



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

Program Mission

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

Vital Statistics

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that programs make certain information publicly available each year. The following data was obtained from program records, graduate surveys, Counselor Education Comprehensive Exam (CECE), Tevera, and reports from the Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling.

Program Summary

Cohort 6 started with 26 students in the Fall of 2020. All but one student from Cohort 6 remains enrolled in the program. The one student who is no longer enrolled moved to a new state. Cohort 5 started with 24 students in Fall of 2019 and the program graduated, 22 of 24 students in August 2021. One student from Cohort 5 will complete a final course in the 2021 Winter Term. The other student who is no longer enrolled was dismissed from the program.

	*Academic Year 2020-2021 Fall 2020, Spring and Summer 2021
Number of currently enrolled students	Total = 48 Class of 2021= 23 Class of 2022 = 25
Number of program graduates	Class of 2021 =22
**Program completion rate	22/24 (91.7%)-Class of 2021
***Employment rate	9/9 (100%)
Counselor Preparation Comprehensive Exam pass rate	24/24 (100%) Class of 2021
*+National Clinical Mental Health Counseling Examination (NCMHCE) Pass Rate	6/6 (100%)
*+Percentage of graduates who are currently employed in mental health counseling positions	9/9 (100%)

*Reports generated for Fall 2021.

** 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 Activities

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

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

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

- Several program items and resources were adjusted in response to COVID-19 in 2020, and subsequently discontinued in 2021:
 - In 2020, many students serving in their Internship I and Internship II placements moved to telemental health counseling provision and supervision. During this time, the CMHC program faculty offered training on ethical telemental health service delivery for students and monitored state laws and best practices regarding telemental health service delivery and virtual clinical supervision.
 - The CMHC program moved to an online (hybrid synchronous and asynchronous) format beginning in March 2020 and through the Summer 2020 semester. Traditional hybrid classes resumed in Summer 2021.
 - Handbooks and syllabi were updated with new policies developed by the university related to COVID-19. These include updates to clinical and classroom requirements to maintain social distancing and wearing appropriate PPE on campus and in clinical sites. These policies remain in place.
- The Eta Upsilon chapter of Chi Sigma Iota continued to grow its membership and activities. We inducted 14 new members and installed 4 officers in May 2021. Due to COVID-19, our initiation ceremony was conducted virtually in May 2021 and Ms. Ashlei Rabess, MA, LAPC, NCC served as our initiation speaker. Many students' family and friends joined virtually to congratulate the new members and officers.
- We added 20 new Practicum and Internship sites within the Northeast Florida area
- Faculty provided academic and educational training online at various conferences throughout the year
- Developed and submitted a CACREP Substantive Change Report, adding the JU CMHC Palm Coast site as part of the JU CMHC accredited program in April 2021
- Received accreditation approval of the Palm Coast site in August 2021
- Began offering classes at the Palm Coast site in August 2021 (Cohort N=23)
- Several program faculty changes occurred during the academic year as outlined below:
 - We hired three full-time, tenure earning faculty members in the summer of 2021. Two faculty members will be the primary faculty members for the Palm Coast site.
 - Dr. Natalie Indelicato stepped down as Clinical Director
 - Dr. Michelle Mitchell is now serving as Clinical Director in Jacksonville and Dr. Ne'Shaun Borden is serving as Clinical Director in Palm Coast
 - Dr. Kelley Holladay is serving as Program Coordinator for the Palm Coast site

