



COLLEGE OF
PROFESSIONAL ADVANCEMENT

Department of Counseling
Clinical Mental Health Counseling Program

Annual Report for CACREP Accredited Programs
Program Assessment and Evaluations

2018-2019

Clinical Mental Health Counseling Annual Program Report

The Master of Science degree in Clinical Mental Health Counseling (CMHC) is designed to prepare students to function as counselors in a variety of community settings including mental health centers, community agencies, hospitals, private practices, residential treatment centers, Department of Corrections, drug treatment centers, and other helping or human services oriented programs.

Mental health is a broad field with a wide range of career choices. Working with individuals and groups of all ages, health professionals in this field help children, adolescents and adults deal with a variety of life stresses and problems, including addiction/substance abuse; problems with self-esteem; aging-related mental health issues; family, parenting or marital problems; grief, anger, or depression; and other emotional or behavioral issues. Mercer University positions you for a career helping others through its Master of Science in Clinical Mental Health Counseling. The program includes an intensive internship experience that provides students with opportunities to interact with a variety of clients in extended counseling relationships and situations under close supervision.

The CMHC program at Mercer University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2009.

Enrollment

The demographic data for students enrolled in the CMHC program during 2018-2019 provided below:

College of Professional Advancement CMHC Program			
Race/Ethnicity	Females	Males	Totals
American Indian or Alaska Native	1	0	1
Asian	10	2	12
Black or African American	94	4	98
Hispanic/Latino	7	4	11
Nonresident Alien	1	0	1
Two or more races	2	0	2
Unknown	19	3	22
White	74	18	92
Grand Total	208	31	239
Age	Females	Males	Totals
< 25	49	4	53
25-29	84	11	95

30-34	17	9	26
35-39	16	2	18
40-44	14	1	15
45-49	16	1	17
50 and Over	12	3	15
Grand Total	208	31	239

Acceptance Rates

For the calendar year of 2018-2019, the CMHC program admitted 31% of the students who applied.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
2018 Summer	48	40	12	9	30%
2018 Fall	309	202	54	48	27%
2019 Spring	138	68	34	25	50%
TOTALS	495	310	100	82	32%

Graduation

From Summer 2018 to Spring 2019, the Mercer University CMHC program graduated 78 students.

National Tests and Exit Exams

The National Counselor Exam (NCE) serves as the licensing exam for the State of Georgia. CMHC students maintained an overall pass rating of 96% during 2018-2019 with an average NCE score above the CACREP mean.

Mercer National Counselor Examination (NCE) (Clinical Mental Health program)				
Year	N tested	MU pass rate	Mercer Mean	National Mean
Fall 2018	19	89%	105.68	104.87
Spring 2019	31	100%	112.87	104.87

CMHC students must successfully pass the Counselor Preparation Comprehensive Examination (CPCE) to matriculate through the program.

Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2018-2019 (All programs – CMH, SCH, and REHB)				
Year	N testing	MU pass rate	Mercer Mean	National Mean
Fall 2018	42	100%	91.33	87.13
Spring 2019	59	95%	86.31	84.72

Employment Data

Recent graduates were invited to complete a survey regarding employment. Of the individuals who responded, 80% indicated that they are currently being employed at least part-time in a counseling related position.

Site Supervisor Program Evaluation

In the Spring of 2019, a survey was sent to site supervisors who are currently supervising counseling students in their Practicum or Internship courses. Twenty-three site supervisors responded to the survey. Results indicate that students are performing on average, "Very Good"

	N	MEAN	STD. DEV
Based on your experiences with Mercer University Counseling Students, please rate the Mercer University Clinical Mental Health Counseling Program on the following: (1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent):			
Ability to prepare students in counseling theory	23	4.10	0.77
Ability to prepare students in interpersonal skills and processing	23	4.20	0.93
Ability to prepare students in knowledge of therapeutic techniques	23	4.25	0.77
Ability to prepare students in cultural competence	23	3.95	0.92
Ability to prepare students in ethical decision making skills in ethical issues	23	4.10	0.70
Ability to prepare students in research analysis skills	23	4.70	1.35
Ability to prepare students to work with special populations (i.e. LGBT clients, individuals with disabilities)	23	3.90	0.77
Ability to prepare students in dealing with substance abuse disorders	23	4.30	1.23
Ability to prepare students in professionalism	23	4.10	0.94

Student and Graduate Program Evaluation

In the Spring of 2019, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 57 individuals from the CMHC program responded to the evaluation. All individuals were asked to rate their level of satisfaction with the following:

	Mean	N
Choice of Elective Topics	3.84	57
Current Course Offerings	4.16	57
Time of Day Courses Offered	3.41	57
Time of Day of Practicum/Internship Courses	4.22	57
Orientation to Program	3.59	57
Advisement	3.70	57
Online Course Offerings	4.10	57
Orientation to Practicum/Internship	4.16	57
Degree of Difficulty of the Coursework	4.57	57
Training in Counseling Ethics	4.41	57
Training in Counseling Theories	3.96	57
Training in Counseling Skills	3.84	57

Add time of course offerings.

Overall, students seem to be “satisfied” or “very satisfied” with the counseling program. It seems that the areas of advisement and time of course offerings created the most varied responding. Currently, courses are offered in the evenings for our students. We asked students in the most recent survey about their interest in taking courses during day time hours. Approximately 41% of the students indicated they would be interested in having day time options for classes with an additional 31% of students indicating that they “may” be interested depending on the specific times. The faculty will discuss possible ways to offer more course options at different times in the upcoming semesters. Additionally, the faculty have made increased efforts to utilize different course delivery formats including courses that are offered in a hybrid format and courses utilizing an intensive format.