

# MERCER UNIVERSITY

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## COLLEGE OF PROFESSIONAL ADVANCEMENT

Department of Counseling

Annual Report for CACREP Accredited Programs  
Program Assessment and Evaluations

Counselor Education and Supervision  
Ph.D. Program  
2019-2020

## **Counselor Education and Supervision Annual Program Report**

The Doctor of Philosophy (Ph.D.) degree complements other graduate degree programs at Mercer University and is consistent with the mission and goals of College of Professional Advancement. The mission of College of Professional Advancement is to offer undergraduate and graduate academic programs and lifelong learning opportunities for adults who seek leadership roles in their communities and beyond, professional transition and advancement, and lives that have meaning and purpose. The College also contributes to the quality of education provided to students enrolled in the academic units by offering general education and elective courses at the Regional Academics Centers and on the Macon and Atlanta campuses.

This mission is based upon a fundamental belief in the diversity, dignity, and inherent worth of all human beings and in the central role education plays in a democratic society. The Counseling faculty actively supports the College of Professional Advancement's commitment to quality instruction and community service.

### **Program Outcomes**

The Ph.D. in Counselor Education and Supervision prepares professionals as practitioners, consultants, counselor educators, supervisors, and researchers. More specifically, the doctoral curriculum in Counselor Education and Supervision will prepare graduates to:

1. Demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research;
2. Function in the role of counselor supervisor and gatekeeper in the profession;
3. Teach and Evaluate graduate-level students in counselor education programs;
4. Develop their identity as scholars and to become producers, consumers, and evaluators of research in the field;
5. 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. Prepare students in ethical professional dispositions;
7. Obtain careers in the area in which they have been trained;
8. Admit and retain a diverse student body.

The Ph.D. Counselor Education and Supervision degree program is accredited under the 2016 CACREP Standards.

### **Enrollment**

The demographic data for students enrolled in the Ph.D. program during 2019-2020 is provided below:

College of Professional Advancement Ph.D. Program			
Race/Ethnicity	Females	Males	Totals
Asian	3	0	3
Black or African American	27	4	31
Hispanic/Latino	2	0	2
Two or more races	1	0	1
Unknown	2	0	2
White	9	8	17
<b>Grand Total</b>	<b>39</b>	<b>14</b>	<b>53</b>
Age	Females	Males	Totals
25-29	9	4	13
30-34	5	2	7
35-39	6	3	9
40-44	6	0	6
45-49	5	3	8
50 and Over	8	2	10
<b>Grand Total</b>	<b>39</b>	<b>14</b>	<b>53</b>

#### Acceptance Rates

For the calendar year of 2019-2020, the Ph.D. program admitted 35% of the students who applied. The chart below outlines the number of individual inquiries, applications, admission offers, and enrollment numbers for the 2019-2020 academic year.

Semester	Inquired	Applied	Admitted	Enrolled	Acceptance Rate
2019 Fall	78	37	13	10	35%

#### Graduation numbers and Completion Rate

From Fall 2019 to Summer 2020, the Mercer University Ph.D. program graduated 7 students. There have been a total of 36 graduates from the Ph.D. program. The current completion rate is 67%. A program's completion rate is defined as the percentage of admitted students who graduate from the program within the expected time period. The majority of our students take classes on a part-time basis. The completion rate reflects the percentage of students that entered in fall 2013 that graduated within seven years.

## Student Learning Outcome Evaluations

The table below shows the aggregate results of the student assessment data that evaluate students' knowledge, skills, and dispositions of students enrolled in the doctoral program during the 2019-2020 academic year. The results indicate that over all students learning outcomes (SLOs) students are either "Exceeding" or "Meeting" the outcomes which align with the program objectives.