Program Evaluation

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

Objectives, Key Performance Indicator, and Evaluation Plan

Key Performance Indicator (KPI)	CACREP Standard	Time point	Location in program curriculum	Skill measurement	Knowledge measurement	Program Aggregate Data
Program Objective 1.) Monitor personal reactions to clients and peers while assessing interpersonal impact on others.						
PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	2.F.1.i.-- Students will understand ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	K1	MHC 502 Legal Ethical & Professional Standards, Fall 1/Semester 1		Code of Ethics Paper Rubric	Code of Ethics Paper Rubric mean scores, CECE group mean scores, CCS-R group mean scores
		K2	Summer 1/Semester 3		CECE	
		S1	Faculty review meeting, Summer 1/Semester 3	CCS-R (Faculty)		
		S2	Faculty review meeting, Spring 2/Semester 5	CCS-R (Faculty)		
Program Objective 2.) Demonstrate holistic and multicultural skills in working with diverse populations across the human life-span.						
SOCIAL & CULTURAL DIVERSITY	2.F.2.b-- Students will demonstrate competency of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	K1	MHC 509 Social and Cultural Foundations of Counseling, Summer 1/Semester 3		Cultural Immersion Project Rubric	Cultural Immersion Project Rubric, CECE mean scores, CCS-R group mean scores
		K2	Summer 1/Semester 3		CECE	
		S1	Faculty review meeting, Summer 1/Semester 3	CCS-R (Faculty)		
		S2	Faculty review meeting, Spring 2/Semester 5	CCS-R (Faculty)		

Program Objective 3.) Highlight the interactive dynamics in a household and among extended family and society as individual's developmental needs align or conflict with each other.						
HUMAN GROWTH & DEVELOPMENT	2.F.3.f-- Students will demonstrate an understanding of systemic and environmental factors that affect human development, functioning, and behavior	K1	MHC 501 Human Growth and Development, Fall 1/Semester 1		Critical Incident Paper Rubric	Critical Incident Paper Rubric mean scores and CECE group mean scores
		K2	Summer 1/Semester 3		CECE	
Program Objective 4.) Demonstrate ability to communicate recognized resiliencies and strengths of clients in treatment planning and counseling.						
COUNSELING & HELPING RELATIONSHIPS	2.F.5.f-- Students will demonstrate an understanding of counselor characteristics and behaviors that influence the counseling process	K1	Summer 1/Semester 3		CECE	CECE group mean scores and CCS-R group mean scores
		S1	Faculty review meeting, Summer 1/Semester 3	CCS-R (Faculty)		
		S2	Faculty review meeting, Spring 2/Semester 5	CCS-R (Faculty)		
Program Objective 5.) Apply evidenced-based practices in treatment planning and counseling processes.						
ASSESSMENT & TESTING	2.F.7.f-- Students will demonstrate ability to understand and apply basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	K1	Summer 1/Semester 3		CECE	Clinical Evaluation Report and Presentation Rubric mean scores and CECE group mean scores
		S1	MHC 508 Individual Evaluation and Assessment, Summer 1/Semester 3	Clinical Evaluation Report & Presentation Rubric		
Program Objective 6.) Apply ethical standards in mental health counseling research and practice.						
RESEARCH & PROGRAM EVALUATION	2.F.8.j.-- Students will provide evidence indicating an understanding of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	K1	MHC 505 Behavioral Research and Evaluation, Spring 1/Semester 2		Research Symposium Paper Rubric	Research symposium paper Rubric and Research symposium project presentation rubric mean scores, CECE group mean scores
		K2	Summer 1/Semester 3		CECE	
		S1	MHC 505 Behavioral Research and Evaluation, Spring 1/Semester 2	Research symposium project Presentation Rubric		
Program Objective 7.) Accurately interview, assess and identify clients' problems.						
ENTRY LEVEL SPECIALTY CLINICAL MENTAL HEALTH COUNSELING	5.C.-- Students will demonstrate the knowledge and skills necessary to address foundations, contextual dimensions, and practice within the context of clinical mental health counseling.	K1	MHC 506 Diagnosis and Treatment of Psychopathology		Psychopathology Final Exam Rubric	Psychopathology Final Exam Rubric mean scores, CCS-R group mean scores
		S1	Faculty review meeting, Summer 1/Semester 3	CCS-R (Faculty)		
		S2	Faculty review meeting, Spring 2/Semester 5	CCS-R (Faculty)		

