



COLLEGE OF  
PROFESSIONAL ADVANCEMENT

Department of Counseling

Annual Report for CACREP Accredited Programs  
Program Assessment and Evaluations

Counselor Education & Supervision  
Doctoral Degree Program  
2018-2019

The following document is the annual report for Mercer University's Ph.D. in Counselor Education and Supervision program that includes (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. All program stakeholders have been notified about the location and content of this report.

Mercer's Ph.D. program faculty members have identified eight program objectives which are listed below and frame our annual program evaluation.

1. To prepare students to demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research.
2. To prepare students for the role of counselor supervisor and gatekeeper in the profession.
3. To prepare students to be teachers and evaluators of graduate-level students in counselor education programs.
4. To prepare students in developing their identities as scholars and in becoming producers, consumers, and evaluators of research in the field.
5. To prepare students to become leaders and advocates within the profession such as at their universities, places of employment, and at the local, state, national and international levels.
6. To prepare students in ethical professional dispositions.
7. To prepare students to obtain careers in the area in which they have been trained.
8. To admit and retain a diverse student body.

These identified objectives are a result of discussion among faculty in the counselor education program and input from students, alumni, and other stakeholders. The program objectives are measurable and address student learning as well as dispositional and career-readiness objectives. The program objectives are also reflective of current knowledge and projected needs in a multi-cultural and pluralistic society.

#### Student enrollment data

In the 2018-2019 year, there were 41 applicants for the counselor education Ph.D. program. 18 of these applicants were interviewed, 12 were admitted and 12 enrolled in the Fall semester, bringing the total enrollment in the Ph.D. program to 50 students.

Student Demographic Data:

Demographic data for the current Ph.D. students and graduates are listed below:

<u>Race</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>	<u>% of program</u>
Asian	2	0	2	4%
Black or A/A	23	5	28	56%
Hispanic/Latino	3	0	3	6%
Unknown	1	0	1	2%
White	9	7	16	32%

<u>Age</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>
25-29	5	2	7
30-34	6	2	8
35-39	5	2	7
40-44	10	0	10
45-49	9	3	12
>50	4	2	6

Student Learning Data

The program collects student learning assessment data using “Key Performance Indicators” (KPIs) at multiple points throughout the program using multiple metrics. This process is in line with the CACREP 2016 Standards (<http://www.cacrep.org/wpcontent/uploads/2012/10/2016-CACREP- Standards.pdf>).

Results from the 2018-2019 school year assessment data related to the Student Learning and Professional Dispositions KPIs:

<u>KPI</u>	<u>Course/Activity</u>	<u>% Students who met KPI (scored “4” or higher on assessment rubric)</u>
1. Counseling	COUN 702 Advanced Counseling Theory	88%
	Comprehensive Written Exam	95%
2. Supervision	COUN 802 Counselor Supervision	100%
	COUN 803 Internship in Supervision	100%
3. Teaching	COUN 801 Leadership and Consultation	100%
	COUN 910 Doctoral Internship	100%
4. Research and Scholarship	COUN 901 Prospectus	75%
	Comprehensive Written Exam	75%
5. Leadership and Advocacy	COUN 706 Advanced Issues of Diversity and Social Justice	100%
	COUN 801 Leadership and Consultation	100%
6. Dispositions	COUN 707 Advanced Practicum	90%
	Program Admissions Screening	100%
7. Career Readiness	1. End of Semester Student Course Evaluation	

and Job Placement	Evaluation of Course	Survey
	2. COUN 707 and COUN 910 Site Supervisor Evaluation of Program's Effectiveness in Preparing Students	100%
	3. Graduation	Graduate Exit Survey
	4. Career Services Alumni Survey	4. Alumni Tracking 5. Employer Survey
8. Student Diversity	1. Program Admissions Screening	1. Applicant Rating Rubric
	2. Comprehensive Written Exams	2. Program Coordinator's midpoint assessment of student diversity
	3. Graduation	3. Graduate Demographics and Statistics

Career/Employment Data

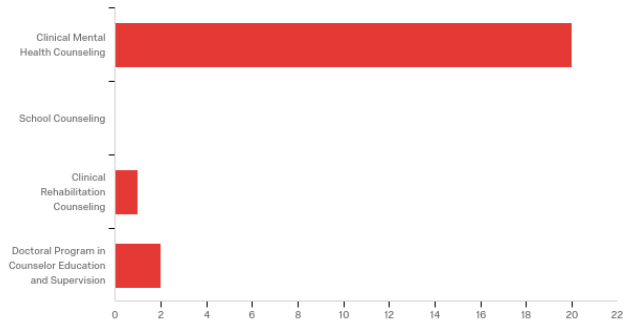
There are 31 graduates of the Ph.D. in Counselor Education and Supervision Doctoral Counseling Program, and all (100%) are gainfully employed in counseling-related settings of their choice. Some examples of places of employment include: clinical positions at institutions such as Emory University and Piedmont Hospital Cancer Wellness Program; private practice; Educational Consultant agencies; tenure-track faculty positions at colleges and universities such as Webster University, Messiah College, Kean University, Cincinnati Christian University, and Richmond Graduate University; adjunct professor positions at Mercer University, the University of Georgia, and other universities. The Coordinator of the Ph.D. program frequently informs graduates (and current students) of counseling positions both regional and nationwide.

