summer 2025	
	Average	Unit Score	Average	Unit Score	Average	Unit Score
A) Summary	4.4	55	4.6	58	4.2	52
B) Progress on relevant objectives	4.6	53	4.6	58	4.5	48
C) Excellent teacher	4.6	55	4.8	58	4.5	53
D) Excellent course	4.4	57	4.6	58	4.2	56

Average: 5 = Very effective, 4 = effective, 3 = moderately effective, 2 = somewhat effective, 1 = ineffective
 Converted Average: 63 or higher = Highest 10%, 56-62 = Next 20%, 45-55 = Middle 40%, 38-44 = Next 20%, 37 or lower = Lowest 10%

Counselor Preparation Comprehensive Exam (CPCE)

The table below represents the results on the CPCE in Summer 2024 for Jacksonville University's Class of 2025 CMHC program. Passing the CPCE means achieving a total score that is within one (1) standard deviation of the national mean for non-exit exam total scores and achieving a score that is within one (1) standard deviation of the national mean on at least four (4) of the eight (8) content areas. The mean JU student scores are listed below along with the CPCE National Descriptive Statistics including mean, standard deviation, and passing score. Considering specific content areas, Jacksonville University CMHC students excelled in 3 of the 8 content areas (C1: Professional Counseling Orientation & Ethical Practice, C5: Counseling & Helping Relationships, and C6: Group Counseling & Group Work. Scores in other content areas show that our students are scoring comparable to the national mean. Our overall program mean score was on par with the national mean and significantly higher than the required passing score.

CPCE Results by Content Area, Class of 2025, Summer 2024

Content Area	Mean	Standard Deviation	Passing Score	Program Mean Score
C1: Professional Counseling Orientation & Ethical Practice	11.57	3.32	8	13.29
C2: Social & Cultural Diversity	10.63	2.55	8	10.15
C3: Human Growth & Development	11.66	2.98	9	11.00
C4: Career Development	11.57	2.68	9	11.68
C5: Counseling & Helping Relationships	10.72	3.3	7	11.44
C6: Group Counseling & Group Work	10.72	2.67	8	12.00
C7: Assessment & Testing	11.06	2.03	9	10.73
C8: Research & Program Evaluation	12.48	2.25	10	11.66
Total Score	90.45	17.62	73	91.95

Survey of Graduating Students, Employers and Site Supervisors

Once per year, the CMHC program sends out surveys to graduating students, employers of program graduates, and clinical supervisors of current and past students. In 2025, 31% (N=12) of graduating students completed the Exit Interview survey, 0 employers completed the Employer Survey, 13 alumni completed the Alumni Survey, and 15 clinical supervisors completed the Site Supervisor Survey. Graduating students and employers were asked to indicate whether the JU CMHC program fell below their expectations, met their expectations, or exceeded their expectations on the seven program objectives. Additionally, Employers and Site Supervisors were asked additional questions aimed at gathering information regarding JU CMHC student's clinical preparation. The tables below indicate the percentage of those who responded in each category. Graduating students were also asked to provide information regarding their plans post-graduation. A table outlining the results of each of these surveys is listed below.

Graduating Student Survey	Class of 2025 (N=12; 31% response rate)
Percentage of students who have established employment or will be seeking higher education post-graduation	42%
Percentage of students who plan to take the National Clinical Mental Health Counseling Examination (NCMHCE) within 6 months post-graduation	92%
Percentage of students who plan to stay in Northeast Florida within 6 months post-graduation	92%

Survey Results for Employers of Program Graduates and Clinical Supervisors				
Respondent: Employers (N=0) Site Supervisors (N=15)				
Question	Exceeded Expectations	Met Expectations	Below/Does not meet Expectations	Did not Observe
Apply ethical standards in mental health counseling research and practice.	20%	67%	7%	7%
Accurately interview, assess and identify clients' problems.	20%	67%	7%	7%
Ability to establish and maintain a therapeutic relationship that facilitates progress in counseling.	27%	67%	0%	7%
Understanding of counseling techniques, client dynamics, and counseling theories.	13%	80%	0%	7%

Ability to accurately diagnose mental illness using DSM-5.	13%	80%	0%	13%
Ability to use procedures for assessing and managing suicide risk.	0%	66.7%	13%	20%
Professional conduct - maintaining appropriate personal and professional boundaries.	53%	33%	7%	7%
Counseling skills in facilitating clients' exploration of their thoughts and feelings, in facilitating insight that leads to change	27%	60%	7%	7%
Ability to conduct and interpret counseling assessments	27%	53%	7%	13%
Ability to apply counseling theories and techniques to clinical interventions.	27%	53%	13%	7%
Ability to manage developmental issues (age/stage appropriate interventions) when counseling.	20%	67%	7%	7%
Shows cultural competence in working with diverse groups.	27%	67%	0%	7%
Ability to articulate their approach to counseling and develop a plan for addressing client concerns.	27%	53%	13%	7%
Ability to make good use of supervision	47%	47%	0%	7%
Ability for self-awareness, personal growth, and self-care.	40%	40%	13%	7%
Overall, how would you rate the academic preparation of JU CMHC graduates?	47%	47%	0%	7%
Overall, how would you rate the clinical training of JU CMHC graduates?	40 %	47 %	0%	7%

*Please note that we did not receive any employer responses to this year's survey requests; therefore, employer data is not included in this chart.

