

# COLLEGE OF PROFESSIONAL ADVANCEMENT

# Department of Counseling

Annual Report for CACREP Accredited Programs Program Assessment and Evaluations

2018 - 2019

MS in CLINICAL REHABILITATION COUNSELING

The Masters of Science degree in Clinical Rehabilitation Counseling (CLRC) prepares candidates to provide rehabilitation services aimed at helping individuals with disabilities to achieve their maximum potential. This program empowers individuals to make informed choices, to help individuals achieve positive mental health, and to maximize opportunities for economic independence.

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

#### Enrollment

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

Race/Ethnicity	Females	Males	Total
Asian	1	0	1
Black or African American	14	4	18
Hispanic/Latino	2	0	2
Two or more races	1	0	1
Unknown	3	0	3
White	13	7	20
Total	34	11	45

Age	Female	Male	Total
< 25	5	1	6
25-29	10	4	14
30-34	6	1	7
35-39	2	0	2
40-44	3	0	3
45-49	4	1	5
50 and Over	4	4	8
Total	34	11	45

## **Acceptance Rates**

For the calendar year of 2018-2019, the CLRC program admitted 35% of the students who applied.

Semester	Inquiries	APPLY	ADMIT	ENROLL
Fall 2018	33	25	9	9
Spring 2019	11	8	2	2
Summer 2019	7	1	1	1

## **Retention and Graduation**

From Summer 2018 through Spring 2019, the Mercer University CLRC program graduated eight (8) students, with a four-year completion rate of 60%.

#### **National Tests and Exit Exams**

The National Counselor Exam (NCE) serves as the licensing exam for the State of Georgia. CLRC students maintained an overall pass rating of 100% (n = 6) during 2018-2019 with an average NCE score above the national mean.

2018 – 2019 Mercer University NCE Pass Rate

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Fall 2018	85	19	17	89%	1	1	100%	1	1	100%	21	19	90.5%
Spring 2019	85	31	31	100.0 %	8	8	100%	5	5	100%	44	44	100.0 %

In addition, CLRC students are eligible to take the exam to become a Certified Rehabilitation Counselor (CRC). CLRC students maintained an overall pass rate of 67% (4 of 6) during the 2018-2019 academic year.

CLRC students must take and successfully past the Counselor Preparation Comprehensive Examination (CPCE) to matriculate through the program. During the 2018-2019 year, students in all of the counseling programs, including CLRC, achieved an overall pass rate of 100% for the Fall 2018 test and a 95% pass rate for the Spring 2019 testing with average scores greater than those of National means.

#### **Employment Data**

Recent graduates were invited to complete a survey at the end of Spring 2019. Of the individuals who responded, 100% indicated that they are currently being employed at least part-time in a counseling related position or continuing their education.

# **Site Supervisor Program Evaluation**

In the Spring of 2018, 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, one of which was a CLRC supervisor. Results indicate that students are, on average, performing "very good" on the different areas.

# Quality of the education and training provided by Mercer University Counselor Education Programs

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Ability to prepare students to apply counseling theory	3.00	5.00	4.10	0.77	0.59	20
2	Ability to prepare students in interpersonal skills and openness to feedback	2.00	5.00	4.20	0.93	0.86	20
3	Ability to prepare students in knowledge counseling skills and techniques	3.00	5.00	4.25	0.77	0.59	20
4	Ability to prepare students in cultural competence	2.00	5.00	3.95	0.92	0.85	20
5	Ability to prepare students in ethical decision making skills in ethical issues	3.00	5.00	4.10	0.70	0.49	20
6	Ability to prepare students in research analysis skills	2.00	6.00	4.70	1.35	1.81	20
7	Ability to prepare students to work with special populations (e.g. LGBT clients, individuals with disabilities)	3.00	5.00	3.90	0.77	0.59	20
8	Ability to prepare students in dealing with substance use	3.00	6.00	4.30	1.23	1.51	20
9	Ability to prepare students in professional dispositions	2.00	6.00	4.10	0.94	0.89	20

Question	1 - Poor		2 - Fair		3 - Good		4 - Very Good		5 - Excellent		N/A		Total
Ability to prepare students to apply counseling theory	0%	0	0%	0	25%	5	40%	8	35%	7	0%	0	20
Ability to prepare students in interpersona	0%	0	5%	1	20%	4	25%	5	50%	10	0%	0	20

I skills and openness to feedback													
Ability to prepare students in knowledge counseling skills and techniques	0%	0	0%	0	20%	4	35%	7	45%	9	0%	0	20
Ability to prepare students in cultural competence	0%	0	10%	2	15%	3	45%	9	30%	6	0%	0	20
Ability to prepare students in ethical decision making skills in ethical issues	0%	0	0%	0	20%	4	50%	1 0	30%	6	0%	0	20
Ability to prepare students in research analysis skills	0.00	0	10.0 0%	2	10.00	2	20.00	4	20.00%	4	40%	8	20
Ability to prepare students to work with special populations (e.g. LGBT clients, individuals with disabilities)	0%	0	0%	0	35%	7	40%	8	25%	5	0%	0	20
Ability to prepare students in dealing with substance use	0%	0	0%	0	40%	8	15%	3	20%	4	25%	5	20
Ability to prepare students in	0%	0	5%	1	20%	4	40%	8	30%	6	5%	1	20

professional						
dispositions						

Other information on the survey indicated a willingness to attend a program sponsored CE workshop for site supervisors, particularly if the training were offered online.

# Student and Graduate Program Evaluation

In the Spring of 2018, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 152 individuals responded to the evaluation of which, 22 are current students in the CLRC program. The individuals were asked to rate their level of satisfaction with the following:

Overall, students seem to be "satisfied" or "very satisfied" with the CLRC program. It seems that the areas of time of course offerings, and the medium by which the courses are offered (face-to-face v. online) created the most varied responding. Qualitative feedback indicates that students felt their advisor was responsive and overall the faculty was the strongest asset of the program. Other feedback indicates that students desire more sections of courses to be offered in a format that allows for more online engagement to create flexibility with scheduling. All faculty in the college were required to undergo training in best practice in online learning and are encouraged to incorporate technology and online learning management systems in considering some of the feedback.

# Assessment of Student Learning and Performance

The counseling program faculty, including those who teach in the CLRC program, meet monthly to discuss the disposition of students in the program. Students who are identified as "students of concern" are discussed in the monthly faculty meetings with movement towards a plan for remediation if needed.

Additionally, students in their clinical experience, Practicum/Internship, are evaluated by their site supervisors at the end of each semester. Students are demonstrating proficiency in most areas, on average.

## **Program Modifications**

The CLRC had curricular changes approved by Penfield College and the University Curriculum Committee during the Spring 2018 semester. These changes were developed to address feedback from stakeholders and to help the program continue to meet accreditation standards.

To better prepare students in the areas of trauma and crisis, a new course will now be required for CLRC students. COUN 645: Crisis, Trauma, and Grief became a required course, in lieu of RHAB 605, Sexual Aspects of Disability, which was determined to have many of its learning outcomes met in RHAB 604, Psychosocial Aspects of Disability, and RHAB 612, Medical Aspects of Disability. RHAB 605 will still be offered as an elective. This change was implemented beginning Fall 2018.