Site Supervisor Program Evaluation

The results of our Site Supervisor Survey, which was conducted in Fall 2018, reveal that Site Supervisors find our students to be ethical, professional, and well-informed about counseling techniques and issues. The survey was sent out via email and responses were recorded in Qualtrics. The doctoral program data is part of the aggregate for the Counseling Program and broken out as specified:

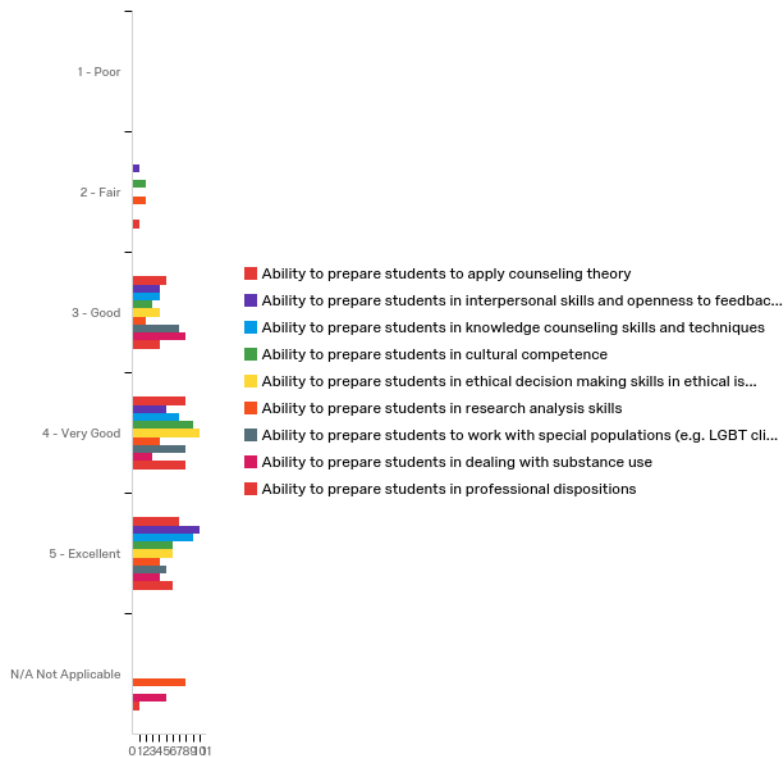
*Supervisor Evaluation of Mercer University Counseling Programs*

Q2 - From which program(s) have you supervised a Mercer University Counseling student?



#	Answer	%	Count
1	Clinical Mental Health Counseling	86.96%	20
2	School Counseling	0.00%	0
3	Clinical Rehabilitation Counseling	4.35%	1
4	Doctoral Program in Counselor Education and Supervision	8.70%	2
	<b>Total</b>	<b>100%</b>	<b>23</b>

Q1 - Based on your experiences with Mercer University Counseling Students, please rate the Mercer University Counseling Programs on the following:



#	Question	1 - Poor	2 - Fair	3 - Good		4 - Very Good		5 - Excellent		N/A		Total	
1	Ability to prepare students to apply counseling theory	0.00%	0.00%	0	25.00%	5	40.00%	8	35.00%	7	0.00%	0	20
2	Ability to prepare students in interpersonal skills and openness to feedback	0.00%	5.00%	1	20.00%	4	25.00%	5	50.00%	10	0.00%	0	20
3	Ability to prepare students in knowledge counseling skills and techniques	0.00%	0.00%	0	20.00%	4	35.00%	7	45.00%	9	0.00%	0	20
4	Ability to prepare students in cultural competence	0.00%	10.00%	2	15.00%	3	45.00%	9	30.00%	6	0.00%	0	20
5	Ability to prepare students in ethical decision making skills in ethical issues	0.00%	0.00%	0	20.00%	4	50.00%	10	30.00%	6	0.00%	0	20
6	Ability to prepare students in research analysis skills	0.00%	10.00%	2	10.00%	2	20.00%	4	20.00%	4	40.00%	8	20
7	Ability to prepare students to work with special populations (e.g. LGBT clients, individuals with disabilities)	0.00%	0.00%	0	35.00%	7	40.00%	8	25.00%	5	0.00%	0	20
8	Ability to prepare	0.00%	0.00%	0	40.00%	8	15.00%	3	20.00%	4	25.00%	5	20

	students in dealing with substance use												
9	Ability to prepare students in professional dispositions	0.00%	5.00%	1	20.00%	4	40.00%	8	30.00%	6	5.00%	1	20

Q1.2 - Please provide any comments to your responses above:

Please provide any comments to your responses above:

Our student was provided with a well-rounded / comprehensive educational experience.

