



COLLEGE OF
PROFESSIONAL ADVANCEMENT

Department of Counseling
Clinical Mental Health Counseling Program

Annual Report for CACREP Accredited Programs
Program Assessment and Evaluations

2019-2020

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 standards.

Enrollment

The demographic data for students enrolled in the CMHC program during 2019-2020 provided below:

| College of Professional Advancement CMHC Program | | | |
|--|------------|-----------|------------|
| Race/Ethnicity | Females | Males | Totals |
| American Indian or Alaska Native | 2 | 0 | 2 |
| Asian | 10 | 3 | 13 |
| Black or African American | 93 | 7 | 100 |
| Hispanic/Latino | 8 | 2 | 10 |
| Nonresident Alien | 2 | 0 | 2 |
| Two or more races | 3 | 0 | 3 |
| Unknown | 20 | 2 | 22 |
| White | 90 | 19 | 109 |
| Grand Total | 228 | 33 | 261 |
| Age | Females | Males | Totals |
| < 25 | 43 | 9 | 52 |
| 25-29 | 90 | 10 | 100 |

| | | | |
|--------------------|------------|-----------|------------|
| 30-34 | 29 | 4 | 33 |
| 35-39 | 21 | 5 | 26 |
| 40-44 | 11 | 3 | 14 |
| 45-49 | 18 | 1 | 19 |
| 50 and Over | 16 | 1 | 17 |
| Grand Total | 228 | 33 | 261 |

Acceptance Rates

For the academic year of 2019-2020, the CMHC program admitted 43% of the students who applied. UPDATE

| Semester | Inquired | Applied | Admitted | Enrolled | Acceptance Rate |
|---------------|------------|------------|------------|-----------|-----------------|
| 2019 Fall | 253 | 144 | 71 | 56 | 49% |
| 2020 Spring | 97 | 54 | 24 | 23 | 44% |
| 2020 Summer | 90 | 62 | 18 | 18 | 29% |
| TOTALS | 440 | 260 | 113 | 97 | 43% |

Graduation

From Summer 2019 to Spring 2020, the Mercer University CMHC program graduated 55 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 84.20% during Fall 2019 with an average NCE score above the CACREP mean. Spring 2020 scores have not been reported due to the delay in testing from the COVID-19 pandemic.

| Mercer National Counselor Examination (NCE) (Clinical Mental Health program) | | | | |
|---|-----------------|---------------------|--------------------|----------------------|
| Year | N tested | MU pass rate | Mercer Mean | National Mean |
| Fall 2019 | 19 | 84.20% | 112.16 | 108.43 |
| Spring 2020 | TBD | | | |

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

| Mercer Counselor Preparation Comprehensive Examination (CPCE) Pass Rates 2019-2020 (All programs – CMH, SCH, and REHB) | | | | |
|---|------------------|---------------------|--------------------|----------------------|
| Year | N testing | MU pass rate | Mercer Mean | National Mean |
| Fall 2019 | 36 | 83.33% | 86.94 | 81.38 |
| Spring 2020 | 55 | 85%* | 88.15 | 83.87 |

*A departmental passing score for Spring 2020 was suspended midsemester due to the lack open testing sites and testing capacity for the CPCE. The pass rate includes the scores of the students who were notified of the suspension of the required passing score, and yet still took the exam. It is hypothesized that final MU pass rate is deflated due to this event.

Employment Data

Recent graduates were invited to complete a survey regarding employment. Of the individuals who responded, 87.5% indicated that they are currently being employed at least part-time in a counseling related position.

Site Supervisor Program Evaluation

In the Spring of 2020, a survey was sent to site supervisors who are currently supervising counseling students in their Practicum or Internship courses. Twenty five site supervisors responded to the survey. Results indicate that students are performing on average, “Very Good” to “Excellent.”

| | 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 | 24 | 4.25 | 0.77 |
| Ability to prepare students in interpersonal skills and openness to feedback | 25 | 4.52 | 0.57 |
| Ability to prepare students in knowledge of counseling skills and techniques | 25 | 4.32 | 0.73 |
| Ability to prepare students in cultural competence | 25 | 4.24 | 0.82 |
| Ability to prepare students in ethical decision making skills in ethical issues | 25 | 4.36 | 0.74 |
| Ability to prepare students in research analysis skills | 25 | 4.72 | 1.08 |
| Ability to prepare students to work with special populations (i.e. LGBT clients, individuals with disabilities) | 25 | 4.20 | 0.80 |
| Ability to prepare students in dealing with substance use | 25 | 4.32 | 1.01 |
| Ability to prepare students in professional dispositions | 24 | 4.13 | 0.88 |

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, 53 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 | 3.95 | 53 |
| Current Course Offerings | 4.05 | 53 |
| Time of Day of Practicum/Internship Courses | 3.58 | 53 |
| Orientation to Program | 4.06 | 53 |
| Advisement | 3.54 | 53 |
| Online Course Offerings | 3.47 | 53 |
| Orientation to Practicum/Internship | 3.44 | 53 |
| Degree of Difficulty of the Coursework | 4.05 | 53 |
| Training in Counseling Ethics | 4.28 | 53 |
| Training in Counseling Theories | 4.26 | 53 |
| Training in Counseling Skills | 4.39 | 53 |
| Class Sizes | 4.50 | 53 |
| Preparedness for Working with Clients | 3.91 | 53 |
| Support by Faculty during COVID-19 | 4.00 | 53 |
| Selection of Format of Classes (face-to-face, online, hybrid) | 3.94 | 53 |
| Quality of Online Components in Courses | 3.70 | 53 |

Overall, students seem to be “satisfied” or “very satisfied” with the counseling program. It seems that the areas of advisement, time of practicum/internship courses, online course offerings, orientation to practicum/internship produced the lowest scores.

Currently, courses are offered in the evenings for our students. We asked students in the most recent survey about their interest other time preferences for class offerings. Approximately 68% of the students indicated that they were “somewhat satisfied” or “extremely satisfied” with the current times of classes. A majority of students indicated a preference for class time slots in the late afternoon and early evening. Overall, there was a wide variability in class time preferences which will be important to monitor over time.

Online components to courses have increased in during 2020 due to the COVID-19 pandemic. It will be important to continue to monitor student preferences with completely online courses and how technology is integrated into face-to-face and hybrid courses. In future student surveys, it could be helpful to understand more details about student preferences with counseling coursework and technology (e.g., certain class preferences for online learning, how technology is used effectively in face-to-face learning, synchronous vs. asynchronous learning preference).