Program Objective	KPI	SLO	Exceeds		Meets		Near		Below		Harmful		n
<b>Leadership/Advocacy</b>													
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	Students will enhance and apply their understanding of theories and components of multicultural competency as it pertains to working with diverse populations. Students will also learn and articulate models of effective leadership in the counseling field.	Advanced knowledge of leadership/advocacy content area	1	16.67%	5	83.33%	0	0.00%	0	0.00%	0	0.00%	6
		Understands how theories and components of multicultural competency are relevant to the Academy and the professorship	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3
		Can apply advanced knowledge of theories and components of multicultural competency to teaching, service, and scholarship	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3
		Articulate models of effective leadership in the field	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3
<b>Teaching</b>													
To prepare students to be teachers and evaluators of graduate-level students in counselor education programs	Students will investigate and apply theories and techniques of instruction and evaluation which meet the developmental needs of graduate-level students. Students will formulate a personal pedagogical theory and teaching style.	Knows and can articulate theories of instruction that meet the developmental needs of graduate-level students	7	63.64%	1	9.09%	1	9.09%	2	18.18%	0	0.00%	11
		Knows and can articulate techniques of instruction that meet the developmental needs of graduate-level students	8	72.73%	0	0.00%	1	9.09%	2	18.18%	0	0.00%	11
		Develops a personal pedagogical theory and teaching style	8	72.73%	0	0.00%	1	9.09%	2	18.18%	0	0.00%	11
		Effectively engages and manages the classroom	6	75.00%	2	25.00%	0	0.00%	0	0.00%	0	0.00%	8

		Demonstrates knowledge of taught content area	5	62.50%	3	37.50%	0	0.00%	0	0.00%	0	0.00%	8
		Implements and applies a personal pedagogical theory and teaching style	17	70.83%	6	25.00%	1	4.17%	0	0.00%	0	0.00%	24
		Applies theories of instruction that meet the developmental needs of graduate-level students	15	60.00%	8	32.00%	1	4.00%	1	4.00%	0	0.00%	25
		Designs lesson plans that appropriately meet learning outcomes	7	87.50%	1	12.50%	0	0.00%	0	0.00%	0	0.00%	8
		Utilizes professional communication with students	7	87.50%	1	12.50%	0	0.00%	0	0.00%	0	0.00%	8

<b>Counseling</b>													
To prepare students to demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice, and research	Students will be able to integrate and apply counseling theory and practice at an advanced level, and consider a contextualized background for psychotherapeutic work.	Advanced knowledge of counseling theory	4	36.36%	5	45.45%	0	0.00%	2	18.18%	0	0.00%	11
		Ability to apply an advanced conceptualization of counseling theory to practice	5	45.45%	4	36.36%	0	0.00%	2	18.18%	0	0.00%	11
		Advanced understanding of contextualized background for psychotherapeutic work	4	36.36%	5	45.45%	0	0.00%	2	18.18%	0	0.00%	11
		Non Verbal Skills: Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (attuned to the emotional state and cultural norms of the clients)	4	26.67%	11	73.33%	0	0.00%	0	0.00%	0	0.00%	15
		Encouragers: Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"	7	46.67%	8	53.33%	0	0.00%	0	0.00%	0	0.00%	15
		Questions: Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	3	20.00%	11	73.33%	1	6.67%	0	0.00%	0	0.00%	15
		Reflecting - Paraphrasing: Basic Reflection of Content – Paraphrasing (With couples and families, paraphrasing the different clients' multiple perspectives	3	20.00%	12	80.00%	0	0.00%	0	0.00%	0	0.00%	15

		Reflecting - Reflection of Feelings: Reflection of Feelings (With couples and families, reflection of each clients' feelings)	3	20.00%	11	73.33%	1	6.67%	0	0.00%	0	0.00%	15
		Reflecting - Summarizing: Summarizing content, feelings, behaviors, & future plans (With couples and families, summarizing relational patterns of interaction)	3	20.00%	12	80.00%	0	0.00%	0	0.00%	0	0.00%	15
		Advanced Reflection (Meaning): Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)	4	50.00%	4	50.00%	0	0.00%	0	0.00%	0	0.00%	8
		Confrontation: Counselor challenges clients to recognize & evaluate inconsistencies.	3	33.33%	5	55.56%	1	11.11%	0	0.00%	0	0.00%	9
		Goal Setting: Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (With couples and families, goal setting supports clients in establishing common therapeutic goals)	6	42.86%	8	57.14%	0	0.00%	0	0.00%	0	0.00%	14
		Focus of Counseling: Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	4	26.67%	9	60.00%	2	13.33%	0	0.00%	0	0.00%	15
		Facilitate Therapeutic Environment: Empathy & Caring: Expresses accurate empathy & care. Counselor is "present" and open to clients. (includes immediacy and concreteness)	4	26.67%	10	66.67%	1	6.67%	0	0.00%	0	0.00%	15
		Facilitate Therapeutic Environment: Respect & Compassion: Counselor expresses appropriate respect & compassion for clients	4	26.67%	11	73.33%	0	0.00%	0	0.00%	0	0.00%	15
<b>Research</b>													
To prepare students in developing their identities as scholars	Students will be able to develop research questions and	Designs and implements research project aligned to appropriate research questions	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4