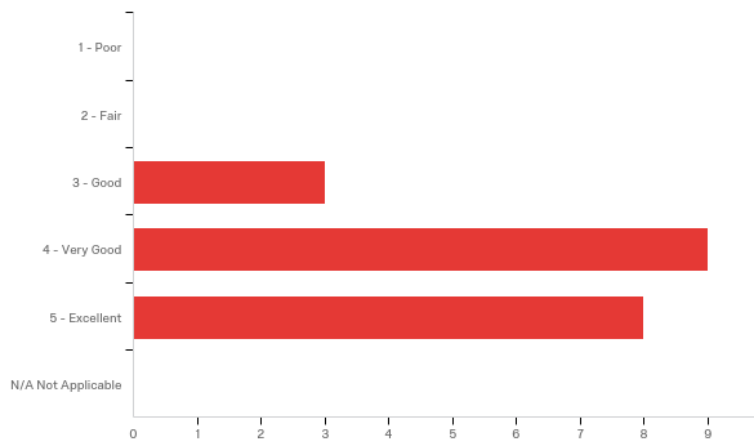
Mercer Interns are very professional, reliable, and have a willingness to ask for support and feedback.

Our interns from Mercer have generally been well prepared and ready to become professionals.

I've been very happy with the students for Mercer. It's one of my favorite schools from which I accept practicum and interns students.

We have had students from multiple other schools and Mercer's students are always the best!

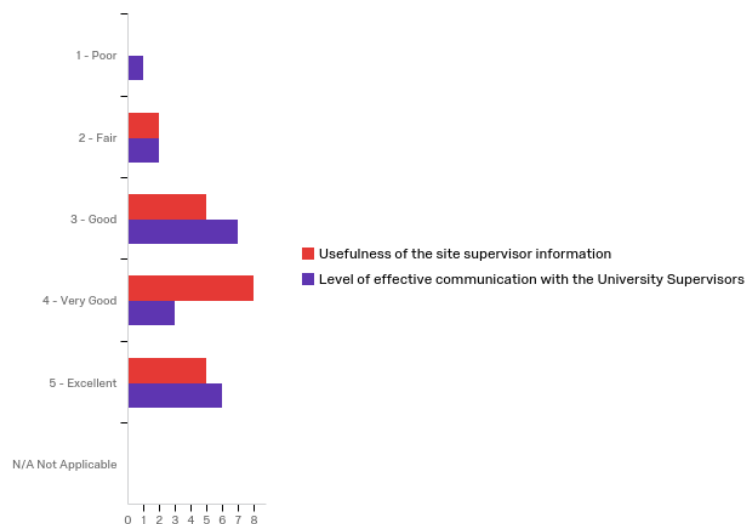
Q2 - Overall, how would you rate the quality of the education and training provided by Mercer University Counselor Education Programs?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall quality of the education and training of the Mercer University Counseling students	3.00	5.00	4.25	0.70	0.49	20

#	Answer	%	Count
1	1 - Poor	0.00%	0
2	2 - Fair	0.00%	0
3	3 - Good	15.00%	3
4	4 - Very Good	45.00%	9
5	5 - Excellent	40.00%	8
6	N/A Not Applicable	0.00%	0
	Total	100%	20

Q3 - Please rate the following based on your experience with Mercer University Department of Counseling



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Usefulness of the site supervisor information	2.00	5.00	3.80	0.93	0.86	20



2	Level of effective communication with the University Supervisors	1.00	5.00	3.58	1.18	1.40	19
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#	Question	1 - Poor	2 - Fair	3 - Good	4 - Very Good	5 - Excellent	N/A Not Applicable	Total						
1	Usefulness of the site supervisor information	0.00 %	0	10.00 %	2	25.00 %	5	40.00 %	8	25.00%	5	0.00%	0	20
2	Level of effective communication with the University Supervisors	5.26 %	1	10.53 %	2	36.84 %	7	15.79 %	3	31.58%	6	0.00%	0	19

Q5 - Based upon your previous experience with the Department of Counseling would you be willing to host another Mercer practicum/internship student in the future?