Survey Results for Graduating Students and Employers				
Respondent: Graduating Students, Class of 2025 (N=12); Employers (N=0)				
Program Objective	Exceeded Expectations	Met Expectations	Below Expectations	Did not observe
Your/Student's ability to demonstrate holistic and multicultural skills in working with diverse populations across the human life span.	42%	50 %	8.3%	N/A
Your/Student's ability to apply evidenced-based practices in treatment planning and counseling processes.	33.3%	58.3%	8.3%	N/A
Your/Student's ability to apply ethical standards in mental health counseling research and practice.	66.7%	33%	0%	N/A
Your/Student's ability to accurately interview, assess and identify clients' problems.	41.6%	58.3%	0%	N/A
Your/Student's ability to monitor personal reactions to clients and peers while assessing your interpersonal impact on others.	50%	33.3%	16.7%	N/A
Your/Student's ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.	58.33%	41.66%	0%	N/A
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.	25%	41.66%	33.33%	N/A

*Please note that we did not receive any employer responses to this year's survey requests; therefore, employer data is not included in this chart.

Report Summary

Annually, the JU CMHC program publishes a report to demonstrate accountability, transparency, continuous improvement, and to inform systemic program changes. It's a vital tool for communicating the program's health and progress to a wide range of stakeholders. The program evaluation data for the 2024-2025 academic year reflects continued growth in student enrollment, community partnerships, and clinical impact and emphasizes a strategic realignment of resources that promotes excellence and sustainability. Between 2019-2024, the number of enrolled students in the JU CMHC program increased, and program graduates increased, totaling 193 graduated students in 6 years. Regarding clinical impact, in the past year, JU CMHC students provided over 27,000 hours of mental health counseling to individuals, groups, families, and couples in Northeast Florida.

During the 2024-2025 academic year, we enrolled 52 students, our highest number of first-year students, across the Arlington and Palm Coast learning sites. We retained students at a rate of 90%. We graduated 39 students and honored four students who completed the second class of the Play Therapy Graduate Certificate program.

This academic year, our program underwent restructuring of its faculty resources to align with the university's long-term vision. This process allowed us to refocus on key areas of clinical practice and research, ensuring our curriculum remains at the forefront of the mental health field. Similarly, the Graduate Certificate in Play Therapy was terminated due to university budget realignment to concentrate our resources and expertise on our core mission and our flagship programs. By streamlining our offerings institutionally, JU's aim is to provide a robust and specialized experience for our students, ensuring they graduate with the skills and knowledge most in demand.

Findings from surveys of our graduating students and site supervisors indicate that we are either exceeding or meeting program objectives. Supervisors qualitatively share that our students are consistently prepared for the roles and responsibilities of the field. Graduating students share that they have confidence in their counseling skills and professional dispositions. On the comprehensive exam, students excelled in several content areas. Overall, our students are scoring at a mean of 91.95, exceeding the overall national mean of 90.45. Graduating students also share that they value relationships with the faculty. Aggregate faculty evaluation data show that faculty is between "very effective" and "effective" on all content areas assessed. The findings show that the faculty rank consistently in the next highest range of "excellent teacher".

Student Disposition and CCS-R data indicate that most students met or exceeded expectations in the 'Counseling Skills and Therapeutic Conditions' and 'Counseling Dispositions & Behaviors' sections of these faculty-scored scales. As faculty, we recognized the importance of providing dispositional feedback early in the program and have implemented a faculty-developed student disposition assessment during the first year. In addition to the CCS-R completed by faculty, students use the CCS-R for self-assessment, and site supervisors apply it to evaluate students' counseling skills and professional competency development in their second year. By incorporating feedback from multiple perspectives, the CCS-R serves as a valuable tool for promoting objective growth in student competencies and offers faculty and supervisors a shared language for delivering targeted feedback and identifying areas for remediation when necessary.

In 2025-2026, the CMHC program will contribute to the success of our students by collaborating with key community stakeholders, including the CMHC Advisory Board. We will offer an updated Strategic Plan, which has an emphasis on the stabilization of the program, growth through distance learning and professional development, and the integration of artificial intelligence and technology. We will continue to promote the JU Men's Center for Mental Wellness and our students by seeking external funding for operational and scholarship support. The annual report reflects a demonstration of resilience, growth, and unwavering dedication to students and the counseling field. As we move forward, we are committed to nurturing the next generation of compassionate and skilled mental health professionals and achieving new milestones together.