Works with the supervisor to plan activities related to the internship	12	70.59%	5	29.41%	0	0.00%	0	0.00%	0	0.00%	17
Preparation and organization towards internship activities	13	76.47%	4	23.53%	0	0.00%	0	0.00%	0	0.00%	17
Professional communication with others	14	82.35%	3	17.65%	0	0.00%	0	0.00%	0	0.00%	17
Appropriate time management and timeliness	13	76.47%	4	23.53%	0	0.00%	0	0.00%	0	0.00%	17
Professional Ethics: Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	14	51.85%	13	48.15%	0	0.00%	0	0.00%	0	0.00%	27
Professional Behavior: Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.	16	59.26%	11	40.74%	0	0.00%	0	0.00%	0	0.00%	27
Professional & Personal Boundaries: Maintains appropriate boundaries with supervisors, peers, & clients.	15	55.56%	12	44.44%	0	0.00%	0	0.00%	0	0.00%	27
Knowledge & Adherence to Site and Course Policies: Demonstrates an understanding & appreciation for all counseling site and course policies & procedures.	12	44.44%	15	55.56%	0	0.00%	0	0.00%	0	0.00%	27
Record Keeping & Task Completion: Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	12	44.44%	13	48.15%	2	7.41%	0	0.00%	0	0.00%	27
Multicultural Competence in Counseling Relationship: Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.	14	51.85%	13	48.15%	0	0.00%	0	0.00%	0	0.00%	27
Emotional Stability & Self-control : Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.	13	48.15%	14	51.85%	0	0.00%	0	0.00%	0	0.00%	27
Motivated to Learn & Grow / Initiative: Demonstrates engagement in learning & development of his or her counseling competencies.	16	59.26%	10	37.04%	1	3.70%	0	0.00%	0	0.00%	27
Openness to Feedback: Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.	16	59.26%	11	40.74%	0	0.00%	0	0.00%	0	0.00%	27
Flexibility & Adaptability: Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations.	15	55.56%	12	44.44%	0	0.00%	0	0.00%	0	0.00%	27
Congruence & Genuineness: Demonstrates ability to be present and “be true to oneself”	16	59.26%	11	40.74%	0	0.00%	0	0.00%	0	0.00%	27
	403	51.47%	344	43.93%	21	2.68%	15	1.92%	0	0.00%	783



### Employment Data

Recent graduates were invited to complete a survey regarding employment. Of the individuals who responded, 100% indicated that they are currently being employed as full-time faculty members, adjunct faculty members, and/or clinicians in private practice or agencies.

### Site Supervisor Program Evaluation

In the Spring of 2020, a survey was sent to site supervisors who are currently supervising doctoral students in their Practicum or Internship courses. Four site supervisors responded to the survey. Results indicate that students are performances range from “Good” to “Very Good”

	Mean
Based on your experiences with Mercer University Counseling Students, please rate the Mercer University Ph.D. Program on the following: (1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent):	
Ability to prepare students in counseling theory	4.00
Ability to prepare students in interpersonal skills and processing	3.75
Ability to prepare students in counseling skills and techniques	4.00
Ability to prepare students in cultural competence	3.75
Ability to prepare students in ethical decision-making skills	3.75
Ability to prepare students in research analysis skills	4.00
Ability to prepare students to work with special populations (i.e. LGBT clients, individuals with disabilities)	4.25
Ability to prepare students in dealing with substance abuse disorders	4.25
Ability to prepare students in professionalism	4.00