#	Answer	%	Count
1	Yes	100.00%	20
2	No	0.00%	0
	Total	100%	20

Q6 - What would you say is an area of strength for Mercer University's Counseling Programs?

What would you say is an area of strength for Mercer University's Counseling Programs?
Good ethics, attention to detail.
Preparation of students during class instruction
Clinical training is very strong.

Q7 - What would you identify as an area of growth for Mercer University's Counseling Programs?

Stronger knowledge on Substance Abuse and the brain, encourage more 12 Step meeting attendance so that students have an idea of what happens when patients attend meetings, or familiarize themselves with the 12-Steps - so they have an idea of what is going on when working with patients that struggle with substance use disorder.
Nothing noted. :)

Q11 - If Mercer University offered an annual CEU opportunity for site supervisors and/or the community, would you be willing to attend?

#	Answer	%	Count
1	Yes	100.00%	20
2	No	0.00%	0
	Total	100%	20

## Alumni Survey

### Doctoral Program Assessment

#	Field	Minimum	Maximum	Mean	Std Deviation	Count
1	Current Course Offerings	4.00	5.00	4.25	0.43	12
2	Training in Research and Statistics	1.00	5.00	3.15	1.35	13
3	Orientation to Program	1.00	5.00	3.08	1.38	12
4	Advisement	1.00	5.00	3.54	1.28	13
5	Online Course Offerings	2.00	5.00	3.36	0.88	11
6	Doctoral Cognate	1.00	5.00	2.92	1.14	13
7	Degree of Difficulty of the Coursework	2.00	5.00	4.31	0.82	13
8	Preparation in teaching	2.00	5.00	3.92	0.73	13
9	Preparation in supervision	4.00	5.00	4.36	0.48	11
10	Advocacy and leadership preparation	4.00	5.00	4.58	0.49	12
11	Opportunities for scholarship and presentations	2.00	5.00	3.62	1.21	13
12	Doctoral Internship	3.00	5.00	3.83	0.90	6
13	Doctoral Practicum	2.00	5.00	3.50	0.87	8

### Strengths of the Program

Please describe what you see as the strengths of the counseling programs at Mercer University:

I've always said and still believe that the faculty is the greatest strength of this program. They each carry so much experience and perspective that I always learn something from just speaking with them. I can tell the faculty really are invested in the students and that makes a huge difference. Their knowledge, work within the community, and connections really do help to enrich the discussions in class.

So far I enjoyed the Advanced Theories course and Advocacy course from the discussions in the classroom.
The faculty are the number one strength! The reputation of the programs, the size of the programs, and the opportunities the program affords.
Support from faculty; Course offerings and preparation for teaching, supervision, research, leadership
Mentors Opportunities to present at conferences Gra/gta Some of the professors are outstanding and so knowledgeable

Employer Survey

The employer survey was emailed. At this writing Career Services is still collecting and compiling data.

Graduation number & Completion Rate

2010 Cohort- 58.3% (7 of 12 graduated, 4 of 12 still matriculating, 1 transfer)  
 2011 Cohort- 33% (4 of 12 graduated, 4 of 12 still matriculating, 4 dropped out of program)  
 2012 Cohort- 58.3% (7 of 12 graduated, 2 of 12 still matriculating, 3 dropped out of program)  
 (Based on seven years expected completion rate-program started in 2010)

Number of graduates for the past academic year from the Ph.D. Counselor Education and Supervision Program

Seven (7)

Job Placement Rate

100%

Pass rate on licensing exams

N/A. Each of the graduates had passed the NCE or GACE (Georgia School Counseling Teacher Certification Exam) prior to admission to the program.

Program Modifications Based on Feedback and Input from Stake Holders

Ways to use assessment data for continuous program improvement is a constant discussion among program faculty, and has resulted in a number of modifications over the year. For the sake of this annual report, we will highlight a few specific modifications from the 2018-2019 school year:

- 1.) The program created the position of Clinical Coordinator in response to alumni, site supervisor, and CACREP input. The Clinical Coordinator works as the point of contact for all

field experiences. This has resulted in clarified policies and procedures, more formal/clear orientation for both site supervisors and students;

2.) The CES program coordinator and the department chair reworked the Student Handbook in an effort to clarify the information and answer common questions for the students;

3.) The faculty modified the recommended course sequence for the Ph.D. program in the Student Handbook based upon discussion among faculty members around the necessity for course prerequisite, particularly for the research sequence and the addition of the Qualitative Research required course;

4.) The doctoral program created an advisory board based on feedback from CACREP and the professional community. Invitations to prospective members of the advisory board were extended in Spring Semester, 2019, and an organizational meeting was held. Bylaws are being drafted and will be reviewed at the first advisory board of the academic year. The advisory board will hold its first formal meeting Fall semester 2019.