Program Evaluation Findings

Course Evaluations

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

Summary of IDEA Evaluations Means for all Faculty

	Fall 2020		Spring 2021		Summer 2021	
	Average	Converted Average	Average	Converted Average	Average	Converted Average
A) Summary	4.5	57	4.5	57	4.6	58
B) Progress on relevant objectives	4.2	54	4.3	55	4.3	55
C) Excellent teacher	4.8	58	4.7	56	4.9	60
D) Excellent course	4.6	58	4.6	59	4.8	61

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 Education Comprehensive Exam (CECE)

The table below represents the results on the CECE in August 2020 for Jacksonville University’s Class of 2021 CMHC program (N=23). Passing the CECE 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 CECE National Descriptive Statistics including mean, standard deviation, and passing score. On this exam, 100% (N=23) passed the test on their first attempt.

Considering specific content areas, Jacksonville University CMHC students excelled in four of the eight content areas (C3: Helping Relationships, C4: Group Work, C5: Career Development and C6: Assessment). Scores from other content areas show that our students are scoring comparable to the national mean. However, given the overall threshold for passing (59/120), improvement in overall score and in each section will be a goal for the program.

CECE Results by Content Area, Class of 2021

Content Area	National Mean	National Std Deviation	JU Mean	JU Passing Score
C1: Human Growth and Development	9.58	2.25	9.43	7
C2: Social & Cultural Diversity	10.95	2.07	10.56	9
C3: Helping Relationships	9.71	2.77	10.21	7
C4: Group Work	9.38	2.38	10.52	7
C5: Career Development	9.67	2.69	11.17	7
C6: Assessment	8.13	2.66	9.69	6
C7: Research & Program Evaluation	7.56	2.78	8.08	5
C8: Professional Orientation & Ethical Practice	8.68	2.59	8.82	6
Total Score	73.65	14.33	78.39	59

Counselor Competencies Scale-Revised (CCS-R)

The CMHC program began utilizing the Counseling Competency Scale Revised (CCS-R; Lambie, Mullen, Swank, & Blount, 2015) in Spring 2018 to assess student and 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. Faculty meet twice a year as a group to complete the CCS-R for each student. Students are assessed once in year 1 (semester 3) and once in year 2 (semester 5) of their program. At each time point, faculty share the CCS-R data with the student via Tevera and offer to meet one-on-one to go over the results of the CCS-R with the student. There are 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 below shows the average scores for each cohort within the program for Part I and Part II of the CCS-R.

CCS-R Section	CCS-R Rating	Year 1 (Class of 2022) (N=25)	Year 2 (Class of 2021) (N=22)
Part I: Counseling Skills & Therapeutic Conditions Includes assessment of nonverbal skills, encouragers, questions, paraphrasing, reflection of feelings,	*Unable to observe	0%	0%
	Harmful	0%	0%
	Below Expectations/Unacceptable	0%	0%
	Near expectations/Developing competency	44.6%	2.0%

<p>summarizing, advanced reflection-meaning, confrontation, goal setting, focus of counseling, empathy and caring, respect and compassion</p> <p>Part II: Counseling Dispositions & Behaviors</p> <p>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</p>	Meets expectations/Demonstrates competency	55.0%	37.0%
	Exceeds expectations/Demonstrates competency	0%	61.0%
	Unable to observe	0%	0%
	Harmful	0%	0%
	Below Expectations/Unacceptable	0%	0%
	Near expectations/Developing consistency	6.2%	0.4%
	Meets expectations/Demonstrates competency	93.8%	20.6%
	Exceeds expectations/Demonstrates competency	0%	79.0%