### Student and Graduate Program Evaluation

In the Spring of 2020, a request for a program/curricular evaluation was sent to students and recent graduates of all counseling programs. In total, 18 individuals who are current students or recent graduates of the Ph.D. program responded to the evaluation. All individuals were asked to rate their experience in the program on the following (1-Poor, 2-Fair, 3-Good, 4-Very Good, 5-Excellent):

	Mean
The clarity and appropriateness of admission criteria	3.50
The orientation session	3.31
Faculty Advisement/Mentorship	3.25
Faculty Availability	3.25
Preparing you for your career goals	3.19
Training in Teaching	3.00

Training in Counseling Theories and Techniques	3.06
Training in Research	3.25
Training in Supervision	2.88
Training in Leadership and Advocacy	3.56
Advanced Practicum Experiences	3.56
Doctoral Internship	4.06
Support in being successful	3.57
Comprehensive Exam	4.32

In addition to assessing students' experiences in the program, we wanted to get input on the Ph.D. program's outcomes from current students, former students, and community partners who are involved in the conduct of the program. These stakeholders were asked to rate the appropriateness (1 Inappropriate to 4 Appropriate) on the current doctoral program objectives.

	Mean
To prepare students to demonstrate advanced expertise in the application of theories and conceptual models of counselor education, supervision, practice and research.	3.68
To prepare students for the role of counselor supervisor and gatekeeper in the profession.	3.68
To prepare students to be teachers and evaluators of graduate-level students in counselor education programs.	3.48
To prepare students in developing their identities as scholars and in becoming producers, consumers, and evaluators of research in the field.	3.76
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.	3.91
To prepare students in ethical, professional dispositions.	3.86
To prepare students to obtain careers in the area in which they have been trained.	3.68
To admit and retain a diverse student body.	3.43

#### Program Modification Based on Feedback and Input from Stakeholders

- 1) The 2019-2020 academic year was the first year in which the newly created advisory board for the doctoral program met. The advisory board met three times during the

academic year. The advisory board approved new by-laws, nominated and voted Dr. Moneta Sinclair as the current chair, and reviewed the current program objectives for the doctoral program. The board is scheduled to meet during both the Fall 2020 and Spring 2021 semesters. The next board meeting is September 14, 2020 at 10:00 am.

- 2) Using data from previous years' program evaluations, feedback from students, feedback from faculty, and feedback from the advisory board, the faculty voted to approve a change in the Ph.D. program's curriculum. The most notable change is the Ph.D. program will no longer require an 18 credit hour cognate for students to complete the program. Additionally, the doctoral seminar courses (three total credit hours) and the advanced ethics course (three total credit hours) will be combined into one single course. This new course will be called Contemporary Issues in Counselor Education and Supervision. It will be a required course for incoming students during their first semester in the program. The decision to do this was based on feedback from all the stakeholders in which we want to provide incoming doctoral students a structured course that would help them be successful in navigating the program and the profession. The new program curriculum is 60 total credit hours down from the old program's 75 credit hours. This decision was to bring the program length more in line with other counseling programs across the country. Also, the program stakeholders determined that the Counseling Department was unable to offer enough course offerings in order for students to meet their cognate requirement within the University. This resulted in students seeking courses external to the Department thus creating an undo burden. These changes are designed to increase retention and allow students to complete the program in a timely manner.
  - a. The program changes were voted and approved by the department faculty, the College of Professional Advancement, and the University Graduate Curriculum committee. The new curriculum will take effect at the beginning of the Fall 2020 semester. All currently enrolled students were notified of the curriculum change and were given the option to switch to the modified curriculum or remain on the original curriculum.
  - b. The curricular changes were submitted and approved by CACREP at their July 2020 Board Meeting.
- 3) The counseling faculty approved to change the course title for COUN 801. The new title will be Teaching and Pedagogy in Counselor Education and Supervision. The change will allow for greater focus on students understanding, integrating, and applying teaching theories and strategies for success as counselor educators.
- 4) The program coordinator and the clinical director revised the Internship Handbook such that expectations over the process is more clearly defined.