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. Once survey information is returned (approximately 1-3 weeks after it is sent), a faculty meeting is used to review the information obtained from the surveys, which helps to inform program modifications and assists the CMHC faculty in evaluating program objectives. In 2021, 15 out of 22 graduating students completed the Exit Interview survey, 2 employers completed the Employer Survey, and 5 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 8 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 2021 (N=15)
Percentage of students who have established employment or will be seeking higher education post-graduation	87%
Percentage of students who plan to take the National Clinical Mental Health Counseling Examination (NCMHCE) within 6 months post-graduation	73%
Percentage of students who plan to stay in Northeast Florida within 6 months post-graduation	93%

Survey Results for Employers of Program Graduates and Clinical Supervisors

Question	Respondent Employers (N=2) Site Supervisors (N=5)	Exceeded Expectations	Met Expectations	Below Expectations	Did not Observe
1. Accurately interview, assess and identify clients' problems.	Employers	50%	50%	0%	0%
	Site Supervisors	20%	60%	0%	20%
2. Ability to establish and maintain a therapeutic relationship that facilitates progress in counseling.	Employers	50%	50%	0%	0%
	Site Supervisors	40%	60%	0%	0%
3. Understanding of counseling techniques, client dynamics, and counseling theories.	Employers	50%	50%	0%	0%
	Site Supervisors	20%	80%	0%	0%
4. Ability to accurately diagnose mental illness using DSM-5.	Employers	50%	50%	0%	0%
	Site Supervisors	20%	40%	20%	20%
5. Ability to use procedures for assessing and managing suicide risk.	Employers	50%	50%	0%	0%
	Site Supervisors	50%	50%	0%	0%
6. Professional conduct - maintaining appropriate personal and professional boundaries.	Employers	50%	50%	0%	0%
	Site Supervisors	80%	20%	0%	0%
7. Overall, how would you rate the academic preparation of JU CMHC graduates?	Employers	50%	50%	0%	0%
	Site Supervisors	60%	40%	0%	0%
8. Overall, how would you rate the clinical training of JU CMHC graduates?	Employers	50%	50%	0%	0%
	Site Supervisors	60%	40%	0%	0%

Survey Results for Graduating Students and Employers

Program Objective	Respondent Graduating Students, Cohort 6 (N=15) Employers (N=2)	Exceeded Expectations	Met Expectations	Below Expectations	Did not observe
1. Your/Student's ability to demonstrate holistic and multicultural skills in working with diverse populations across the human life span.	Graduating Students	53%	47%	0%	N/A
	Employers	50%	50%	0%	0%
2. Your/Student's ability to apply evidenced-based practices in treatment planning and counseling processes.	Graduating Students	53%	47%	0%	N/A
	Employers	50%	50%	0%	0%

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

Summary of Key Findings and Related Changes

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

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

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

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

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

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

Finally, the graduating student, site supervisor, and employer surveys provided excellent feedback on the CMHC program. Of students who responded to the Exit Interview survey for graduating students, 100% reported that the CMHC program met or exceeded their expectations with regards to the relevant program objectives. This is consistent with last year’s data. All of the employers and site supervisors who responded to the survey provided feedback that the academic preparation and clinical training of JU CMHC graduates, at minimum, met their expectations. The three exceptions to this feedback are in the areas of diagnosing, assessing, and managing developmental issues where 20% of those responding indicated that the students were below expectations in this area. In order to increase scores in these areas, we will actively work with the students to provide feedback in the assessment and diagnosis course, the practicum and internship courses, and on the CCS-R to improve these skills with our students.

In reviewing the summary of this data, the JU CMHC program is continuing to improve through program modifications from data gathered from alumni, graduating students, site supervisors, and employers. We also are improving scores on the CECE and the CCS-R as each cohort progresses through the program. Faculty evaluations are also reviewed to assist in decision making for changes to course content and faculty roles. In 2020-2021, the CMHC program will work to improve student professional conduct through examining these behaviors in clinical work and in the classroom and providing feedback to improve the student’s awareness of the importance of professional conduct and boundary setting as an important counseling skill. Overall, given the tremendous impact that COVID-19 had on the country, the university, and the clinical sites, the JU CMHC faculty

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

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